NOTICE OF MEETING

Meeting 1/2018 of the Academic Board will be held from 2:00pm – 4:00pm on **Tuesday 6 March 2018** in the Professorial Boardroom, Quadrangle. Members who are unable to attend are asked to notify Matthew Charet at the above address. Enquiries concerning this meeting may also be directed to Dr Charet.

The agenda for this meeting is below.

Dr Matthew Charet  
Executive Officer to Academic Board

### AGENDA

This symbol indicates items that have been starred for discussion at the meeting. All unstarred items are resolved as recommended.

<table>
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<tr>
<th>Presenter</th>
<th>Paper</th>
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<td><strong>1</strong> WELCOME AND APOLOGIES</td>
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<td>2:00pm</td>
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<tr>
<td><strong>1.1</strong> Acknowledgement of Country</td>
<td>Donna Hartz</td>
<td>verbal</td>
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<td><strong>1.2</strong> Welcomes</td>
<td>Chair</td>
<td>verbal</td>
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<td><strong>2</strong> PROCEDURAL MATTERS</td>
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<td><strong>2.1</strong> Adoption of unstarred items</td>
<td>Chair</td>
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<td><strong>2.2</strong> Minutes of Previous Meeting</td>
<td>Chair</td>
<td>attached</td>
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<td><strong>2.3</strong> Revised Committee Terms of Reference</td>
<td>Chair</td>
<td>attached</td>
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<td><strong>2.4</strong> 2018 Membership of the Academic Board and committees</td>
<td>Chair</td>
<td>attached</td>
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<tr>
<td><strong>2.5</strong> Proposed amendments to the <em>Governance of Faculties and University Schools Rule 2016</em></td>
<td>Pip Pattison</td>
<td>attached</td>
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<tr>
<td><strong>2.6</strong> Proposed amendments to the <em>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</em></td>
<td>Pip Pattison</td>
<td>attached</td>
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<tr>
<td><strong>3</strong> STRATEGIC ITEMS OF BUSINESS</td>
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<tr>
<td><strong>3.1</strong> Student Wellbeing and Safety</td>
<td>Kathy Refshauge</td>
<td>verbal</td>
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<tr>
<td><strong>3.2</strong> Education Initiatives Update</td>
<td>Richard Miles</td>
<td>verbal</td>
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*Respect is a core value of the Academic Board*
4 REPORT OF THE CHAIR

4.1 General Report

Chair attached

4.2 Update on Implementation of Strategic Initiatives Relating to Assessment

Chair attached

4.3 Update on the Culture Task Force

Jennifer Barrett verbal

4.4 TEQSA Update

Kate Small verbal

4.5 Annual Delegations Amendment process

Kerrie Henderson attached

4.6 Student members' report

Students verbal

4.7 Honours and Distinctions

Chair attached

5 REPORT OF THE VICE-CHancellor

Vice-Chancellor & Principal verbal 3:10pm

6 QUESTION TIME

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

Vice-Chancellor & Principal / Chair

3:25pm

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Jane Hanrahan attached 3:35pm

7.1 Education Portfolio: Proposed Revisions to Course Resolution Templates

7.2 Implementation of Anonymous Marking

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Melissa Hardie attached 3:40pm

8.1 Arts and Social Sciences: Bachelor of Arts / Bachelor of Education (School and Community Education)

8.2 Science: Bachelor of Science / Bachelor of Advanced Studies (Taronga Wildlife Conservation)

8.3 Engineering & IT: Bachelor of Project Management

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Michael Kertesz attached 3:45pm

9.1 Medicine: Doctor of Medical Science

9.2 Science: Master of Mathematics and associated degrees

9.3 Increasing Engagement Opportunities for HDR Students

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

Wendy Davis attached 3:50pm

10.1 Phase 5 Academic Board / University Executive Thematic Review: Student Wellbeing and Safety

Respect is a core value of the Academic Board
10.2 Report of the Phase 4 Academic Board / University Executive Faculty Review of Sydney Law School separate circulation

11 GENERAL BUSINESS 2:55pm
11.1 Science: 2019 Academic Calendar Trevor Hambley attached
11.2 Academic Promotions Chair attached
11.3 Any other business

Next meeting: 2:00pm – 4:00pm, Tuesday 1 May 2018
Professorial Boardroom, Quadrangle

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

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

UNCONFIRMED MINUTES

ACADEMIC BOARD

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

Members Present: The Chair (Associate Professor Tony Masters); the Vice-Chancellor (Dr Michael Spence); Associate Professor Judy Anderson (Education & Social Work); Anne Bell (Director of University Libraries); Isabella Brook (President, SRC); Professor Tyrone Carlin (Deputy Vice-Chancellor (Registrar)); Associate Professor Alex Chaves (Veterinary Science); Associate Professor Rachel Codd (Medicine); Associate Professor Steven Cumming (Health Sciences); Associate Professor Wendy Davis (Chair, Undergraduate Studies Committee); Professor Alan Fekete (Engineering & IT); Professor Stephen Garton (Provost); Associate Professor James Glister (Law); Associate Professor Mark Gorrell (Medicine); Professor Manuel Graeber (Medicine); Imogen Grant (Nominee, SRC); Dr Scott Grattan, (Law); Associate Professor Thomas Grewal (Pharmacy); Professor Trevor Hambley (Dean, Science); Professor Jane Hanrahan (Chair, ASPC); Professor Annamarie Jagose (Dean, Arts & Social Sciences); Rebecca Johnson (Nominee, SUPRA); Patty Kamvounias (Business); Associate Professor Annette Katelaris (Medicine); Associate Professor Eric Knight (Pro-Vice-Chancellor (Research – Engagement and Enterprise)); Associate Professor Mark Krockenberger (Veterinary Science); Tilly Lees (Student, Sydney College of the Arts); Associate Professor Chengwang Lei (Engineering & IT); Associate Professor Sarah Lewis (Health Sciences); Tong Li (Student, Health Sciences); Dr Sandra Loschke (Architecture); Professor David Lowe (Engineering & IT); Dr Alan Maddox (Conservatorium); Georgia Mantle (Student, Arts & Social Sciences); Alexander McCarthy (Student, Medicine); Associate Professor Susan McGrath-Champ (Business); Professor Kirsten McKenzie (Chair, Graduate Studies Committee); Mariam Mohammed (Co-President, SUPRA); Dr Shanika Nanayakkara (Dentistry); Associate Professor John O’Byrne (Science); Dr Rhonda Orr (Health Sciences); Associate Professor Susan Park (Arts & Social Sciences); Professor Pip Pattison (Deputy Vice-Chancellor (Education)); Professor Chris Peck (Dean, Dentistry) (from 1:30pm); Ivana Radix (Nominee, SRC); Professor John Redmond (Head of School & Dean, Architecture); Professor Kathy Refshauge (Dean, Health Sciences); Professor Anna Reid (Head of School & Dean, Conservatorium); Dr Carl Schneider (Pharmacy); Associate Professor Catherine Sutton-Brady (Business); Muddasir Tahir (Student, Engineering & IT); Amy Wenham (Student, Nursing); Associate Professor Tim Wilkinson (Chair, Admissions Committee); Matthew Wun (Student, Veterinary Science).

Attendees: Associate Professor Jennifer Barrett (Director, Culture Strategy); Dr Matthew Charet (Executive Officer); Dr Glenys Eddy (Policy Manager - Curriculum Timetabling); Maria Ishkova (Executive Officer to the Pro-Vice-Chancellor (Research – Engagement and Enterprise)); Kathy Lynch (Manager, Academic Promotions Unit); Associate Professor Peter McCallum (Director, Educational Strategy); Lynda Rose (Associate Director Operations, Office of the Provost); Linda Scott (External Engagement (Industry) Manager); Kate Small (University Quality Manager).
Non-Confidential

**Apologies:** Helen Agus (Science); Professor Tina Bell (Agriculture); Professor Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Associate Professor Jacqueline Bloomfield (Nursing); Associate Professor Tom Buckley (Nursing); Dr Jeanell Carrigan (Conservatorium); Dr Emily Crawford (Law); Associate Professor David Easdown (Science); James Fick (Student, Business); Professor Duncan Ivison (Deputy Vice-Chancellor (Research)); Dr Nerida Jarkey (Arts & Social Sciences); Professor Alex McBratney (Director, Sydney Institute of Agriculture); Associate Professor Mark McEntee (Health Sciences); Gilbert Ng (Student, Dentistry); Associate Professor Maurice Peat (Business); Professor Iqbal Ramzan (Dean, Pharmacy); Joshua Reisler (Student, Law); Professor Joellen Riley (Head of School & Dean, Law); Associate Professor Paul Sheehy (Acting Head of School & Dean, Veterinary Science); Professor Juanita Sherwood (Acting Deputy Vice-Chancellor (Indigenous Strategy & Services)); Professor Balwant Singh (Agriculture); Oliver Smith (Sydney College of the Arts); Dr Ilektra Spandagou (Education & Social Work); Associate Professor Marjorie Valix (Engineering & IT); Professor Claire Wade (Veterinary Science); Professor Donna Waters (Dean, Nursing); Associate Professor Graham White (Arts & Social Sciences); Professor Greg Whitwell (Dean, Business).

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UNCONFIRMED MINUTES

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

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1 **WELCOME AND APOLOGIES**

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

The Chair advised that this meeting was the last for Professor Tyrone Carlin (Deputy Vice-Chancellor (Registrar)), and thanked Professor Carlin for his significant contributions to the work of the Board and its committees. It was recognised that Professor Carlin has always had “the best intentions for students and the institution at heart” in his activities while in office. Professor Carlin was recognised by acclamation.

The Chair also noted that this was the final meeting for the currently-elected student and staff members of the Board – whose terms of office will conclude on 31 December 2017 – and thanked everyone for their contributions while in office.

1.1 **Presentation of the Wentworth Medal**

The Chair informed members that the Wentworth Medal is the oldest and most prestigious literary award offered by the University and invited the Vice-Chancellor to present the Medal to this year’s recipient, Travis McKenna, currently enrolled in Bachelor of Arts (Honours).

The Board recognised Mr Travis’ achievement by acclamation.

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2 **PROCEDURAL MATTERS**

☆ **Adoption of unstarrred items**

The Chair advised that a number of minor typographical, formatting and referencing corrections had been identified by the University Policy Manager relating to several award course proposals presented in the Reports of the Undergraduate and Graduate Studies Committees. He moved that these proposals be approved subject to the incorporation of these amendments and this was supported by the Board. [Note: the changes identified by the University Policy Manager are outlined below in the minutes for each affected proposal].

With the exception of the proposals which were approved subject to incorporation of corrections, all unstarrred items were resolved as presented.

**Resolution AB2017/8-1**

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

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2.2 **Minutes of Previous Meeting**

The minutes of the meeting held on 10 October 2017 were accepted as a true record.
Non-Confidential

Resolution AB2017/8-2
That the Academic Board adopt the minutes of the previous meeting held on 10 October 2017 as a true record.

2.3 2018 Membership of the Academic Board

The Executive Officer provided a summary of the outcome of elections for membership of the Academic Board for terms of office commencing 1 January 2018, and informed members that Associate Professor Masters has been declared elected unopposed for a further two-year term of office as Chair of the Academic Board. Members recognised this re-appointment by acclamation.

The Board approved changes to membership as presented.

Resolution AB2017/8-3
That the Academic Board approve the changes to membership of the Board and its committees, as presented.

2.4 Authority of the Chair

This proposal was approved as presented.

Resolution AB2017/8-4
That the Academic Board:
(1) authorise Associate Professor Tony Masters as Chair to act on its behalf in respect of any urgent matters that may arise between the Board meeting on 28 November 2017 and 15 January 2018 and between 16 February 2018 and the Academic Board meeting on 6 March 2018; and
(2) authorise Professor Jane Hanrahan as Deputy Chair to act on its behalf in respect of any urgent matters that may arise while the Chair is on annual leave, between 16 January 2018 and 15 February 2018.

☆ 3 STRATEGIC ITEMS OF BUSINESS

3.1 Recognising Engagement in Promotions at the University of Sydney

The Chair invited Associate Professor Knight, Pro-Vice-Chancellor (Research – Engagement and Enterprise), to present this focus topic.

Associate Professor Knight informed members that the Australian Research Council (ARC) is using different criteria than previously for assessing grant applications, and it is important for the University to establish performance criteria relative to engagement with industry and community to ensure our continuing grant success. The impact of research is also becoming increasingly important and requires a formal measurement standard, so there is a need to determine what activities could or should be recognised in these categories; how recognition and measurement should be structured; and how growth in such activities should be supported.

In discussion, Professor Pattison connected engagement in research to engagement in learning and teaching, with entrepreneurship and project-based learning becoming an increasingly important part of the curriculum landscape. Because of this, these activities need to be formally recognised in both work allocation and in the promotions process. It is also acknowledged that engagement sits alongside research and teaching as a core academic skill, with the ability to explain one’s work or engage in meaningful collaborations a key component of ‘engagement’; in this connection, it is important to recognise that engagement can occur without impact and that impact can happen without being engaged. It was also observed that ‘engagement’ and ‘impact’ are not the same thing, and that there is a difference between trying to engage or have impact, and succeeding. Engagement in the Health faculties is often a daily activity so this will also need to be considered.

The question of how staff can best present their activities for consideration by a promotions committee is key. There are some faculties where industry engagement is more common than in others, but is it often not as valued in promotion assessment as are other University activities. It is therefore important to encourage local promotion committees to value external engagement more highly, and to emphasise engagement and impact across the current promotion categories. Establishing clear criteria against which engagement and / or impact can be measured may be a
way of enabling this, so that relevant activities are accorded the same emphasis in promotions as research and teaching.

The Vice-Chancellor observed that the University needs to engage in the way that only we can do; that is, through excellence in research and teaching, and that some people are better at this than others. He suggested moving forward with Approach 2 of those presented, making sure that clear criteria are presented and that these are considered seriously by local and central promotions committees. It was suggested that promotion instructions could include advice to “make clear your external engagement”, and that there is a risk of such information getting ‘lost’ in the absence of clear and separate criteria. In moving toward recognition in promotions, it was also observed that current criteria do not emphasise these activities so there needs to be a temporal recognition of this to allow gradual change of focus by staff to meet the criteria. The need to clarify what type of incentives we can give for these activities, was also emphasised.

In summary, the Board agreed that it is desirable to recognise engagement and impact in the promotions process; that it is important to have specific approaches to engagement to accommodate different disciplines; and that specific criteria are needed against which activity can be assessed. Associate Professor Knight undertook to work with the University Executive Heads of School Committee to further develop these towards implementation.

Resolution AB2017/8-5
That Academic Board
(1) provide feedback on the kinds of research, teaching, and leadership engagement activities that it would like to see considered for recognition within promotions criteria and procedures
(2) share any thoughts or recommendations in consideration of the appropriate model by which to structure recognition for academic staff for engagement activities in promotions criteria and procedures; and
(3) suggest the kinds of programs and support structures that it would like to be considered as interdependent with implementing changes to promotions criteria and procedures around engagement

3.2 Assessment: A University-wide Approach

The Chair opened this item by emphasising that in order to ensure that our students obtain the agreed graduate qualities, assessment needs to line up with these qualities and be more effective across the institution.

Associate Professor Anderson, co-Chair of the Assessment Working Party (AWP), advised that in 2017 the AWP established a timeline for the delivery of the assessment initiatives in the Education Strategy, including an analysis of current assessment practice across the University, the establishment of graduate qualities, the development of assessment rubrics and the enabling of better planning of assessment activities and reporting against the graduate qualities. A draft paper has been widely circulated and feedback opportunities have been provided at a number of University fora (including a student round table) and via discussion papers. The AWP will continue into 2018, and the University is committed to supporting staff to redesign assessment tasks to better deliver the graduate qualities.

Associate Professor McCallum, the other co-Chair of the AWP, informed members that it is intended that assessment and learning should be in a feedback loop, and should not only provide information to inform learning and meet the graduate qualities, but also assess against the needs of the profession, community and future employment. Assessment will therefore need to be designed not only at the unit of study and degree levels but also across majors and streams. It is important to consider the modalities of assessment we are using, whether they are relevant to the needs of contemporary students, and how we can better incorporate ‘flagship’ initiatives such as project learning. By 2020, it is anticipated that assessment will include better feedback loops, avoidance, as far as possible, of ‘drudgery’, and a clear idea of how well students achieve the graduate qualities.

In discussion, members expressed support for these initiatives. They were heartened to note that the AWP recognised the amount of work entailed in implementing these recommendations by planning to make resources available to assist in redesigning assessment. The University Policy Manager suggested that we need to consider how accountable the University might be to ensure that every student achieves the graduate qualities, and whether we might be liable to legal action.
if a student does not feel that they have achieved their own expectations of the graduate qualities while studying here. Professor Pattison advised that the Group of Eight is engaged in a process of peer review and benchmarking of assessment, and that this process establishes a level of accountability and consistency across the sector.

Associate Professor McCallum advised that the new Learning Management System (LMS) will enable simple online assessment mechanisms that will provide immediate formative feedback, and over time the amount of summative assessment will decrease. The LMS will also enable plug-ins for different styles of assessment task, so development of new ways of assessing will be much easier.

The AWP presented five recommendations in the paper circulated with the agenda pack, and the Board endorsed these recommendations for implementation.

Resolution AB2017/8-6
That the Academic Board:
(1) note the report of the Assessment Working Group, as presented; and
(2) endorse the recommendations set out in the report.

4 REPORT OF THE CHAIR

4.1 General Report

The Chair advised that at its meeting of 1 November 2017, Senate approved the amendment of the University of Sydney (Coursework) Rule 2014, endorsed the Academic Board’s approval of award course proposals from the Faculties of Engineering & IT, Arts & Social Sciences and Science, and noted that the Academic Board was discussing the Charter of Academic Freedom.

The Chair also expressed thanks to the Chairs of the standing committees and sub-committees, as well as the Executive Officer to the Academic Board and Executive Assistant to the Chair, for facilitating Board approval of a significant volume of complex proposals through the course of the last two years. These approvals include the development of a new undergraduate curriculum for delivery in 2018, development of a new assessment framework, the introduction of thematic faculty reviews and the response to the University’s TEQSA re-accreditation. The Chair acknowledged that this work could not have been undertaken to the standard achieved without the support of the committee Chairs and of the members of the Academic Board.

The increasing importance of culture was also highlighted for its impact on the University, with the Culture Taskforce continuing its work, and promotion and appointment criteria constantly being refined to ensure a more inclusive and equitable institutional culture.

Resolution AB2017/8-7
That the Academic Board note the Report of the Chair.

4.2 Academic Board Committee Architecture Discussion Paper

The Chair advised that the current proposal had been formulated in discussion with the Deputy Vice-Chancellors Education and Research and presents a model for the committees of the Academic Board to ensure that the Board meets its obligations against both University legislation and the Higher Education Standards Framework (HESF). Noting that the Review of Academic Board called for Terms of Reference to be presented for approval to the Academic Board meeting following the first meetings of each committee, draft Terms of Reference were provided to initiate discussion prior to and at the February 2018 meetings of the committees. The structure remains largely as at present, with the creation of a new Academic Quality Committee and some adjustment of reporting lines.

In discussion, Professor Fekete expressed support for the structure, along with disappointment that staffing and promotions are no longer under the remit of the Board; the Chair advised that the Delegations of Authority place these activities outside the Board’s purview, so these areas are not included in the proposed committee structure. The Provost undertook to continue to bring relevant matters in these areas to the attention of the Board as they arise, and the Chair reminded members that Academic Board Nominees are present on all academic selection and promotions panels.

Respect is a core value of the Academic Board
The proposed committee structure was approved as presented, with presentation of the draft Terms of Reference to the first meeting of each committee in 2018 prior to consideration at the 6 March 2018 meeting of the Academic Board.

**Resolution AB2017/8-8**

*That the Academic Board adopt the proposed committee architecture for 2018/9, note the draft Terms of Reference, and ask the committees to present finalised Terms of Reference to the first meeting of the Academic Board in 2018.*

4.3 **TEQSA update**

Ms Small informed members that the TEQSA re-accreditation process has significantly advanced since the previous meeting, with the University's submission on track for lodgement in February 2018. A lean submission has been negotiated with TEQSA, building on the work undertaken across the institution over the last couple of years (including curriculum renewal, review of assessment and AQF mapping). Ms Small advised that once we have submitted our application, the response time is likely to be significant and so we can continue to build on the work that is currently underway.

The Provost thanked Ms Small for her coordination of the process, and the Board for its ongoing scrutiny of award courses and other academic matters including policies and procedures.

**Resolution AB2017/8-9**

*That the Academic Board note the status and timeline for the TEQSA re-registration process*.

4.4 **Student Members’ Report**

Ms Mohammed informed members that SUPRA are currently working towards hosting a postgraduate student Women’s Conference in 2018 as well as a Networking Ball for HDR students. SUPRA recently conducted the Supervisor of the Year Awards and is planning to do so again next year due to its popularity and the opportunity it provides to acknowledge good supervisory practice. The SUPRA Presidents also recently attended the TEQSA conference in Melbourne and will present a report on their experiences to the next Board meeting.

Ms Brook advised that this meeting is her last as President of the SRC and she thanked the Chair and Executive Officer for their support and guidance whilst she has been in office. She advised that at the end of her participation on the Board, she felt that the University is acutely aware of and acting on issues affecting students (especially through groups such as the Assessment and Academic & Career Guidance Taskforces), and encouraged the University to continue to address issues raised by students and student representatives. Ms Brook advised that feedback arising from the centralisation of student administration continues to accumulate and she urged a Post-Implementation Review (PIR) of this process. The Vice-Chancellor informed members that a PIR has been undertaken and is expected to report to the University Executive “soon”, and the Chair advised that the first theme of the new thematic reviews is the Student Experience, so this will continue to be an institutional focus through 2018 and beyond.

**Resolution AB2017/8-10**

*That the Academic Board note the report of the student members of the Academic Board.*

4.5 **Honours and Distinctions**

Members noted the honours and distinctions circulated with the agenda, with the Chair particularly highlighting the first recognition of the Payne-Scott Professorial Distinctions. The election of Professor Kirsten McKenzie (Chair of the Graduate Studies Committee) to the Australian Academy of the Humanities has also highlighted. These honours and distinctions were recognised by acclamation.

**Resolution AB2017/8-11**

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

**Action 203/2017:** Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.
5 REPORT OF THE VICE-CHANCELLOR

The Vice-Chancellor briefly advised that at its meeting of 1 November 2017, Senate approved the 2018 Budget and authorised the Vice-Chancellor to initiate dialogue with the Government over securing land for an expanded Western Sydney presence and for exploring potential joint venture and/or equity partnership opportunities for Western Sydney.

The Vice-Chancellor thanked the Chair for leading a “terrific year of discussion at the Academic Board”, which has put the University in a better place for TEQSA re-accreditation. He looked forward to the Chair continuing into a second term of office to allow the Board to further participate in the ongoing development and implementation of the University Strategy.

Resolution AB2017/8-12
That the Academic Board note the report of the Vice-Chancellor and Principal.

6 QUESTION TIME

Professor Fekete asked whether there are any early figures to what impact the new undergraduate degree offerings are having on the attractiveness of the University as a study destination. The Provost advised that the setting of fixed ATARs has affected the setting of preferences by which this had formerly been measured, as students are not expressing a preference for Sydney as they already know our admission requirements. He also informed members that approximately 20 per cent of the expected commencing cohort has already enrolled by direct entry, and that there are approximately 4000 fewer students in the UAC admissions pool than there were for 2017 admission. These factors are affecting our previous data sources but the Vice-Chancellor suggested that the Bachelor of Advanced Studies combined degrees are attracting strong interest.

Associate Professor Gorrell asked whether there had been any progress on the issue raised by Mr Wun at the previous meeting regarding teaching in Veterinary Science. The Provost advised that he had met with Mr Wun and would continue to do so until the School has addressed the issues raised.

Associate Professor Sutton-Brady inquired as to whether the City Road gates would be returned to their original place after construction of the new administration building is completed. The Provost expressed his understanding that it was intended that the gates would be placed somewhere on campus, but most likely not in their original position.

[Note: Subsequent to the meeting, Campus Infrastructure and Services advised that some non-heritage components of the gates were not able to be salvaged, and that the smaller sandstone pillars will be relocated to two sites adjacent to Victoria Park and City Road.]

Resolution AB2017/8-13
That the Academic Board note the responses provided to questions raised.

7 REPORT OF THE ADMISSIONS COMMITTEE

Resolution AB2017/8-14
That the Academic Board note the report of the meeting of the Admissions Committee held by circulation on 14 November 2017.

7.1 UAC Schedules: Irish Leaving Certificate

This proposal was approved as presented.

Resolution AB2017/8-15
That the Academic Board approve the proposal from the Admissions Office that the Irish Leaving Certificate undertaken from 2017 onwards be assessed for admission to the University of Sydney using the revised schedule S9266, which includes new grades and tariff as allocated by the Irish Central Applications Office, with immediate effect.

Action 204/2017: Admissions Office to note the approval, with immediate effect.
8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2017/8-16
That the Academic Board note the report of the Undergraduate Studies Committee meeting held on 7 November 2017.

8.1 Conservatorium: Bachelor of Music (Composition)

This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:

- Clause 5(1) – reference to “the Coursework Rule” should be reference to the Coursework Policy 2014.
- Clauses 6(5)(a) and 6(6)(a) – references to “the Learning and Teaching policy” should read “Learning and Teaching Policy 2015”.
- Clauses 7(4)(b) and 8(2) – reference to “the Resolutions of the Sydney Conservatorium of Music” should read “the Coursework Policy 2014 and the Resolutions” (etc).
- Clause 11 – reference to “the Coursework Policy” should be “the Coursework Policy 2014”.

Resolution AB2017/8-17
That the Academic Board approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2018.

Action 205/2017: Head of School and Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the proposal to amend the Bachelor of Music and update the course resolutions in CMS.

8.2 DVC Education Portfolio: Curriculum Framework for a Research-Pathway Masters degree and Vertically-Integrated Masters degree


8.3 Science: Bachelor of Psychology

This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:

- Clause 4 – Reference to “the Coursework Rule and the Coursework Policy” should read “the University of Sydney (Coursework) Rule 2014 and the Coursework Policy 2014”.
- Clauses 6 and 7. These appear to be internally inconsistent provisions. 6(1) provides that “Completion of the Honours Psychology units is a requirement for the award of the Bachelor of Psychology”. 7(3) provides that “Candidates who do not achieve an Honours mark of 65 or more will be awarded a Bachelor of Psychology”.
- Clause 7(1) – Reference to the “Academic Board Policy on Awards with Honours” should be replaced with “the Coursework Policy 2014”.
- Clause 7(2) – Reference to “the Resolutions of the Faculty of Science” should be “the Coursework Policy 2014 and the Resolutions of the Faculty of Science”.

Resolution AB2017/8-18
That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Psychology and approve the amendment of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2019.

Action 206/2017: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Psychology and update the course resolutions and unit of study tables in CMS.

8.4 Science: Bachelor of Science / Master of Mathematics

Non-Confidential

8.5 Science: Changes to pre-2018 curriculum courses

This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:

Bachelor of Science, Sciences (Honours), Science (Advanced), Science (Advanced Mathematics)

- Preamble – reference to “The Academic Board policies and procedures on Academic Honesty in Coursework” should read “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.
- References (two) to “the Coursework Rule” should be references to “the Coursework Policy 2014”.
- Clause 8 – Reference to “the Resolutions of the Faculty of Science” should be “the Coursework Policy 2014 and the Resolutions” (etc).

Bachelor of Science and Bachelor of Arts

- Preamble – reference to “the Academic Board policies on Academic Dishonesty and Plagiarism” should read “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.
- Clause 5 – Reference to “the Coursework Rule” should be references to “the Coursework Policy 2014”.
- Clause 9(3) – Reference to “the Resolutions of the Faculty of Science” should read “the Coursework Policy 2014 and the Resolutions” (etc) and reference to the “resolutions of the Faculty of Arts and Social Sciences” should read “the Coursework Policy 2014 and the Resolutions” (etc).
- Clause 10(2) – Reference to the “Resolutions of the Faculty of Science and Faculty of Arts and Social Sciences” should read “the Coursework Policy 2014 and the Resolutions” (etc).

Bachelor of Liberal Arts and Science

- Preamble – reference to “the Academic Board policies on Academic Dishonesty and Plagiarism” should read “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.
- Clause 3 – Reference to “the admissions chapter of the Coursework Rule” should read “the Coursework Policy 2014”.
- Clause 6(2) – Reference to “the Resolutions of the Faculty of Science” should read “the Coursework Policy 2014 and the Resolutions” (etc) and reference to the “resolutions of the Faculty of Arts and Social Sciences” should read “the Coursework Policy 2014 and the Resolutions” (etc).
- Clause 7(1) – Reference to the “Resolutions of the Faculty of Science and Faculty of Arts and Social Sciences” should read “the Coursework Policy 2014 and the Resolutions” (etc).

Bachelor Science and Bachelor of Laws

- Preamble – reference to “the Academic Board policies on Academic Dishonesty and Plagiarism” should read “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.
- Throughout – references to “the Faculty of Law” should be replaced with “Sydney Law School”.
- Clause 5 – Reference to “the Coursework Rule” should be references to “the Coursework Policy 2014”.
- Clause 6(5) – reference “School of Law Undergraduate Table” should read “Sydney Law School Undergraduate Table”.
- Clause 7(2) – reference “Faculty of Law Undergraduate Table” should read “Sydney Law School Undergraduate Table”.
- Clause 7(3) – reference to the “Dean of the Faculty of Law” should read “Head of School and Dean of Sydney Law School”.
- Clause 9(4)(a) – reference to the “Faculty of Law” should read “Sydney Law School”.
- Clause 9(5) – reference to “the resolutions of the Faculty of Science and Bachelor of Laws Course resolutions” should read “the Coursework Policy 2014 and the resolutions of the Faculty of Science and Bachelor of Laws Course resolutions”.
- Clause 10(2) – reference to the “Resolutions of the Faculty of Science” should read “the Coursework Policy 2014 and the Resolutions” (etc).
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- Clause 10(3) – reference to the “Resolutions of the Bachelor of Laws” should read “the Coursework Policy 2014 and the Resolutions” (etc).

**Bachelor of Science / Master of Nutrition and Dietetics**

- Preamble – reference to “the Academic Board policies on Academic Dishonesty and Plagiarism” should read “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.
- Clause 2(3) – all other amended resolutions from Science have been amended to refer students wishing to change streams to the Student Centre. This one has not and still refers to the Faculty student office.
- Clause 4 – the correct reference is to the Coursework Policy 2014 – the year is part of the policy title and should not be omitted.
- Clause 5 – Reference to “the admissions chapter of the Coursework Rule” should read “the Coursework Policy 2014”.
- Clause 9(2) – reference to the “Resolutions of the Faculty of Science” should read “the Coursework Policy 2014 and the Resolutions” (etc).

**Bachelor of Science (Advanced) / Doctor of Dental Medicine**

- Preamble – reference to “the Academic Board policies on Academic Dishonesty and Plagiarism” should read “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.
- Clause 4(1) – Reference to “the Coursework Rule” should be references to “the Coursework Policy 2014”.
- Clauses 8(4) and 9(1) - reference to the “Resolutions of the Faculty of Science” should read “the Coursework Policy 2014 and the Resolutions” (etc).

**Bachelor of Science (Advanced) / Doctor of Medicine**

- Preamble – reference to “the Academic Board policies on Academic Dishonesty and Plagiarism” should read “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.
- Clause 4(1) – Reference to “the Coursework Rule” should be references to “the Coursework Policy 2014”.
- Clauses 8(4) and 9(1) – reference to the “Resolutions of the Faculty of Science” should read “the Coursework Policy 2014 and the Resolutions” (etc).

**Resolution AB2017/8-19**

That the Academic Board approve the proposal from the Faculty of Science to amend the pre-2018 curriculum Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics) Bachelor of Science/Bachelor of Arts, Bachelor of Liberal Arts and Science, Bachelor of Psychology, Bachelor of Science / Bachelor of Laws, Bachelor of Science / Master of Nutrition and Dietetics, Bachelor of Science (Advanced) / Doctor of Dental Medicine and Bachelor of Science (Advanced) / Doctor of Medicine and approve the amendments to course resolutions and tables of units of study arising from the proposal, with effect from 1 January 2018.

**Action 207/2017:** Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the pre-2018 curriculum Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics) Bachelor of Science/Bachelor of Arts, Bachelor of Liberal Arts and Science, Bachelor of Psychology, Bachelor of Science / Bachelor of Laws, Bachelor of Science / Master of Nutrition and Dietetics, Bachelor of Science (Advanced) / Doctor of Dental Medicine and Bachelor of Science (Advanced) / Doctor of Medicine and update the course resolutions in CMS.

8.6 **Science: Bachelor of Medical Science – pre-2018 curriculum changes**

This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:

**Bachelor of Medical Science / Doctor of Medicine**

- Preamble - reference to “the Academic Board policies on Academic Dishonesty and Plagiarism” should read “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.

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- Clause 4(1) - Reference to “the Coursework Rule” should be references to “the Coursework Policy 2014”.
- Clauses 7(4) and 8(1) – reference to the “Resolutions of the Faculty of Science” should read “the Coursework Policy 2014 and the Resolutions” (etc).

**Resolution AB2017/8-20**
That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Medical Science, Bachelor of Medical Science (Honours) and Bachelor of Medical Science / Doctor of Medicine award courses and approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2018.

**Action 208/2017:** Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Medical Science, Bachelor of Medical Science (Honours) and Bachelor of Medical Science / Doctor of Medicine and update the course resolutions and table of units of study in CMS.

**9 REPORT OF THE GRADUATE STUDIES COMMITTEE**

**Resolution AB2017/8-21**
That the Academic Board note the report of the Graduate Studies Committee held on 7 November 2017.

**9.1 Arts & Social Sciences: Master of Education Leadership in Aboriginal Education**
This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:

- Preamble – reference to “the Academic Board policy and procedure on Academic Honesty in Coursework” should be replaced with “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.
- Clause 3 – reference to “the Coursework Rule” should be replaced by reference to “the Coursework Policy 2014”.

**Resolution AB2017/8-22**
That the Academic Board approve the proposal from the Faculty of Arts and Social Sciences to introduce the Master of Education Leadership in Aboriginal Education; 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 Faculty of Arts and Social Sciences; and approve the introduction of course resolutions arising from this proposal, with effect from 1 January 2019.

**Action 209/2017:** Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal to introduce the Master of Education Leadership in Aboriginal Education and update the course resolutions and unit of study tables in CMS.

**Action 210/2017:** Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for the Faculty of Arts and Social Sciences.

**9.2 Arts & Social Sciences: Master of Human Rights**
This proposal was approved as presented.

**Resolution AB2017/8-23**
That the Academic Board approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Human Rights and related award courses, as amended, and approve the amendment of unit of study tables arising from the proposal, with effect from 1 January 2018.

**Action 211/2017:** Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Human Rights and update the unit of study tables in CMS.
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9.3 Dentistry: Doctor of Clinical Dentistry (Special Needs Dentistry)

This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:


- Ms Henderson also asked that reference to “thesis” and HDR examination processes be reviewed by the Faculty and form the basis for a future amendment proposal as they are inconsistent with this degree being a coursework award.

Resolution AB2017/8-24

That the Academic Board formally note the previous approval of a proposal from the Faculty of Dentistry to amend the Doctor of Clinical Dentistry (Special Care Dentistry); 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 Faculty of Dentistry; and formally approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2018.

Action 212/2017: Dean and Faculty General Manager, Faculty of Dentistry, to note the Academic Board’s approval to amend the Doctor of Clinical Dentistry (Special Care Dentistry) and update the course resolutions and unit of study tables in CMS.

Action 213/2017: Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for the Faculty of Dentistry.

9.4 Education Portfolio: Curriculum Framework for a Research-Pathway and Vertically-Integrated Masters Degree

This proposal was approved as presented.

Resolution AB2017/8-25

That the Academic Board approve the proposed curriculum framework for a research-pathway Masters degree; note the name Master of Advanced Studies ([discipline]) for the research-pathway Masters degree; approve the proposed curriculum framework for vertically-integrated research-pathway and professional/specialist Bachelor/Master combined degrees; and approve changes to the Coursework Policy 2014 incorporating the curriculum framework for a research-pathway Masters degree and vertically integrated degrees, with effect from 1 January 2018.

Action 214/2017: Executive Officer to promulgate the amendment of the Coursework Policy 2014.

9.5 Engineering: Master of Information Technology / Master of Information Technology Management

This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:

- Preamble – reference to “the Academic Board policies on Academic Dishonesty and Plagiarism” should be replaced with “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.

- Clause 3 – reference to “the Coursework Rule” should be replaced by reference to “the Coursework Policy 2014”.

- Clause 8 – This provision is inconsistent with the Coursework Policy. Suspension of up to a year is available to coursework students merely by notifying the faculty. Permission is only required for more than one year. This clause should be deleted. (See Coursework Policy clause 57(1).

- Clauses 11(1) and 12(1) – the term “Rule” in the University context refers to delegated legislation made by Senate. It is not appropriate to use it in relation to faculty requirements. The clause should be reworded to say “the following coursework credit requirements”.

- Clause 13 – reference to “the Coursework Rule” should be reference to “the Coursework Policy 2014”. Reference to “these progression rules” should be replaced with “these
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progression requirements".

Resolution AB2017/8-26
That the Academic Board approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology / Master of Information Technology Management and approve the amendment of course resolutions and unit of study tables arising from this proposal, with immediate effect.

Action 215/2017: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to amend the Master of Information Technology / Master of Information Technology Management and update the course resolutions and unit of study tables in CMS.

9.6 Law: Doctor of Juridical Studies, Master of Criminology (Research) and Master of Laws (Research)
This proposal was approved as presented.

Resolution AB2017/8-27
That the Academic Board approve the proposal from the Sydney Law School to amend the Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research degrees and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2018 (endorsed as amended at the 19 September 2017 meeting of the Graduate Studies Committee).

Action 216/2017: Head of School and Dean and School General Manager, Sydney Law School, to note the Academic Board’s approval of the proposal to amend the Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research and update the course resolutions in CMS.

9.7 Medicine: Master of International Public Health
This proposal was approved as presented.

Resolution AB2017/8-28
That the Academic Board approve the proposal from the Sydney Medical School to amend the Master of International Public Health and the Graduate Diploma in International Public Health (including renaming these award courses); 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 Sydney Medical School; and approve the introduction of course resolutions and units of study arising from this proposal, with effect from 1 January 2019.

Action 217/2017: Dean and Faculty General Manager, Sydney Medical School, to note the Academic Board’s approval of the proposal to amend the Master of International Public Health and the Graduate Diploma in International Public Health and update the course resolutions and unit of study tables in CMS.

Action 218/2017: Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for the Sydney Medical School.

9.8 Medicine: Master of Medicine / Master of Science in Medicine (General Practice and Primary Health Care)
This proposal was approved as presented.

Resolution AB2017/8-29
That the Academic Board approve the proposal from the Sydney Medical School to introduce a stream in General Practice and Primary Health Care in the Master of Medicine / Master of Science in Medicine and associated award courses; 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 Faculty of Medicine; and approve the amendment of course resolutions and the introduction of new units of study arising
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from this proposal, with effect from 1 January 2019.

**Action 219/2017:** Dean and Faculty General Manager, Sydney Medical School, to note the Academic Board’s approval of the proposal to introduce a stream in General Practice and Primary Health Care in the Master of Medicine / Master of Science in Medicine and associated award courses and update the course resolutions and tables of units of study in CMS.

**Action 220/2017:** Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for the Sydney Medical School.

9.9 **Medicine: Master of Public Health**

This proposal was approved as presented.

**Resolution AB2017/8-30**

That the Academic Board approve the proposal from the Sydney Medical School to amend the Master of Public Health and the Graduate Diploma in Public Health; 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 Faculty of Medicine; and approve the amendment of course resolutions and units of study arising from this proposal, with effect from 1 January 2019.

**Action 221/2017:** Dean and Faculty General Manager, Sydney Medical School, to note the Academic Board’s approval of the proposal to amend the Master of Public Health and the Graduate Diploma in Public Health and update the course resolutions and tables of units of study in CMS.

**Action 222/2017:** Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for the Sydney Medical School.

9.10 **Science: Bachelor of Science / Master of Mathematics**

This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:

- Preamble – delete the reference to “and the Academic Board policies on Academic Dishonesty and Plagiarism”.
- Clause 4 – refer to the policy’s full title – Coursework Policy 2014.
- Clause 5(1) – delete reference to “the Coursework Policies” and replace with “the Coursework Policy 2014”.

**Resolution AB2017/8-31**

That the Academic Board approve the proposal from the Faculty of Science to introduce the Bachelor of Science / Master of Mathematics; 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 Faculty of Science; and approve the introduction of course resolutions and the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019.

**Action 223/2017:** Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to introduce the Bachelor of Science / Master of Mathematics and update the course resolutions and unit of study tables in CMS.

**Action 224/2017:** Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for the Faculty of Science.

9.11 **Science: Master of Mathematics**

This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:

- Preamble – delete the reference to “and the Academic Board policies on Academic Dishonesty and Plagiarism”.

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- Clause 4 – refer to the policy’s full title – Coursework Policy 2014.

Resolution AB2017/8-32
That the Academic Board approve the proposal from the Faculty of Science to introduce the Master of Mathematics; 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 Faculty of Science; and approve the introduction of course resolutions and the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019.

Action 225/2017: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to introduce the Master of Mathematics and update the course resolutions and unit of study tables in CMS.

Action 226/2017: Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for the Faculty of Science.

9.12 Science: Graduate Diploma in Psychology

This proposal was approved subject to the making of minor typographical and referencing corrections, as follows:

- Preamble – reference to "the Academic Board policies on Academic Dishonesty and Plagiarism" should be replaced with “the Academic Honesty in Coursework Policy 2015 and the Academic Honesty in Coursework Procedures 2016”.

Resolution AB2017/8-33
That the Academic Board approve the proposal from the Faculty of Science to amend the Graduate Diploma in Psychology and approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2019.

Action 227/2017: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Graduate Diploma in Psychology and update the course resolutions and table of units of study in CMS.

10 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2017/8-34
That the Academic Board note the report of the Academic Standards and Policy Committee held on 14 November 2017.

10.1 Amendments to the University of Sydney (Higher Degree by Research) Rule 2011 (as amended)

This proposal was approved as presented.

Resolution AB2017/8-35
That the Academic Board endorse the amendments to the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) and recommend that Senate adopt the amended Rule, as presented, with effect from 1 January 2018.

Action 228/2017: Chair of Academic Board to recommend that Senate approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) and adopt the amended Rule, with effect from 1 January 2018.

10.2 Amendments to the Progress Planning and Review of Higher Degree by Research Students Policy and Procedures 2015

This proposal was approved as presented.

Resolution AB2017/8-36
That the Academic Board approve the amendment of the Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the Progress Planning and Review of Higher Degree by Research Students Procedures 2015, as presented, and adopt the amended

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policy and procedures, with effect from 1 January 2018.

**Action 229/2017:** Executive Officer to promulgate the amendment of the Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the Progress Planning and Review of Higher Degree by Research Students Procedures 2015.

10.3 **Amendments to the Supervision of Higher Degree by Research Students Policy 2013**

This proposal was approved as presented.

**Resolution AB2017/8-37**

*That the Academic Board approve the amendment of the Supervision of Higher Degree by Research Students Policy 2013, as presented, and adopt the amended policy, with effect from 1 January 2018.*

**Action 230/2017:** Executive Officer to promulgate the amendment of the Supervision of Higher Degree by Research Students Policy 2013.

10.4 **Amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015**

This proposal was approved as presented.

**Resolution AB2017/8-38**

*That the Academic Board approve the amendment of the Thesis and Examination of Higher Degrees by Research Policy 2015, as presented; and adopt the amended Policy, with effect from 1 January 2018.*

**Action 230/2017:** Executive Officer to promulgate the amendment of the Thesis and Examination of Higher Degrees by Research Policy 2015.

10.5 **Phase 5 AB-UE Faculty Reviews**

This proposal was approved as presented.

**Resolution AB2017/8-39**

*That the Academic Board endorse the proposed model of thematic reviews for the next five-year phase of joint Academic Board – University Executive reviews of faculties and University schools; endorse the theme of “Student Wellbeing and Safety” for review in 2018; and note the themes proposed for future years (to be finalised annually to ensure alignment with contemporary priorities).*

10.6 **Assessment: A University-wide Approach**

This proposal and its recommendations were presented as Item 3.2 on the agenda.

10.7 **Curriculum and HESF Policy Changes**

This proposal was approved as presented.

**Resolution AB2017/8-40**

*That the Academic Board approve changes to the Learning and Teaching Policy 2015 arising from curriculum implementation and an audit against the Higher Education Standards Framework; recommend that the Deputy Vice-Chancellor (Education) approve changes to the Learning and Teaching Procedures 2016 arising from curriculum implementation and an audit against the Higher Education Standards Framework; and recommend that Senate rescind the policy Equal Opportunity in Education, noting that this policy has now been incorporated into the Learning and Teaching Policy 2015, with effect from 1 January 2018.*

**Action 232/2017:** Executive Officer to promulgate the amendment of the Learning and Teaching Policy 2015 and the Learning and Teaching Procedures 2016.

**Action 233/2017:** Chair of Academic Board to recommend that Senate approve the rescission of the policy Equal Opportunity in Education, noting that this policy has now been incorporated into the Learning and Teaching Policy 2015, with effect from 1 January 2018.

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10.8 Continuing and Extra-Curricular Education Policy 2017

This proposal was approved as presented.

Resolution AB2017/8-41
That the Academic Board endorse the Continuing and Extra-Curricular Education Policy 2017 and recommend that the Deputy Vice-Chancellor (Education) adopt the policy, with effect from 1 January 2018.


10.9 University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)

This proposal was approved as presented.

Resolution AB2017/8-42
That the Academic Board endorse the amendment of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), as presented and recommend that Senate approve the amendment of the Rule, with effect from 1 January 2018.

Action 235/2017: Chair of Academic Board to recommend that Senate approve the amendment of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), with effect from 1 January 2018.

10.10 Arts & Social Sciences: Faculty Resolutions

This proposal was approved as presented.

Resolution AB2017/8-43
That the Academic Board approve the proposal from the Faculty of Arts and Social Sciences to amend its Faculty Resolutions and approve the amendment of Faculty Resolutions arising from the proposal, with effect from 1 January 2018.

Action 236/2017: Dean and Faculty General Manager, Arts and Social Sciences, to note the Academic Board’s approval of the proposal to amend the Resolutions of the Faculty of Arts and Social Sciences.

10.11 Dentistry: Faculty Resolutions

This proposal was approved as presented.

Resolution AB2017/8-44
That the Academic Board approve the proposal from the Faculty of Dentistry to amend its Faculty Resolutions and approve the amendment of Faculty Resolutions arising from the proposal, with effect from 1 January 2018.

Action 237/2017: Dean and Faculty General Manager, Faculty of Dentistry, to note the Academic Board’s approval of the proposal to amend the Resolutions of the Faculty of Dentistry.

10.12 Student Misconduct Report 2015-2016

This report was noted as presented.

Resolution AB2017/8-45
That the Academic Board note the Student Misconduct Report 2015 – 2016, as presented.

10.13 2016 Quality Verification System Review

This report was noted as presented.

Resolution AB2017/8-46
That the Academic Board note the feedback provided about the University of Sydney units of study that were reviewed during the 2016 Group of Eight (Go8) Quality Verification System (QVS) review.
10.14 **Arts & Social Sciences: Phase 4 Faculty Review Report and Response – CONFIDENTIAL**

This report was noted as presented.

Resolution AB2017/8-47
That the Academic Board note the report of the Phase 4 Review of the Faculty of Arts and Social Sciences and the Faculty’s response, as presented.

11 **GENERAL BUSINESS**

11.1 **Arts & Social Sciences: 2018 Academic Calendar**

This proposal was approved as presented.

Resolution AB2017/8-48
That the Academic Board approve the 2018 Academic Calendar for the Sydney School of Education and Social Work, as presented.

Action 238/2017: Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the 2018 Academic Calendar, as presented.

11.2 **Dentistry: 2018 Academic Calendar**

This proposal was approved as presented.

Resolution AB2017/8-49
That the Academic Board approve the request from the Faculty of Dentistry to amend the 2018 Academic Calendar for the Doctor of Dental Medicine with immediate effect, as presented.

Action 239/2017: Dean and Faculty General Manager, Faculty of Dentistry, to note the Academic Board’s approval of the 2018 Academic Calendar, as presented.

11.3 **Nursing: 2018 Academic Calendar**

This proposal was approved as presented.

Resolution AB2017/8-50
That the Academic Board approve the 2018 Academic Calendar for Sydney Nursing School, as presented.

Action 240/2017: Dean and Faculty General Manager, Sydney Nursing School, to note the Academic Board’s approval of the 2018 Academic Calendar, as presented.

11.4 **Medicine: 2018 Academic Calendar**

This proposal was approved as presented.

Resolution AB2017/8-51
That the Academic Board approve the 2018 Academic Calendar for Sydney Medical School, as presented.

Action 241/2017: Dean and Faculty General Manager, Sydney Medical School, to note the Academic Board’s approval of the 2018 Academic Calendar, as presented.

11.5 **End of Year Celebration – Invitation**

Members were reminded to join the Chair for the end-of-year celebration in the Cloisters immediately following the meeting.

11.6 **Any other business**

Associate Professor Barrett encouraged members to engage with the Culture Survey, an invitation to participate in which was recently sent to all staff.

The Chair thanked members for a productive year and wished them an enjoyable holiday season.
There being no other business, the meeting closed at 2:47 pm.

A copy of the agenda pack for this meeting is available at: sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2017/20171128-AB-Agenda-Pack.pdf
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<th>Author</th>
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<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
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<tr>
<td>Purpose</td>
<td>To seek the Committee's endorsement of revised Terms of Reference</td>
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**RECOMMENDATION**

*That the Academic Board approve Terms of Reference for the Academic Quality Committee, Academic Standards and Policy Committee, Graduate Studies Committee and Undergraduate Studies Committee, as presented, with effect from 6 March 2018.*

**EXECUTIVE SUMMARY**

At its meeting of 28 November 2017, the Academic Board approved a draft set of Terms of Reference to accompany a restructure of the Standing Committees of the Academic Board. The background of the proposal, including an explanation of the purpose of the restructure of the committees, revision of the Terms of Reference and constituency for each committee, and the consultation process through which the current draft was formulated, can be found in the agenda papers for the 28 November 2018 meeting of the Academic Board (as Item 4.2).

It was agreed at that meeting that the Terms of Reference would be presented to each committee for endorsement at the first cycle of meetings in 2018. The Terms of Reference have now been presented to each committee, feedback has been received and incorporated, and the attached final versions have been assessed by the University Quality Manager. Changes to the Terms of Reference since they were originally presented to the Academic Board on 28 November 2017 are reflected via mark-up.

The Academic Board is asked to approve the Terms of Reference as attached, with effect from 6 March 2018.
Academic Quality Committee – draft Terms of Reference

Purpose
The Academic Quality Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, scholarship and research at the University of Sydney and, in this context, advises the Academic Board on receipt of reports on the quality of, and current standards in teaching, scholarship and research, in accordance with the University of Sydney (Academic Board) Rule 2017 and the Resolutions of the Senate: Delegations of Authority: Academic Functions 2016 University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

Terms of reference
1. To play an active role in assuring the quality of teaching, scholarship and research in the University and co-ordinate and maintain an overview of the academic activities of all academic units.
2. To monitor issues relating to quality in relation to undergraduate and postgraduate award courses, and to make recommendations to the Academic Board.
3. To monitor issues relating to quality in relation to research, and to make recommendations to the Academic Board.
4. To monitor issues relating to quality in relation to research training, including the assessment and examination of Higher Degree by Research candidates, and to make recommendations to the Academic Board.
5. To provide academic oversight in relation to domains 2.2, 2.2.3, 5.2.2, 5.2.4, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.7, 5.4.2, 6.1.4, 6.3.1 (b) – (d), 6.3.2 (a), (c) – (h) inclusive of the Higher Education Standards Framework (Threshold Standards) 2015.
6. In pursuit of the above objectives, to:
   • request reports from, or refer matters to Faculties, University Schools, schools, departments, University Executive portfolios, etc., for consideration and action as required;
   • consider and take action as required on reports or academic submissions from academic units;
   • initiate and oversee, in collaboration with the University Executive, a formal and regular program of review of academic activities of all academic units.
7. To ensure undergraduate and postgraduate coursework education are compliant with appropriate rules, policies and procedures, including, but not limited to the:
   • University of Sydney (Coursework) Rule 2014,
   • the Coursework Policy 2014,
   • the Assessment Procedures 2011,
   • Learning and Teaching Policy 2015,
   • Learning and Teaching Procedures 2016,
   • Academic Honesty in Coursework Policy 2015,
   • Academic Honesty Procedures 2016.
8. To ensure that research training is compliant with appropriate rules, policies and procedures, including, but not limited to the:
6.9. To receive reports and recommendations from the Higher Degree by Research Examinations Sub-Committee for comment and transmission to the Academic Board.

7.10. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education), The Registrar and, where appropriate, the Pro-Vice-Chancellor (Global Engagement) on quality assurance and other matters relating to coursework study.

8.11. To receive reports from, and provide advice to, appropriate portfolios on quality assurance and other matters relating to higher degree by research training in domain 4.1 of the Higher Education Standards Framework (Threshold Standards) 2015.

9.12. To obtain information or reports from any faculty, school or department, the Library or other academic unit on academic matters relating to coursework and/or research training studies.

10.13. To provide regular reports on its activities under its terms of reference to the Academic Board.

11.14. To consider and report on any matter referred to it by the Academic Board, or its committees, the University Executive or the Vice-Chancellor.

Constitution

Ex Officio Members

the Chair of the Committee

the Chair of the Academic Board, or nominee

the Chair of the HDR Examinations Sub-Committee, if not already a member

the Deputy Vice-Chancellor (Registrar), or nominee

the President of the Students’ Representative Council, or nominee

the President of the Sydney University Postgraduate Students’ Association, or nominee

Appointed Members

The Academic Board shall, on nomination by members of the Academic Board, appoint:

- one academic staff member from each 2016 Faculty and University School; and
- at least one undergraduate and one postgraduate student member nominated by members of the Board.

The Academic Board shall, on the recommendation of the Chair of the Academic Board, appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.

Deputy Chair

The Committee may, on the nomination of its Chair, appoint one member to act as Deputy Chair.
Co-opted Members
The Committee may co-opt additional members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Committee, but must have an interest and/or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of co-option and such members shall have all rights and privileges of other members.

Assessors and Reviewers
The Committee may invite and appoint assessors and reviewers to assist it with its functions, including, as appropriate, persons from outside the University.

Observers
Staff or students of the University may attend meetings as observers, and may, with the permission of the Chair of the committee, address the meeting on issues being considered by it.

Frequency of Meetings
The Committee shall meet at least five times a year.

Voting Rights
Voting rights at meetings of the Committee are restricted to ex-officio members, appointed members and co-opted members.

Quorum
A quorum for a meeting of the Committee shall be seven members.

Sub-Committee
Higher Degree by Research Examinations Sub-Committee
Academic Standards and Policy Committee – draft Terms of Reference

Purpose
The Academic Standards and Policy Committee assists and advises the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, scholarship and research in the University of Sydney.

Terms of reference

1. To play an active role in assuring the quality of teaching, scholarship and research in the University by ensuring the body of academic policies and degree resolutions are internally consistent, incorporate the best ideas and are aligned with the strategic goals of the University.

1.2. To formulate, and review and, as appropriate, recommend policies, guidelines and procedures relating in relation to academic matters, particularly with respect to academic issues that have scope across the University, including equity and access initiatives.

2.3. To determine recommend to the Academic Board policy concerning the programs of study or examinations in any Faculty, college, University School or Board of Studies.

3.4. To advise the Academic Board and Vice-Chancellor on policies concerning the academic aspects of the conditions of appointment and employment of academic staff.

4.5. To provide academic oversight of admissions, credit and recognition of prior learning in relation to domains 2.4.2, 2.4.3, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.4, 6.3.1 (a), (b), (d), 6.3.2 (a), (d), (e), of the Higher Education Standards Framework (Threshold Standards) 2015.

5.6. To provide academic oversight of research training in relation to domains 4.2.1 (a) – (e), and 6.3.1 (a), (b), (d), 6.3.2 (a), (d), (e), of the Higher Education Standards Framework (Threshold Standards) 2015.

6. To play an active role in assuring the quality of teaching, scholarship and research in the University by ensuring the body of academic policies and degree resolutions are self-consistent, incorporate the best ideas and are aligned with the strategic goals of the University.

7. To actively seek and evaluate opportunities to improve the University’s pursuit of high standards in all academic activities.

8. To ensure proper communication channels are established with other committees of the Academic Board and the University Executive to promote cross-referencing and discussion of matters pertaining relating to academic standards and policy.

9. To receive regular reports from, and provide advice to the Deputy Vice-Chancellors pursuant to maintaining the highest standards in teaching, scholarship and research.

9. To receive reports from, and provide advice to, the Deputy Vice Chancellors relating to the operation and effectiveness of policy in the areas of teaching, scholarship and research.

10. To exercise all reasonable means to provide and receive advice from the University Executive and its relevant subcommittees.

11. To provide regular reports on its activities under its terms of reference to the Academic Board.

12. To consider and report on any matter referred to it by the Academic Board, the Vice-Chancellor or the Deputy Vice-Chancellors.
Constitution

*Ex Officio Members*

- the Chair of the Committee
- the Chair of the Academic Board, or nominee
- the Deputy Vice-Chancellor (Education), or nominee
- the Director, Educational Innovation, or nominee
- the President of the Students’ Representative Council, or nominee
- the President of the Sydney University Postgraduate Representative Association, or nominee

*Appointed members*

The Academic Board shall, on nomination by members of the Academic Board, appoint:

- The Academic Board shall appoint one member from each Faculty and University School; and
- at least one undergraduate student member, nominated by members of the Board.

The Academic Board shall, on the recommendation of the Chair of the Academic Board, appoint as its representatives three elected staff members of the Academic Board, on the recommendation of the Chair of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.

*Deputy Chair*

The Committee may, on the nomination of its Chair, appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

*Co-opted members*

On the recommendation of the Committee, the Academic Board may co-opt additional members. Co-opted members may be selected from the University community or be external to the University of Sydney and may express interest directly to the Chair of the Committee, but must have an interest and/or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of cooption and such members shall have all rights and privileges of other members.

*Observers*

Students and staff of the University may attend meetings as observers, and may be allowed, with the permission of the Chair of the committee, to address the meeting on issues being considered by it.

*Frequency of Meetings*

The Committee shall meet at least five (5) times a year.

*Voting Rights*

Voting rights at meetings of the Committee are restricted to ex-officio members, appointed members and co-opted members.

*Quorum*

A quorum for a meeting of the Committee shall be seven (7) members.
Graduate Studies Committee – Draft Terms of Reference

Purpose
The Graduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning, research training and scholarship at the University of Sydney. It advises the Academic Board about Resolutions, policy and procedures relating to postgraduate study at the University. It determines and acts as the Academic Board’s agent in determining postgraduate matters, including the approval of new and amended courses, in accordance with the Resolutions of the Senate: Delegations of Authority: Academic Functions University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

Terms of Reference
1. To monitor issues relating to quality in relation to postgraduate award courses and research training, and to make recommendations to the Academic Board as detailed below.
2. To advise the Academic Board on Resolutions, policy and procedures relating to all postgraduate studies in the University, including the assessment and examinations of postgraduate research candidates.
3. To make recommendations to the Academic Board regarding:
   • 3.1. proposals to introduce new postgraduate award courses and amendments to existing postgraduate award courses; and
   • 3.2. requirements to be satisfied by candidates for the award of a degree, diploma or certificate.
4. To provide academic oversight in relation to domains 1.4.1; 1.4.2; 1.4.5, 1.4.6, 1.4.7, 1.5.2; 3.1.1, 3.1.2, 3.1.3; 3.1.4; 3.1.5; 4.2.1 (a)-(e) inclusive, 5.1.2; 5.1.3, 5.4.2 and 6.3.2(c) of the Higher Education Standards Framework (Threshold Standards) 2015.
5. To ensure graduate education is compliant with appropriate Rules, Policies and Procedures, including, but not limited to the:
   • University of Sydney (Coursework) Rule 2014, the
   • Coursework Policy 2014, the
   • Assessment Procedures 2011, the
   • Learning and Teaching Policy 2015, the
   • Learning and Teaching Procedures 2016, the
   • Academic Honesty in Coursework Policy 2015
   • the Academic Honesty Procedures 2016, the
   • University of Sydney (Higher Degree by Research) Rule 2011, the
   • Thesis and Examination of Higher Degree by Research Policy 2015, the
   • Thesis and Examination of Higher Degree by Research Procedures 2015, the
   • Thesis and Examination of Higher Degrees by Research Guidelines for Examiners.
6. To act for the Academic Board in:
   • 6.1. admitting candidates, on the advice of the Faculty, University School or Board of Studies concerned, for higher doctorates who are not graduates of the University of Sydney; and
   • 6.2. determining, on the recommendation of the Faculty, University School or Board of Studies concerned, whether or not a Higher Doctorate be awarded.
7. To contribute to the development of the University’s strategic objectives in relation to postgraduate study and research training, and to develop, recommend to the Academic Board, and regularly review resolutions, policy and procedures supporting those strategic objectives.

8. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education), and, where appropriate the Deputy Vice-Chancellor (Research), the Registrar and the Pro-Vice-Chancellor (Global Engagement) on quality assurance and others matters relating to postgraduate study and research training at the University.

9. To determine matters relating to the award of Higher Degrees by Research, the degree of Doctor of Philosophy.

10. To establish effective supervisory policy and procedures for postgraduate Higher Degree by Research students.

11. To obtain information or reports from any Faculty, University School, Board of Studies, school or department, the Library or other academic unit on academic matters relating to postgraduate studies.

12. To ensure proper communication channels are established with other committees of the Academic Board and University Executive to promote cross-referencing and discussion of matters concerning postgraduate students.

13. To determine the terms and conditions of awards, postgraduate scholarships and prizes established within the University.

14. On behalf of To act for the Academic Board to in:
   • 14.1. recognising institutions, programs and courses for the purposes of admission to postgraduate coursework and research;
   • 14.2. approving special admission schemes for postgraduate courses; and
   • 14.3. confirming academic selection criteria for international students set by Deans or Heads of School and Deans of University Schools.

15. To provide regular reports on its activities under its terms of reference to the Academic Board.

16. To consider and report on any matter referred to it by the Academic Board, or its committees, the University Executive or the Vice-Chancellor.

Notes: The Chair of the Graduate Studies Committee acts for the Academic Board has, in some circumstances, delegated authority under the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016, including to in varying the requirements for a particular candidate in exceptional circumstances for a higher doctorates or and the degree of Doctor of Philosophy in exceptional circumstances., in accordance with the Resolutions of the Senate: Delegations of Authority: Academic Functions.

Constitution

Ex Officio Members
- the Chair of the Committee
- the Chair of the Academic Board, or nominee
- the Chairs of the HDR Scholarships Sub-Committees of the Graduate Studies Committee, if not already a members
- the Director, Graduate Research, or nominee
- the Deputy Registrar, or nominee
- the President of the Sydney University Postgraduate Representative Association, or nominee
Appointed Members

The Academic Board shall appoint one member to the committee, on nomination by members of the Board, from:

• one member from each 2016 faculty and University School; and
• one postgraduate coursework student; and
• one postgraduate research student nominated by members of the Board.

The Academic Board shall, on the recommendation of the Chair of the Academic Board, appoint as its representatives three elected staff members of the Academic Board, on the recommendation of the Chair of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.

Deputy Chair

The Committee may, on the nomination of its Chair, appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

Co-opted Members

The Committee may co-opt up to four members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Committee, but must have an interest and/or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of co-option and such members shall have all rights and privileges of other members.

Assessors and Reviewers

The Committee may invite and appoint assessors and reviewers to assist it with its functions, including, as appropriate, persons from outside the University.

Observers

Students and staff of the University may attend meetings as observers, and may be allowed, with the permission of the Chair of the committee, to address the meeting on issues being considered by it.

Frequency of meetings

The Committee shall meet at least five (5) times a year.

Voting Rights

Voting rights at meetings of the Committee are restricted to ex-officio members, appointed members and co-opted members.

Quorum

A quorum for a meeting of the Committee shall be seven (7) members.

Sub-Committee

Higher Degree by Research Scholarships Sub-Committee
Undergraduate Studies Committee – Draft Terms of Reference

Purpose

The Undergraduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning and scholarship at the University of Sydney. In this context, advises the Academic Board about resolutions, policy and procedures relating to undergraduate study at the University and acts as the Academic Board’s agent in determining undergraduate matters, including the approval of new and amended courses, in accordance with the Resolutions of the Senate: Delegations of Authority: Academic Functions – University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

Terms of reference

1. To monitor issues relating to quality in relation to undergraduate award courses, and to make recommendations to the Academic Board as detailed below.

2.1. To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate studies in the University, including the pattern of undergraduate award courses in the University.

3.2. To make recommendations to the Academic Board about proposals to introduce new undergraduate award courses and amendments to existing undergraduate award courses.

4.3. To make recommendations to the Academic Board regarding requirements to be satisfied by candidates for the award of a degree, diploma or certificate.

5.4. To act for the Academic Board in determining procedures for the consideration, and deadline for submission of proposals for new and amended undergraduate award programs and courses in consultation with the University Executive Curriculum and Course Planning Profiles Steering Committee.

6.5. To provide academic oversight in relation to domains 1.4.1; 1.4.2, 3.1.1, 3.1.2, 3.1.3; 3.1.4; 3.1.5; 5.1.2; 5.1.3, 5.4.2 and 6.3.2(c) of the Higher Education Standards Framework (Threshold Standards) 2015.

6. To ensure undergraduate education is compliant with appropriate Rules, Policies and Procedures, including, but not limited to the:

- University of Sydney (Coursework) Rule 2014;
- Coursework Policy 2014;
- Assessment Procedures 2011;
- the Learning and Teaching Policy 2015;
- Learning and Teaching Procedures 2016;
- the Academic Honesty in Coursework Policy 2015;
- Academic Honesty Procedures 2016.

7. To contribute to the development of the University’s strategic objectives in relation to undergraduate study and to formulate, recommend to the Academic Board, and regularly review resolutions, policy and procedures supporting those strategic objectives.

8. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education) and, where appropriate the Deputy Vice-Chancellor (Global Engagement) on quality assurance and other matters relating to undergraduate study.

9. To obtain information or reports from any Faculty, University School, Board of Studies, school or department, the Library or other academic unit on academic matters relating to undergraduate studies.

10. To ensure proper communication channels are established with other committees of the Academic Board and the University Executive to promote cross-referencing and discussion of matters concerning undergraduate students.
11. To determine the terms and conditions of undergraduate awards, scholarships and prizes established within the University.
12. To receive annual reports on the awarding of Honours and the University Medal from Faculties, University Schools, and Boards of Studies.
13. To provide regular reports on its activities under its terms of reference to the Academic Board.
14. To consider and report on any matter referred to it by the Academic Board, or its committees, the University Executive or the Vice-Chancellor.

Constitution

**Ex Officio Members**
- the Chair of the Committee
- the Chair of the Academic Board, or nominee
- the Chair of the Admissions Subcommittee, if not already a member
- the Director, Educational Innovation, or nominee
- the Deputy Registrar, or nominee
- the President of the Students’ Representative Council, or nominee

**Appointed members**
The Academic Board shall appoint to the committee, on nomination by members of the Board:
- one academic staff member from each 2016 faculty and University School, and
- at least one undergraduate student member nominated by members of the Board.

The Academic Board shall, on the recommendation of the Chair of the Board, appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.

**Deputy Chair**
The Committee may appoint one member, on the nomination of its Chair, to act as Deputy Chair.

**Co-opted Members**
The Committee may co-opt additional members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Committee, but must have an interest and/or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of co-option and such members shall have all rights and privileges of other members.

**Assessors and Reviewers**
The Committee may invite and appoint assessors and reviewers to assist it with its functions, including, as appropriate, persons from outside the University.

**Observers**
Staff or students of the University may attend meetings as observers, and may be allowed, with the permission of the Chair of the Committee, to address the meeting on issues being considered by it.
Frequency of Meetings

The Committee shall meet at least five (5) times a year.

Voting Rights

Voting rights at meetings of the Committee are restricted to *ex officio* members, appointed members and co-opted members.

Quorum

A quorum for a meeting of the Committee shall be seven (7) members.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Matthew Charet (Executive Officer to Academic Board)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>2018 Membership of the Academic Board</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Board of changes to membership of the Board and its committees</td>
</tr>
</tbody>
</table>

RECOMMENDATION

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

MEMBERSHIP OF ACADEMIC BOARD

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

- Professor Kim Rasmussen has been appointed as Acting Dean of the Faculty of Engineering & Information Technologies, replacing Professor Archie Johnston;
- Professor Fran Waugh has been appointed as Acting Head of School and Dean of the Sydney School of Education and Social Work, replacing Professor Di Mayer;
- Professor Andrew McLachlan has been appointed as the new Head of School and Dean of the Faculty of Pharmacy, replacing Professor Iqbal Ramzan;
- Associate Professor Wendy Davis and Professor Jianlei Niu have been appointed to fill casual vacancies for staff positions in the Sydney School of Architecture, Design and Planning;
- Professor Barbara Helwing has been appointed to fill a casual vacancy for a member of the School of Philosophical and Historical Inquiry in the Faculty of Arts and Social Sciences;
- Dr Kimberly Mathieu Coulton, Dr Susie Dracopoulos, Professor Joerg Eberhard and Dr Michelle Irving have been appointed to fill casual vacancies in the Faculty of Dentistry;
- Jas Chambers and Dr Sascha Jenkins have been appointed as representatives of the UE Faculty Managers Committee;
- Dr Henry Leung will be representing Associate Professor Maurice Peat during Semester 1, while the latter is on SSP.

With the imminent implementation of the Faculty of Medicine and Health, it is also resolved to co-opt the Deans of the Faculties of Dentistry, Medicine, Nursing and Pharmacy to the Academic Board, for a term of office until 31 December 2019.

CHAIRS OF COMMITTEES

The Academic Board is asked to approve the appointment of the following staff as chairs of the committees and sub-committees of the Academic Board:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standards and Policy Committee</td>
<td>Professor Jane Hanrahan</td>
</tr>
<tr>
<td>Admissions Sub-Committee</td>
<td>Associate Professor Tim Wilkinson</td>
</tr>
<tr>
<td>Undergraduate Studies Committee</td>
<td>Dr Melissa Hardie</td>
</tr>
<tr>
<td>Graduate Studies Committee</td>
<td>Associate Professor Michael Kertesz</td>
</tr>
<tr>
<td>HDR Scholarships Sub-Committee</td>
<td>Professor Shae McCrystal</td>
</tr>
<tr>
<td>Academic Quality Committee</td>
<td>Associate Professor Wendy Davis</td>
</tr>
</tbody>
</table>
MEMBERSHIP OF COMMITTEES

The Academic Board is asked to approve the membership of the committees of the Academic Board, as attached.

Non-Confidential

<table>
<thead>
<tr>
<th>Membership Sub-Committee</th>
<th>Chairperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDR Examinations Sub-Committee</td>
<td>Associate Professor Kathleen Nelson</td>
</tr>
</tbody>
</table>
# ACADEMIC QUALITY COMMITTEE - MEMBERSHIP

## 2018 Membership

<table>
<thead>
<tr>
<th>Members ex officio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>the Chair of the Committee</td>
<td>Associate Professor Wendy Davis</td>
</tr>
<tr>
<td>the Chair of the Academic Board, or nominee</td>
<td>Associate Professor Tony Masters</td>
</tr>
<tr>
<td>the Deputy Vice-Chancellor (Registrar), or nominee</td>
<td>Professor Pip Pattison</td>
</tr>
<tr>
<td>the President of the Students’ Representative Council, or nominee</td>
<td>Imogen Grant</td>
</tr>
<tr>
<td>the President of the Sydney University Postgraduate Representative Association, or nominee</td>
<td>Rebecca Johnson (nominee)</td>
</tr>
</tbody>
</table>

### The Academic Board shall appoint one member from each Faculty and University school and at least one undergraduate and one postgraduate student member nominated by members of the Board

<table>
<thead>
<tr>
<th>Faculty/Association</th>
<th>Member/Associate Professor/Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design and Planning</td>
<td>Dr Tooran Alizadeh</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>Vacant</td>
</tr>
<tr>
<td>Business</td>
<td>Professor Rae Cooper</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Ayman Ellakwa</td>
</tr>
<tr>
<td>Engineering and Information Technologies</td>
<td>Associate Professor Javid Atai</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Dr Mark Halaki</td>
</tr>
<tr>
<td>Law</td>
<td>Professor Matthew Conaglen</td>
</tr>
<tr>
<td>Medicine</td>
<td>Professor Mark Gorrell</td>
</tr>
<tr>
<td>Nursing and Midwifery</td>
<td>Jane Currie</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Dr Betty Chaar</td>
</tr>
<tr>
<td>Science</td>
<td>Vacant</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>Associate Professor Kathleen Nelson</td>
</tr>
<tr>
<td>Student representatives</td>
<td>Vacant (UG)</td>
</tr>
<tr>
<td></td>
<td>Donald Tochukwu Azuatalam (PG)</td>
</tr>
</tbody>
</table>

### The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board

<table>
<thead>
<tr>
<th>Member/Associate Professor/Name</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Dr Carl Schneider</td>
<td></td>
</tr>
<tr>
<td>Vacant</td>
<td></td>
</tr>
<tr>
<td>Vacant</td>
<td></td>
</tr>
</tbody>
</table>

### The Committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair

<table>
<thead>
<tr>
<th>Member/Associate Professor/Name</th>
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<tbody>
<tr>
<td>Vacant</td>
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</tbody>
</table>

### Co-opted Members

<table>
<thead>
<tr>
<th>Name/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kubra Chambers (Director, Institutional Analytics and Planning)</td>
</tr>
<tr>
<td>Kate Small (University Quality Manager)</td>
</tr>
</tbody>
</table>

For information:

President, SRC (if sending a nominee)
President, SUPRA (if sending a nominee)
Kate Calhau (for Associate Professor Masters)

Updated: 27/02/2018, MC
# ACADEMIC STANDARDS & POLICY COMMITTEE - MEMBERSHIP

## 2018 Membership

<table>
<thead>
<tr>
<th><strong>Members ex officio</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair of the Committee</td>
</tr>
<tr>
<td>Chair of the Academic Board, or nominee</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Education), or nominee</td>
</tr>
<tr>
<td>Director, Educational Innovation, or nominee</td>
</tr>
<tr>
<td>President SRC, or nominee</td>
</tr>
<tr>
<td>President SUPRA, or nominee</td>
</tr>
</tbody>
</table>

The Academic Board shall appoint one member from each Faculty and University school and at least one undergraduate student member nominated by members of the Board

<table>
<thead>
<tr>
<th>Faculty/Programme</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design and Planning</td>
<td>Dr Adrienne Keane</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>Associate Professor Mark Melatos</td>
</tr>
<tr>
<td>Business</td>
<td>Professor Sandra van der Laan</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Professor Gregory Murray</td>
</tr>
<tr>
<td>Engineering and Information Technologies</td>
<td>Associate Professor Vincent Gomes</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Associate Professor Alison Purcell</td>
</tr>
<tr>
<td>Law</td>
<td>Associate Professor Rita Shackel</td>
</tr>
<tr>
<td>Medicine</td>
<td>Dr Peter Knight</td>
</tr>
<tr>
<td>Nursing and Midwifery</td>
<td>Dr Vasiliki Betihavas</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Dr Bret Church</td>
</tr>
<tr>
<td>Science</td>
<td>Vacant</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>Associate Professor Jennifer Rowley</td>
</tr>
<tr>
<td>Student members</td>
<td>Undergraduate: Vacant</td>
</tr>
<tr>
<td></td>
<td>Postgraduate: Vacant</td>
</tr>
</tbody>
</table>

The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board

<table>
<thead>
<tr>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor Salvatore Babones</td>
</tr>
<tr>
<td>Professor Alan Fekete</td>
</tr>
<tr>
<td>Patty Kamvounias</td>
</tr>
</tbody>
</table>

The Committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair

| TBA |

<table>
<thead>
<tr>
<th>Co-opted members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Manuel Graeber</td>
</tr>
<tr>
<td>Kerrie Henderson</td>
</tr>
<tr>
<td>Associate Professor Maurice Peat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty or Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Medicine</td>
</tr>
<tr>
<td>Office of General Counsel</td>
</tr>
<tr>
<td>University of Sydney Business School</td>
</tr>
</tbody>
</table>

For information:

President, SUPRA (if sending a nominee)
Kate Calhau (for Associate Professor Masters)
Belinda Yeldham (for Professor Pattison)

Updated: 22/02/2018, MC
### GRADUATE STUDIES COMMITTEE - MEMBERSHIP

#### 2018 Membership

<table>
<thead>
<tr>
<th>Members ex officio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair of the Committee</td>
<td>Associate Professor Michael Kertesz</td>
</tr>
<tr>
<td>Chair of the Academic Board or nominee</td>
<td>Associate Professor Tony Masters</td>
</tr>
<tr>
<td>Chair of Higher Degree by Research Scholarships Sub-Committee, if not already a member</td>
<td>Professor Shae McCrystal</td>
</tr>
<tr>
<td>Director, Graduate Research, or nominee</td>
<td>Professor Ross Coleman</td>
</tr>
<tr>
<td>Deputy Registrar, or nominee</td>
<td>Edwina Grose (nominee)</td>
</tr>
<tr>
<td>President of the Sydney University Postgraduate Representative Association, or nominee</td>
<td>Nicole Seebacher (nominee)</td>
</tr>
</tbody>
</table>

The Academic Board shall appoint one member from each Faculty and University school and one postgraduate coursework and one postgraduate research student member nominated by members of the Board

<table>
<thead>
<tr>
<th>Faculty or School</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design and Planning</td>
<td>Associate Professor Lee Stickells</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>TBA</td>
</tr>
<tr>
<td>Business</td>
<td>Dr Matthew Beck</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Dr Munira Xaymardan</td>
</tr>
<tr>
<td>Engineering and Information Technologies</td>
<td>Dr Petr Matous</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Associate Professor Lynette MacKenzie</td>
</tr>
<tr>
<td>Law</td>
<td>Professor David Hamer</td>
</tr>
<tr>
<td>Medicine</td>
<td>Associate Professor Patrick Kelly</td>
</tr>
<tr>
<td>Nursing and Midwifery</td>
<td>Dr Andrea McCloughen</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Professor Jo-Anne Brien</td>
</tr>
<tr>
<td>Science</td>
<td>Dr Tim Newsome</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>Associate Professor Kathleen Nelson</td>
</tr>
<tr>
<td>Student members</td>
<td><em>(PG Coursework) Vacant</em></td>
</tr>
<tr>
<td></td>
<td><em>(HDR) Vacant</em></td>
</tr>
</tbody>
</table>

The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board

- Dr Gareth Vio
- Vacant
- Vacant

The Committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair

- Vacant

Co-opted Members

Updated: 27/02/2018, MC
UNDERGRADUATE STUDIES COMMITTEE - MEMBERSHIP

2018 Membership

<table>
<thead>
<tr>
<th><strong>Members ex officio</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair of the Committee</td>
<td>Dr Melissa Hardie</td>
</tr>
<tr>
<td>Chair of the Academic Board or nominee</td>
<td>Associate Professor Tony Masters</td>
</tr>
<tr>
<td>Chair of the Admissions Sub-Committee</td>
<td>Associate Professor Tim Wilkinson</td>
</tr>
<tr>
<td>the Director, Educational Innovation, or nominee</td>
<td>Professor Adam Bridgeman</td>
</tr>
<tr>
<td>the Deputy Registrar, or nominee</td>
<td>Edwina Grose (nominee)</td>
</tr>
<tr>
<td>President of the SRC or nominee</td>
<td>Imogen Grant</td>
</tr>
</tbody>
</table>

The Academic Board shall appoint one member from each Faculty and University school and at least one undergraduate and one postgraduate student member nominated by members of the Board

<table>
<thead>
<tr>
<th>Faculty/Program</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design and Planning</td>
<td>Dr Ross Anderson</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>Dr Anthony Dracopoulos</td>
</tr>
<tr>
<td>Business</td>
<td>Semester 1 – Dr Ulku Yuksel</td>
</tr>
<tr>
<td></td>
<td>Semester 2 – Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Catherine Hardy</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Dr Kimberly Mathieu Coulton</td>
</tr>
<tr>
<td>Engineering and Information Technologies</td>
<td>Associate Professor Marjorie Valix</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Dr Kate Edward</td>
</tr>
<tr>
<td>Law</td>
<td>Semester 1 - Associate Professor Jamie Glister</td>
</tr>
<tr>
<td></td>
<td>Semester 2 - Dr Kevin Walton</td>
</tr>
<tr>
<td>Medicine</td>
<td>Associate Professor Tina Hinton</td>
</tr>
<tr>
<td>Nursing and Midwifery</td>
<td>Dr Lisa Conlon</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Dr Stephen Carter</td>
</tr>
<tr>
<td>Science</td>
<td>Vacant</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>Dr James Humberstone</td>
</tr>
<tr>
<td>Student member</td>
<td>TBA</td>
</tr>
</tbody>
</table>

The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board

<table>
<thead>
<tr>
<th>Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor Bronwyn Winter</td>
</tr>
<tr>
<td>Associate Professor Nial Wheate</td>
</tr>
<tr>
<td>TBA</td>
</tr>
</tbody>
</table>

The Committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair

<table>
<thead>
<tr>
<th>Representative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
<td></td>
</tr>
</tbody>
</table>

Co-opted Members

Assessors and Reviewers
The Committee may invite and appoint assessors and reviewers to assist it with its functions, including, as appropriate, persons from outside the University:

- TBA

Updated: 27/02/2018, MC
RECOMMENDATION:

That the Academic Board endorse the proposed amendments to the University of Sydney (Governance of Faculties and University Schools) Rule 2016 that will be submitted to the 23 March 2018 Senate meeting for adoption.

1. BACKGROUND

Since its commencement on 1 January 2017, the University of Sydney (Governance of Faculties and University Schools) Rule 2016 has provided a consistent governance framework for the faculties of Arts and Social Sciences, Business, Engineering and Information Technologies, Health Sciences and Science, and the University schools: Architecture, Design and Planning, Conservatorium of Music and Law.

The Rule has also preserved previous governance arrangements for the current faculties of Dentistry, Medicine, Nursing and Midwifery and Pharmacy, pending the establishment of the Faculty of Medicine and Health on 30 April 2018. At a future date, the Faculty of Health Sciences will become a school in the Faculty of Medicine and Health and its governance framework will be adjusted accordingly at that time.

2. WHY ARE WE PROPOSING AMENDMENTS TO THE RULE?

(a) Amendments required for the Faculty of Medicine and Health (FMH)

The majority of the amendments proposed to the Rule are necessary to facilitate governance arrangements for the Faculty of Medicine and Health which will be established on 30 April 2018.

Key amendments include:

- inclusion of the positions of Executive Dean and Deputy Executive Dean;
- transitional provisions required for the new faculty;
- the establishment of clinical schools as units defined separately from other schools in faculties; and
- provision for affiliates to attend relevant meetings and for affiliates in leadership positions to have voting rights at those meetings.

(b) Consequential amendments flowing from FMH changes

There are some consequential amendments proposed for all faculties and University schools which arise from the changes proposed to facilitate the establishment of the Faculty of Medicine and Health. These are necessary to ensure a consistent approach across all academic units of the University.

(c) Other amendments proposed:

Other proposed changes to the Rule relate to:

- the requirement for each faculty and University School to establish a Standing Committee on Units of Study;
- changes to the section on Responsibilities and Functions of the Board of Interdisciplinary Studies including deletion of reference to the Non-Award Sub-Committee; and
- the inclusion of a mechanism to enable appropriate cross-faculty/University school representation for discussion on relevant programs and units of study at meetings of faculty/University school boards and
Standing Committees on Units of Study.

3. AMENDMENTS PROPOSED FOR THE FACULTY OF MEDICINE AND HEALTH

Key amendments proposed to the Rule include:

3.1 Positions of Executive Dean and Deputy Executive Deans

(a) Throughout the Rule, wherever there is reference to a Dean, the Executive Dean will be added separately. Wherever there is a reference to a Deputy Dean, Deputy Executive Deans will be added.

For example:
3.7 Membership of faculty boards
Each faculty board will comprise:
(a) the ex-officio members:
(i) the Executive Dean or the Dean or their nominee, who will perform the role of Chair;
(ii) the Deputy Executive Deans or the Deputy Dean(s).

(b) The responsibilities and functions of the Executive Dean and Deputy Executive Deans will be added to the Rule in accordance with the approved University Position Architecture.

3.2 Executive Committee

In the Faculty of Medicine and Health, the committee established by the Executive Dean will be named the ‘Executive Dean’s Committee’. The title of this committee will remain the ‘Dean’s Executive Committee’ in all other faculties and the ‘Head of School and Dean’s Executive Committee’ in University schools.

3.3 Transitional Provisions for the Faculty of Medicine and Health

(1) Date of first faculty/faculty board meetings
The first faculty and faculty board meetings of the Faculty of Medicine and Health will be held in semester 2 2018 or such earlier date as determined by the Executive Dean.

(2) Meetings of the Sydney Medical School
To facilitate the structural changes required by the creation of the Faculty of Medicine and Health, it is proposed that staff and student members (as defined in the Rule) of the School of Medical Sciences, the School of Public Health and all of the clinical schools will be members of the Sydney Medical School for the purpose of school meetings until 31 December 2018 or a date to be determined by the Executive Dean.

(3) Transitional provisions relating to staff and student membership of the faculty board and representation of students on the faculty

Staff representation on the faculty board
The (Acting) Executive Dean will appoint academic and professional staff members to serve as members of the faculty board from 1 May until 31 December 2018.

Elections will be held in semester two 2018 for a one-year period of membership only, to December 2019, in order to bring the faculty’s elections into the same timeframe as the rest of the University.

Student representation on the faculty and faculty board

(a) Student members for the current faculties of Dentistry, Medicine, Nursing and Midwifery and Pharmacy have been elected for a one year term of office, commencing on 1 January 2018 and ending on 31 December 2018. Those student members will be members of the Faculty of Medicine and Health until 31 December 2018.

(b) The (Acting) Executive Dean will appoint eight students from among the student members of the board chosen in accordance with sub-section (a) to serve as members of the faculty board from 1 May
to 31 December 2018. There must be two students chosen from each of the current faculties of Dentistry, Medicine, Nursing and Midwifery and Pharmacy.

(c) Elections will be held in Semester Two 2018 for elected student representatives of the faculty and faculty board to serve a one year term commencing 1 January 2019.

3.4 Clinical Schools

(a) Head of Clinical School will be defined in Section 1.5 (Interpretation) as follows: means a head of a clinical school in the Faculty of Medicine and Health appointed in accordance with relevant University policies and procedures.

(b) Heads of Clinical School will be members of the faculty leadership group and ex-officio members of the faculty board, including any Head of Clinical School who is an affiliate.

(c) Clinical schools will be defined in Section 1.5 (Interpretation) as follows: ‘means a clinical school in the Faculty of Medicine and Health established in accordance with this Rule’.

(d) Clinical schools will have a separate section (Part 5) of the Rule for the immediate future. The structures and processes for the internal governance of clinical schools will be determined by the Head of Clinical School following consultation with the Executive Dean.

3.5 Consequential amendments: membership of faculties and University schools and eligibility for membership of faculty and University school boards

(a) Eligibility of clinical school staff for election to faculty board: Academic and professional staff employed by the University who work in clinical schools and meet relevant eligibility requirements are members of the Faculty of Medicine and Health and are eligible for election to the faculty board.

(b) Definition of a staff member: A clause will be added to Section 1.5 (Interpretation) for staff members (either academic or professional), which defines staff members as persons employed by the University to make it clear that this includes University employees in clinical schools, who have voting rights in the entity of which they are a member. It will not include affiliates unless they hold approved leadership positions.

(c) Affiliates in leadership positions have voting rights as members: Only those affiliates in leadership positions, as defined by the Provost in consultation with the Executive Dean, Dean, or Head of School and Dean (of a University school) will be members with voting rights in faculties, University schools and schools and eligible for election to faculty and University school boards. It is noted that some affiliates in leadership positions may hold ex-officio positions on the faculty board or University school board.

(d) Affiliates not in leadership positions are attendees: Affiliates who are not in leadership positions will nevertheless be invited to attend faculty, University school and school meetings.

(e) School Managers may be ex-officio members of the faculty board: The Executive Dean or Dean may determine whether to appoint all School Managers as ex-officio members of the faculty board (in addition to the seven elected professional staff members). This applies to all faculties with schools, not just the Faculty of Medicine and Health.

4. OVERVIEW OF OTHER AMENDMENTS PROPOSED TO THE RULE

4.1 Establishment of a Standing Committee on Units of Study

The Rule does not currently allow for any committees established by the faculty or University school board to make decisions on behalf of a faculty or University school board. A key change proposed to the Rule is that the sections on Responsibilities of the faculty board/University school board (sections 3.8 and 5.8) be amended to require that:

(1) Each faculty board/University school board must establish a Standing Committee on Units of Study, which will, on behalf of the faculty board/University board:

(a) approve the creation, variation and deletion of units of study delivered by the faculty/University school;
(b) approve the adoption and deletion of units of study within the award courses for which the faculty/University school is responsible which are delivered by another faculty or University school; and

(c) report such approvals to the faculty board or University school board.

(2) The Standing Committee on Units of Study will:

(a) be chaired by the Associate Dean (Education); and

(b) consist of members appointed by the faculty board/University school board on the basis of their relevant expertise.

(3) Members of the Standing Committee on Units of Study need not themselves be members of the faculty board/University school board.

(4) If the Standing Committee on Units of Study decides to add or delete a unit of study which contributes to significant component of an award course, it must submit a course amendment proposal to the Academic Board or Board of Interdisciplinary Studies, as appropriate.

(5) The faculty board/University school board may amend or rescind a decision of the Standing Committee on Units of Study but:

(a) if the amendment or rescission relates to a decision which has already been notified to the Academic Board, Board of Interdisciplinary Studies or a committee of either board, the faculty board/University school board must notify the relevant board or committee immediately.

With the exception of the Standing Committee on Units of Study noted above, all other sub-committees, working parties or advisory committees established by the faculty board/University school board are advisory in nature and cannot make decisions on behalf of the faculty board/University school board.

4.2 Changes to the Responsibilities and Functions of the Board of Interdisciplinary Studies (Part 7)

including:

- amendments to s8.4 (formerly section 7.4).
- deletion of section 8.5 (Non-Award Sub-Committee, formally section 7.5)
- consequential additions to items listed in 1.5 (Interpretation).

The purpose of the changes is to update the terms of reference of the Board of Interdisciplinary Studies (BIS) to reflect its current governance role in:

- the Shared Pool, the Open Learning Environment, and the Dalyell stream in the new undergraduate curriculum;
- the proposed Master of Advanced Studies and in HDR supervision; and
- its role in continuing and extra-curricular education as set out in the Continuing and Extra-Curricular Education Policy 2017.

Section 8.4 (6) in the revised Rule (formerly s7.4(5)) provides the Board of Interdisciplinary Studies (BIS) with the authority to ‘establish sub-committees to facilitate the conduct of its business and delegate to those sub-committees the authority to make recommendations to the Academic Board’. Since this clause in the Rule already provides the BIS the capacity to establish sub-committees, it is proposed that reference to the Non-Award Sub-Committee is removed from the Rule to align with the other sub-committees of the BIS that are not identified in the Rule. This would also ensure that the sub-committee’s terms of reference and membership could be amended via approval from the BIS in response to emerging issues.

Furthermore, it is recommended that clauses in section 8.4 (formerly s7.4) of the Rule relating to the BIS are amended. This includes an amendment to s8.4 (2) to reflect current practice pertaining to interdisciplinary supervision by the BIS of the award of interdisciplinary qualifications and the appointment of supervisors and examiners of HDR candidates.

A change is also proposed to s.8.4(3) to reference the Master of Advanced Studies and all shared components in the new curriculum (including the Open Learning Environment, Shared Pool, and Dalyell Stream).

The governance remit and responsibilities of the BIS and the Non-Award Sub-Committee regarding non-award courses are now set out in the new Continuing and Extra-Curricular Education Policy 2017. Therefore,
it is also proposed that an additional clause is added to s8.4 (5) to cover authority over continuing education as set out in the Continuing and Extra-Curricular Education Policy 2017.

4.3 Mechanism to enable cross-faculty/University school representation in respect of relevant programs and units of study

4.3.1 Cross-faculty/University school representation at meetings of a faculty board or University school board:

It is proposed that where a faculty or University school ("the delivering faculty/University school") delivers a program on behalf of another faculty or University school ("the owning faculty/University school"), the delivering faculty or University school may nominate up to five representatives who may:

(a) attend and speak at relevant board meetings of the owning faculty/University school; and 

(b) vote at such meetings on matters relating to the program.

4.3.2 Cross-faculty/University school representation at Standing Committee on Units of Study meetings:

A similar section is proposed for the section on the Standing Committee on Units of Study for both faculties and University schools, as follows:

Where a faculty or University school ("the delivering faculty/University school") delivers units of study as part of an award course administered by another faculty or University school ("the owning faculty/University school"), the delivering faculty/University school may nominate up to two representatives who may:

(a) attend and speak at relevant meetings of the Standing Committee on Units of Study of the owning faculty/University school; and 

(b) vote at such meetings on matters relating to the relevant units of study.

5. TIMEFRAME

Further to endorsement at the 6 March 2018 Academic Board and the 8 March 2018 University Executive meeting, the proposed amendments to the University of Sydney (Governance of Faculties and University Schools) Rule 2016 will be submitted to the 23 March 2018 meeting of Senate for adoption.

Subject to Senate adopting the amendments, the revised Rule will be registered on the Policy Register and effective from 30 April 2018 (the same date as the establishment of the Faculty of Medicine and Health).
UNIVERSITY OF SYDNEY (GOVERNANCE OF FACULTIES AND UNIVERSITY SCHOOLS) RULE 2016

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

Adopted on: 12 December 2016
Amended on: 5 July 2017

14 July 2017 (administrative amendment only)

Effective from: 1 January 2017

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[TO BE UPDATED ONCE DRAFTING FINALISED. DOCUMENT FORMATTING - INCLUDING NUMBERING AND LAYOUT - ALSO TO BE CORRECTED AT THAT TIME]

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PART 1 - PRELIMINARY

1.1 Name of Rule

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

1.2 Commencement

This Rule commences on 1 January 2017.

1.3 Application

Parts 2, 7, 9, 10 and 12 of this Rule apply to all faculties and University schools and the Board of Interdisciplinary Studies.

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

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

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

(5) Part 6 of this Rule applies to:
   (a) the Faculty of Dentistry;
   (b) the Faculty of Medicine;
   (c) the Faculty of Nursing and Midwifery; and
   (d) the Faculty of Pharmacy.

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

1.4 Statement of intent

(1) This Rule stipulates the requirements for operational governance within faculties, and University schools and the Board of Interdisciplinary Studies.

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

1.4.5 Interpretation

(1) In this Rule:

   academic affairs means the teaching and research activities of a faculty or University school, including award courses, honours, higher degrees by research, quality improvement and educational integrity.

   Academic staff means a person who:
member

- has been employed by the University as a member of its academic staff, other than as a casual member; or
- is an affiliate who holds an approved leadership position and who is not a member of the University’s professional staff.

A Administrative, strategic and operational affairs

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

Affiliate

dhas the meaning given in the Code of Conduct – Staff and Affiliates, which at the date of this Rule is:

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

Allocated position

means a position allocated to be filled by a member of a particular group, as provided in sections 3.4, 3.7(32), 3.7(54), 4.4(2), 65.4 and 65.7(2).

Approved leadership position

means a position designated as such by the Provost.

Award course

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

Board of Interdisciplinary Studies

means the board of that name established by, and with the responsibilities and functions specified in, Part 8 of this Rule.

Centre for Continuing Education

has the meaning given in the Continuing and Extra-curricular Education Policy 2017, which at the date of this Rule is:

the unit of that name within the portfolio of the Provost and Deputy Vice-Chancellor.

Clinical school

means a clinical school in the Faculty of Medicine and Health, established consistently with Part 5 of this Rule.

Continuing education

has the meaning given in the Continuing and Extra-curricular Education Policy 2017, which at the date of this Rule is:

- any formal or informal learning, which is not part of a course of study for a qualification approved by the Academic Board. This includes but is not limited to:
  - continuing professional development courses
  - corporate training courses
  - executive education courses
  - open courses


- pathway courses
- personal interest courses
- professional development courses
- staff development and support courses
- continuing education courses offered together with other providers

**constituent**
means a faculty constitution approved by the Senate.

**Core Associate Dean**
means an Associate Dean whose area of accountability corresponds to a committee of the University Executive. At the date of this Rule these are:

- Associate Dean (Research)
- Associate Dean (Research Education)
- Associate Dean (Education)
- Associate Dean (Indigenous Strategy and Services)
- Associate Dean (Student Life)

**Dalyell stream**
means the stream for high achieving students, specified in the relevant award course resolutions and governed by the Board of Interdisciplinary Studies.

**Day**
means calendar day.

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

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

**Deputy Dean**
means the Deputy Dean of a faculty.

**Deputy Executive Dean**
means a Deputy Executive Dean of the Faculty of Medicine and Health.

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

**Executive Committee**
means an executive committee established by either a Dean or a Head of School and Dean (University school) in accordance with section 3.101 or 65.101 of this Rule, to deal with administrative, strategic and operational (including financial) matters.

**Executive Dean**
means the Executive Dean of the Faculty of Medicine and Health, appointed in accordance with relevant University policy and procedures.

**Executive Dean’s**
means an executive committee established by an Executive Dean in accordance with section 3.11 of this Rule, to deal with
Committee administrative, strategic and operational matters.

extra-curricular education has the meaning given in the Continuing and Extra-curricular Education Policy 2017, which at the date of this Rule is:

means education provided to students of the University which is not an approved component of an award course (whether credit-bearing or given a zero-credit point weighting). This includes but is not limited to:

• student support courses
• compliance courses.

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

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

Head of Clinical School means the head of a clinical school in the Faculty of Medicine and Health.

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

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

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

interdisciplinary means involving more than one faculty or University school.

Leadership Group means a group established by an Executive Dean, Dean, or Head of School and Dean (University school), in accordance with section 3.143 or 65.143 of this Rule.

Liberal Studies bachelor degree has the meaning given to it in the Coursework Policy 2014, which at the date of this Rule is:

means a degree of study at bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.
Open Learning Environment has the meaning given to it in the Coursework Policy 2014, which at the date of this Rule is:

- a shared pool of units of study which are:
  - of zero, two or six credit points value;
  - approved by the Board of Interdisciplinary Studies; and
  - available to all students according to the award course resolutions applicable to the award course in which they are enrolled.

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

program has the meaning given to it in the Coursework Policy 2014, which at the date of this Rule is:

- means a combination of units of study that develops expertise in a multi-disciplinary domain or a professional or specialist field and includes at least one recognised major.

Note: See also Learning and Teaching Policy 2015.

Returning Officer means the Secretary to Senate, or their nominee.

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

school manager means a person formally appointed to that position in a school within a faculty.

shared pool has the meaning given to it in the Learning and Teaching Policy 2015, which at the date of this Rule is:

- the list of majors, minors and units of study (including units in the open learning environment or Sydney Research Seminars) that are available to students enrolled in all Liberal Studies Bachelor degrees (including combined degrees with the Bachelor of Advanced Studies).

significant component of an award course means any of a stream, program, major, minor, degree core or capstone experience.

Note: See the Learning and Teaching Policy 2015

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

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

Note: Not all temporary staff members are eligible to vote in faculty board elections or to become members of a faculty board or a University school board. See sections 3.7(32); 3.7(44), 65.7(1) and 98.6(2).

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

University school
means a University school that is not within a faculty and is constituted in accordance with Part 65 of this Rule.

University school board
means a board established in accordance with section 56.7 of this Rule, to address academic matters.

PART 2 – ESTABLISHMENT OF FACULTIES AND UNIVERSITY SCHOOLS

2.1 Application
This Part applies to all:
   (a) faculties; and
   (b) University schools.

2.2 Establishment of faculties
   (1) There will be the following faculties, however named:
       (a) the Faculty of Arts and Social Sciences;
       (b) the Faculty of Business;
       (c) the Faculty of Engineering and Information Technologies; and
       (d) the Faculty of Health Sciences;
       (e) the Faculty of Medicine and Health; and
       (f) the Faculty of Science.

   (2) Subject to subsection (3), there will be the following health faculties, however named:
       (a) the Faculty of Dentistry;
       (b) the Faculty of Health Sciences;
       (c) the Faculty of Medicine;
       (d) the Faculty of Nursing and Midwifery; and
       (e) the Faculty of Pharmacy.
(3)(2) The health faculties Faculty of Health Sciences will, on a future date to be determined by the Vice-Chancellor, be consolidated into the Faculty of Medicine and Health, one faculty.

2.3 Establishment of University schools

There will be the following University schools, however named:

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

PART 3 - FACULTIES

3.1 Application

This Part applies to:

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

3.2 Faculty leadership

(1) The Faculty of Medicine and Health will have:
   (a) an Executive Dean; and
   (b) up to three Deputy Executive Deans.

(2) Each other faculty will have:
   (a) a Dean; and
   (b) up to two Deputy Deans;

(3) Every faculty will have:
   (a) a number of core Associate Deans each aligned with one of the portfolio committees of the University Executive and with responsibilities outlined in the terms of reference for that committee; and
   (b) a Faculty General Manager.

(4) Each faculty may have one or more optional non-core Associate Deans, as approved by the Provost on the recommendation of the Executive Dean or Dean.
Faculties may create faculty leadership positions other than those prescribed in subsections (1) and (2) to (4), with the approval of the Provost.

### 3.3 Faculty governance

1. The academic affairs of each faculty will be governed by:
   a. the faculty;
   b. the faculty board;
   c. the Standing Committee on Units of Study of the faculty board established in accordance with section 3.9; and
   d. sub-committees, working parties and advisory committees established by the faculty board in accordance with subsection 3.8(6).

2. The administrative, strategic and operational affairs of each faculty will be governed by:
   a. the Executive Dean's or Dean's Executive Committee; and
   b. the Leadership Group.

### 3.4 Membership of faculties

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

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

### 3.5 Responsibilities and functions of faculties

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

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

### 3.6 Faculty meetings

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

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

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

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

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

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

(6) **Affiliates may attend faculty meetings, but only those holding approved leadership positions may vote.**

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

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

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

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

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

### 3.7 Membership of faculty boards

(1) Each faculty board will comprise:

(a) the ex-officio members:

(i) the **Executive Dean or Dean**, or their nominee, who will perform the role of Chair;

(ii) the **Deputy Executive Deans or Deputy Dean(s)**;

(iii) the **Associate Dean(s)**;

(iv) the Heads of School (where relevant applicable);

(v) the Heads of Clinical School (where applicable);

(vi) the Heads of Disciplines (where relevant applicable);

(vii) the Faculty General Manager;

(viii) subject to the approval of the Executive Dean or Dean, all School Managers;

(ix) the Provost or their nominee;

(b) the elected academic staff members;
(c) the elected professional staff members; and
(d) the elected student members.

(2) The Executive Dean or Dean may decide whether to have all or no School Managers as ex officio members of the faculty board. It is not permitted to have only some School Managers serve in this capacity.

(2)(3) The total number of elected academic staff members must be no fewer than 25 members of the faculty, and no more than the number equivalent to 20% of the faculty's full-time equivalent academic staff.

(a) In faculties containing schools, clinical schools or disciplines, the faculty board will allocate a specified number of elected academic staff positions to each school, clinical school or discipline, provided that there must be at least one elected academic staff member position per school, clinical school or discipline.

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

Note: See section 9.6(2) in relation to temporary staff voting entitlements. Temporary staff members are only eligible to vote in or become members of a faculty board if they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run), as at the date on which notice of the election is given.

(b)

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

Note: See section 89.6(2) in relation to temporary staff voting entitlements. Temporary staff members are only eligible to vote in or become members of a faculty board if they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run), as at the date on which notice of the election is given.

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

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

(b) The faculty board will allocate a specified number of elected student positions for each of the following groups:

(i) undergraduate students;
(ii) postgraduate coursework students; and
(iii) higher degree by research students.

3.8 Responsibilities and functions of the faculty board

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

(2) A reference in rules, policies or procedures to a decision of a faculty is a reference to a decision of the faculty board, unless otherwise specified.
(3) The faculty board will exercise its responsibilities and functions subject to:
   (a) the authority of the Senate and the Academic Board; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.

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

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

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

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

(6) In addition to the Standing Sub-Committee on Units of Study required by section 3.9, the faculty board may establish sub-committees, working parties and advisory committees to:

(a) facilitate the conduct of its business; and

(b) make recommendations on matters other than units of study to the faculty board for decision.

(7) Except for the Standing Committee on Units of Study, a sub-committee, working party or advisory committee established in accordance with subsection (6) must not make decisions on behalf of the faculty board.

3.9 Standing Committee on Units of Study

(1) Each faculty board must establish a Standing Committee on Units of Study, which will, on behalf of the faculty board:

(a) approve the creation, variation and deletion of units of study delivered by the faculty;

(b) approve the adoption and deletion of units of study within the award courses for which the faculty is responsible which are delivered by another faculty or University school; and

(c) report such approvals to the faculty board.

(2) The Standing Committee on Units of Study will:

(a) be chaired by the faculty’s Associate Dean (Education); and

(b) consist of members appointed by the faculty board on the basis of their relevant expertise.

(3) Members of the Standing Committee on Units of Study need not themselves be members of the faculty board.

(4) Where a faculty or University school (“the delivering faculty or University school”) delivers units of study as part of an award course administered by another faculty or University school (“the owning faculty or University school”), the delivering faculty or University school may nominate up to two representatives who may:

(a) attend and speak at relevant meetings of the Standing Committee on Units of Study of the owning faculty or University school; and

(b) vote at such meetings on matters relating to the relevant units of study.
(5) If the Standing Committee on Units of Study decides to add or delete a unit of study which contributes to a significant component of an award course, it must submit a course amendment proposal to the Academic Board or Board of Interdisciplinary Studies, as appropriate.

(6) The faculty board may amend or rescind a decision of the Standing Committee on Units of Study but:

(a) if the amendment or rescission relates to a decision which has already been notified to the Academic Board, Board of Interdisciplinary Studies or a committee of either board, the faculty board must notify the relevant board or committee immediately.

3.109 Faculty board meetings

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

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

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

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

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

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

(5) Where a faculty or University school (“the delivering faculty or University school”) delivers a program on behalf of another faculty or University school (“the owning faculty or University school”), the delivering faculty or University school may nominate up to five representatives who may:

(a) attend and speak at relevant board meetings of the owning faculty or University school; and
(b) vote at such meetings on matters relating to the relevant program.

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

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

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

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

(10) If the number of votes is equal, the Chair will have the casting vote.
In exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost), the faculty board may make decisions by circulation.

The Chair may determine the appropriate processes for decision by circulation, provided that:

(a) any item of business for decision by circulation must be circulated to all members of the faculty board; and

(b) no resolution or recommendation may be approved by circulation unless the majority of the required quorum for the transaction of business is in favour of it.

### 3.110 Membership of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean or Dean will appoint members to the Dean’s Executive Committee, as appropriate.

### 3.142 Responsibilities and functions of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean’s or Dean’s Executive Committee will advise the Executive Dean or Dean on the administrative, strategic and operational affairs of the faculty.

### 3.123 Meetings of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean or Dean, or their nominee, will convene and chair meetings of their Executive Committee as required.

### 3.143 Membership of the Leadership Group

1. The Executive Dean or Dean will appoint members to the Leadership Group, in consultation with the Provost.

2. The Leadership Group should include:

   (a) Deputy Executive Deans or Deputy Deans;

   (b) Associate Deans;

   (c) Heads of School (where applicable);

   (d) Heads of Clinical Schools (where applicable);

   (e) Heads of Discipline (where applicable);

   (f) heads of central units, as appropriate; and

   (g) the Faculty General Manager.
3.145 Responsibilities and functions of the Leadership Group

The Leadership Group will collaborate and provide strategic advice to the Executive Dean’s or Dean’s Executive Committee.

3.156 Meetings of the Leadership Group

The Executive Dean or Dean, or their nominee, will convene and chair meetings of the Leadership Group as required.

3.16 Responsibilities and functions of Deans

(1) The Dean may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.

(2) Deans will be responsible for strategic leadership and planning, including:

(a) planning, setting and communicating the vision of the faculty;
(b) leading and demonstrating the values of the faculty, particularly in relation to culture and people, and enabling the desired culture;
(c) with input from the leadership group, setting, communicating and achieving the overarching faculty strategic plan and goals;
(d) participating in and communicating to faculty staff whole of University decision making, at the faculty level;
(e) having input into and communicating to faculty staff the University’s strategic plan and governance;
(f) leading Deputy Deans, Associate Deans, and Heads of Schools or Disciplines and the Faculty General Manager;
(g) managing key stakeholders and communications to relevant University entities; and
(h) monitoring and maintaining quality, standards and excellence in education and research.

(3) Deans will be responsible for academic leadership, including:

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

(a) overseeing, proposing and controlling budget expenditure;

(b)(a) leading development of the financial strategy and framework for the faculty; and

(c)(a) with the leadership group, ensuring that financial units are working as efficiently as possible.

(5)(3) Deans will be responsible for operational management, including:

(a) working with the leadership group to oversee all aspects of faculty operations;

(b)(a) providing support to Heads of School to ensure that they have appropriate resources and established processes to implement efficient operations;

(c)(a) as appropriate, ensuring coherence and consistency of operational frameworks within and between faculties;

(d)(a) overseeing school resource management, including ensuring consistency of systems, processes and practices;

(e)(a) overseeing coherence and consistency of operational processes with other faculties and University schools; and

(f)(a) developing and overseeing work health and safety strategies.

(6)(3) Deans will be responsible for people leadership and management, including:

(a) providing people leadership and management to all staff, including culture, mission, workforce planning, work load allocation and compliance; and

(b)(a) developing strategies to attract and retain outstanding talent and integrating University-wide workforce strategies into the faculty.

(7)(3) Deans will be responsible for external community engagement, including:

(a) identifying development opportunities;

(b)(a) ensuring and enabling a coherent fundraising strategy;

(c)(a) promoting large scale external engagement with the profession or sector, particularly at the global level;

(d)(a) enabling processes and systems to support delivery;

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

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

3.17 Responsibilities and functions of Deputy Deans

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

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

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

(c)(a) participating in whole of University decision making;
(d)(a) having input into and communicating to staff the University strategic plan and governance; and
(e)(a) monitoring and maintaining quality, standards and excellence in education and research.

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

(10)(3) Deputy Deans will contribute to financial management by:
(a) contributing to the development of the faculty budget and financial strategy; and
(b)(a) providing input into management of financial matters for the faculty.

(11)(3) Deputy Deans will contribute to operational management by:
(a) providing strategic input into the operational management of the faculty; and
(b)(a) as appropriate, ensuring coherence and consistency of operational frameworks within and between faculties.

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

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

3.18 Responsibilities and functions of Associate Deans

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

(2)(3) Associate Deans will contribute to academic leadership by:
(a) leading the implementation relevant to the portfolio of agreed strategies across all academic units with the faculty, in the context of its academic distinctiveness;
(b)(a) contributing to the development and promotion of quality research and teaching strategies and practices that will attract and retain excellent researchers and research students;
(c)(a) participating in decisions on behalf of the faculty at their respective
University Executive Committee;

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

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

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

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

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

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

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

(a) supporting the smooth operation of the faculty;

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

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

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

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

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

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

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

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

(c)(a) managing external accreditation processes as relevant to the portfolio.
PART 4 – SCHOOLS (WITHIN A FACULTY)

4.1 Application

(1) This Part applies to any school within:
(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences;
(e) the Faculty of Medicine and Health, except for a clinical school; and
(f) the Faculty of Science.

(2) This part does not apply to clinical schools in the Faculty of Medicine and Health.

4.2 Establishment of schools

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

4.3 School leadership

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

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

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

4.4 Membership of schools

(1) Each school will comprise:
(a) all full-time and part-time permanent and temporary members of the academic and professional staff of the school; and
(b) between four and six student members selected in a manner to be determined by the Head of School.

(2) The Head of School will allocate at least one of the student member positions for each of the following groups:
(a) undergraduate students;
(b) postgraduate coursework students; and
(c) higher degree by research students.
(3) Students being supervised by a member of the school or taking units of study administered by the school are eligible for selection.

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

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

4.5 Responsibilities and functions of schools

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

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

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

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

4.6 School meetings

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

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

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

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

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

(5) Affiliates may attend school meetings, but only those who hold approved leadership positions may vote.
(5)(6) No business may be transacted at a school meeting unless a quorum is present.

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

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

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

(8)——

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

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

4.7 Responsibilities and functions of Heads of School

(1) Heads of School will contribute to strategic leadership and planning by:

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

(2) Heads of School will contribute to academic leadership by:

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

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

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

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

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

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

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

(6) Heads of School will contribute to external community engagement by:

(a) supporting the Dean in implementing external engagement strategies;
(b) identifying strategic opportunities within external communities;
(c) for professional schools, ensuring deep engagement with accreditation,
professional bodies, industry and the sector; and
(d) together with the Dean and the leadership team, ensuring continuing and
depth engagement with the alumni community.

PART 5 –CLINICAL SCHOOLS

5.1 Application

This Part applies to all clinical schools.
5.2 Establishment of clinical schools

Clinical schools will be established by the Vice-Chancellor on the recommendation of the Provost.

5.3 Clinical school leadership

(1) Each clinical school will have a Head of Clinical School.

(2) A clinical school may also have one or more Deputy Heads, with the approval of each of the Provost, the Executive Dean and the Deputy Executive Dean (Health and Community).

(3) Clinical schools may create leadership positions other than those prescribed in subsections (1) and (2), with the approval of each of the Provost, the Executive Dean and the Deputy Executive Dean (Health and Community).

5.4 Responsibilities and functions of clinical schools

(1) Clinical schools operate under the supervision of a Head of Clinical School and are part of the Faculty of Medicine and Health.

(2) Clinical schools will exercise their responsibilities and functions subject to:

   (a) the authority of the Senate, the Academic Board and the Faculty of Medicine and Health; and

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

5.5 Governance of clinical schools

The internal governance structures and processes of each clinical school will be determined by the relevant Head of Clinical School, after consultation with the Executive Dean and the Deputy Executive Dean (Health and Community).

PART 65 – UNIVERSITY SCHOOLS

65.1 Application

This Part applies to all University schools.

65.2 University school leadership

(1) Each University school will have:

   (a) a Head of School and Dean;

   (b) up to two Deputy Heads of School and Deputy Deans;
(c) a number of core Associate Deans each aligned with one of the portfolio committees of the University Executive and with responsibilities outlined in the terms of reference for that committee; and

(d) a School General Manager.

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

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

56.3 University school governance

(1) The academic affairs of each University school will be governed by:
   (a) the University school;
   (b) the University school board;
   (c) the Standing Committee on Units of Study of the University school, established in accordance with section 6.9; and
   (d) sub-committees, working parties and advisory committees established by the University school in accordance with subsection 56.8(6).

(2) The administrative, strategic and operational affairs of each University school will be governed by:
   (a) the Head of School and Dean’s Executive Committee; and
   (b) the Leadership Group.

56.4 Membership of University schools

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

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

56.5 Responsibilities and functions of University schools

(1) The University school will receive and consider reports on academic matters from the University school board at least once per semester.
(2) The University school may make such recommendations to the University school board as it thinks fit, in respect of the affairs and concerns of the University school.

65.6 University school meetings

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

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

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

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

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

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

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

(8) Affiliates may attend University school meetings, but only those who hold approved leadership positions may vote.

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

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

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

56.7 Membership of University school boards

(1) Each University school board will comprise:
   (a) the ex-officio members:
(i) the Head of School and Dean or their nominee, who will perform the role of Chair;
(ii) the Deputy Head of School and Deputy Dean(s);
(iii) the Associate Dean(s);
(iv) the School General Manager;
(v) the Provost or their nominee;

(b) all full-time and part-time permanent members of the academic staff of the University school;
(c) all full-time and part-time temporary members of the academic staff of the University school who hold a current employment contract with the University with a term of two years or longer (regardless of the amount of time the contract still has to run);
(d) between one and four permanent or temporary members of the professional staff of the University school, who will be appointed by the Head of School and Dean, provided that:
   (i) any temporary member of the professional staff appointed to the University school board must, at the date of appointment, hold a current employment contract with the University with a term of two years or longer (regardless of the amount of the time the contract still has to run).
(e) between two and five elected student members, who may also be members of the University school.

(2) The University school board will allocate a specified number of elected student positions for each of the following groups:
(a) undergraduate students;
(b) postgraduate coursework students; and
(c) higher degree by research students.
(3) Student members will be elected by the students of the University school in accordance with this Rule.

65.8 Responsibilities and functions of University school boards

(1) The University school board will oversee the academic affairs of the University school.
(2) A reference in rules, policies or procedures to a decision of a University school is a reference to a decision of the University school board, unless otherwise specified.
(3) The University school board will exercise its responsibilities and functions subject to:
   (a) the authority of the Senate and the Academic Board; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.
(4) Subject to the requirements of applicable University rules, policies and procedures, the University school board will:
(a) make recommendations to the Academic Board on proposals for new award courses;

(b) make recommendations to the Academic Board on revisions to award courses;

(c) make resolutions for the coursework award courses offered by the University school including, as appropriate:
   (i) admission;
   (ii) enrolment restrictions;
   (iii) time limits;
   (iv) suspension, discontinuation and lapse of candidature;
   (v) recognition of prior learning;
   (vi) attendance;
   (vii) cross-institutional study;
   (viii) international exchange;
   (ix) assessment;
   (x) late submission of assessments;
   (xi) satisfactory progress;
   (xii) admission to honours; and
   (xiii) the award of honours and the levels at which honours is awarded;

(d) make resolutions for each degree, diploma and certificate offered by the University school including, as appropriate:
   (i) admission;
   (ii) attendance;
   (iii) majors;
   (iv) recognition of prior learning;
   (v) progression;
   (vi) requirements for the award;
   (vii) requirements for the award of honours;
   (viii) award of the degree; and
   (ix) award of honours;

(e) monitor and maintain quality, standards and excellence in education and research;

(f) report to the University school at least once per semester;

(g) consider and report to the University school on recommendations made by the University school;

(h) report to the Academic Board at least once per year on quality and educational integrity standards; and
(i) consider and report on all matters referred to it by the Vice-Chancellor, the Provost or the Academic Board.

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

(6) In addition to the Standing Committee on Units of Study required by section 6.9, the University school board may establish sub-committees, working parties and advisory committees to:

(a) facilitate the conduct of its business; and

(b) make recommendations on matters other than units of study to the University school board for decision.

(7) Except for the Standing Committee on Units of Study, a sub-committee, working party or advisory committee established in accordance with subsection (6) must not make decisions on behalf of the University school board.

6.9 Standing Committee on Units of Study

(1) Each University school board must establish a Standing Committee on Units of Study, which will, on behalf of the University school board:

(a) approve the creation, variation and deletion of units of study delivered by the University school;

(b) approve the adoption and deletion of units of study within the award courses for which the University school is responsible which are delivered by another faculty or University school; and

(c) report such approvals to the University school board.

(2) The Standing Committee on Units of Study will:

(a) be chaired by the University school's Associate Dean (Education); and

(b) consist of members appointed by the University school board on the basis of their relevant expertise.

(3) Members of the Standing Committee on Units of Study need not themselves be members of the University school board.

(4) Where a faculty or University school (“the delivering faculty or University school”) delivers units of study as part of an award course administered by another faculty or University school (“the owning faculty or University school”), the delivering faculty or University school may nominate up to two representatives who may:

(a) attend and speak at relevant meetings of the Standing Committee on Units of Study of the owning faculty or University school; and

(b) vote at such meetings on matters relating to the relevant units of study.

(5) If the Standing Committee on Units of Study decides to add or delete a unit of study which contributes to a significant component of an award course, it must submit a course amendment proposal to the Academic Board or Board of Interdisciplinary Studies, as appropriate.

(6) The University school board may amend or rescind a decision of the Standing Committee on Units of Study but:
(a) if the amendment or rescission relates to a decision which has already
been notified to the Academic Board, Board of Interdisciplinary Studies or
a committee of either board, the University school board must notify the
relevant board or committee immediately.

56.10.9 University school board meetings

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

(2) The Head of School and Dean, or their nominee, will convene and chair such
other meetings of the University school board as they consider necessary or as
required by the:

(a) Vice-Chancellor; or

(b) Provost.

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

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

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

(5) Where a faculty or University school (“the delivering faculty or University
school”) delivers a program on behalf of another faculty or University school
(“the owning faculty or University school”), the delivering faculty or University
school may nominate up to five representatives who may:

(a) attend and speak at relevant board meetings of the owning faculty or
University school; and

(b) vote at such meetings on matters relating to the relevant program.

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

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

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

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

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

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

(11)(12) In exceptional circumstances (as determined by the Chair, the Vice-
Chancellor or the Provost), the University school board may make decisions by
circulation.
(12)(13) The Chair may determine the appropriate processes for decision by circulation, provided that:

(a) any item of business for decision by circulation must be circulated to all members of the University school board; and

(b) no resolution or recommendation may be approved by circulation unless the majority of the required quorum for the transaction of business is in favour of it.

56.110 Membership of the Head of School and Dean’s Executive Committee

The Head of School and Dean will appoint members to the Executive Committee.

56.121 Responsibilities and functions of the Head of School and Dean’s Executive Committee

The Head of School and Dean’s Executive Committee will advise the Head of School and Dean on the strategic and administrative, strategic and operational affairs of the faculty University school.

56.132 Meetings of the Head of School and Dean’s Executive Committee

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

65.134 Membership of the Leadership Group

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

(2) The Leadership Group should include:

(a) the Deputy Head of School and Deputy Dean(s);

(b) Associate Deans;

(c) heads of central units, as appropriate; and

(d) the School General Manager.

65.145 Responsibilities and functions of the Leadership Group

The leadership group will collaborate and provide strategic advice to the Head of School and Dean’s Executive Committee.
65.165 Meetings of the Leadership Group

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

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

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

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

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

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

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

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

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

5.17 Responsibilities and functions of Associate Deans

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

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

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

(c) working to harness ideas and activities to support the academic distinctiveness of the University school;

(d) ensuring consistency with central portfolio services;

(e) modelling and leading with behaviours that enable a culture where people, diverse ideas and collaboration are valued and thrive; and

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

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

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

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

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

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

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

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

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

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

(b) working as part of the academic and operational leadership team to ensure efficiency and effectiveness of financial management practices.
(4) Associate Deans will contribute to operational management by:
(a) supporting the smooth operation of the University school;
(b) identifying portfolio related infrastructure requirements and resourcing needs; and
(c) meeting governance and compliance requirements in relation to their portfolio.

(5) Associate Deans will contribute to people leadership and management by:
(a) contributing to people leadership practices and processes to deliver a positive working culture in which people can develop their best potential and helping deliver the University school’s strategies and goals; and
(b) contributing to people management and engagement practices to support a workplace culture in which diversity of thought and contribution, collaboration, excellence and achieving outcomes are encouraged, enabled and valued.

(6) Associate Deans will contribute to external community engagement by:
(a) contributing in the relevant area of expertise to the University school’s strategies in relation to alumni, fundraising, and community and industry engagement being cohesive and aligned with overall University strategies;
(b) identifying strategic opportunities within external communities, so that the University school has a strong and effective external engagement profile at the national and global level; and
(c) managing external accreditation processes as relevant to the portfolio.

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

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

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

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

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

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

(5) There will be four elected students of the Faculty of Pharmacy:
   (a) two students who are enrolled in the Bachelor of Pharmacy; and
   (b) two students who are enrolled in a postgraduate degree or diploma of the faculty.

6.3 Responsibilities and functions of health faculties (other than the Faculty of Health Sciences)

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

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

(d) make resolutions for each degree, diploma and certificate offered by the faculty including, as appropriate:
   (i) admission;
   (ii) attendance;
   (iii) majors;
   (iv) recognition of prior learning;
   (v) progression;
   (vi) requirements for the award;
   (vii) requirements for the award of honours;
   (viii) award of the degree; and
   (ix) award of honours;

(e) monitor and maintain quality, standards and excellence in education and research;

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

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

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

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

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

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

(2) The Dean or their nominee will convene and chair such other meetings of the
faculty:
   (a) as they consider necessary;
   (b) as required by the Vice-Chancellor or Provost; or
   (c) as requested by five or more of the faculty members, in writing to the
      Provost.

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

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

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

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

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

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

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

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

6.5—Joint board of postgraduate studies for Dentistry, Medicine,
Nursing and Midwifery, and Pharmacy

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

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

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

(14) The joint board will exercise the responsibilities of the faculties of:
(a) Dentistry and Medicine, in respect of postgraduate degrees (other than the Doctor of Medicine and Doctor of Dental Medicine), diplomas and certificates; and
(b) Nursing and Midwifery, and Pharmacy, in respect of higher degrees by research.

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

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

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

6.6—Membership of schools and departments

Each school or department will comprise:

(a) such members of the academic staff; and
(b) such other persons or classes of persons;
as are appointed to it by the Dean on the recommendation of the faculty.

6.7—Responsibilities and functions of schools and departments

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

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

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

(3) Schools and departments will:

(a) encourage and facilitate teaching, scholarship and research; and
(b) coordinate the teaching and examination duties of staff;
(c) for the units of study and award courses that they oversee.
(d) 6.8 School and departmental boards

(1) Each school and department will have a board, which will comprise:

(a) the full-time and part-time members of the academic staff of the school or department; and
(b) at least one student of the school or department:

(i) who is not a member of the full-time teaching staff of the school or department;
(ii) who is enrolled in a degree or diploma offered by the school or department;

(iii) to be selected in a manner determined by the academic staff of the school or department; and

(c) subject to this section, such additional members as are approved by the faculty on the recommendation of the academic staff acting through the Head of School or Head of Department, to be selected from:

(i) other members of staff;

(ii) honorary appointees; and

(iii) undergraduate or postgraduate students.

(2) Any additional members appointed in accordance with paragraph 1(c):

(a) will hold office for a specified period of time, not exceeding two years; and

(b) must not exceed one quarter of the total number of teaching staff of the school or department at the time the appointments are made.

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

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

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

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

6.9 Responsibilities and functions of school boards and departmental boards

A school or departmental board:

will consider and make representations on any matters referred to it by the Head of School or Head of Department;

may make representations on any matter relating to the school or department to:

the Head of School or Head of Department; and

in consultation with the Head of School or Department, the faculty, the Vice-Chancellor and other appropriate officers of the University.

6.10 School board and departmental board meetings

(1) Each school board and departmental board will meet at least once per semester.
(2) The Head of School or Head of Department or their nominee will convene and chair such other meetings of the school board or departmental board:

(a) as required by the Vice-Chancellor; or

(b) as requested by the lesser of any three members of the school or department, or three quarters of the membership (calculated to the nearest whole number), in writing to the Head of School or Head of Department.

(3) The Head of School or Head of Department must give notice to the members of the time and place of the meeting.

(4) Any three members will constitute a quorum for the transaction of business at a school board or departmental board meeting.

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

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

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

6.11 Responsibilities of Heads of School and Heads of Departments

(1) Heads of School and Heads of Department report to the Dean of the relevant faculty.

(2) Heads of School and Heads of Department will:

(a) submit to the faculty proposals for award courses and examinations in the school or department;

(b) organise the teaching and examination of award courses within the school or department;

(c) consult from time to time with students on courses of study, teaching and examination within the school or department, and report annually to the faculty on these arrangements;

(d) consult with and inform members of the school or departmental board on matters of policy and administration at least once per semester;

(e) allocate administrative duties within the school or department;

(f) allocate and supervise the expenditure of funds allocated to the school or department; and

(g) undertake such other responsibilities relating to the work of the school or department as required by:

(i) the Dean;

(ii) the faculty; or

(iii) the Vice-Chancellor.
PART 7 – RESPONSIBILITIES AND FUNCTIONS

7.1 Introduction

(1) This part sets out the specific responsibilities and functions of academic leaders.

(2) All academic leaders must exercise these responsibilities and functions with particular attention to:

(a) responsibilities relating to the safety and wellbeing of people in their academic units, beyond management of the work health and safety framework;

(b) acting as exemplars of University culture; and

(c) responsibilities relating to securing compliance with the University’s statutory and other legal obligations, as far as these matters may be under their control.

7.2 Responsibilities and functions of the Executive Dean

(1) The Executive Dean may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.

(2) The Executive Dean will be responsible for strategic leadership and planning, including:

(a) planning, setting and communicating the vision of the faculty;

(b) leading and demonstrating the values of the faculty, particularly in relation to culture and people, and enabling the desired culture;

(c) with input from the Leadership Group, setting, communicating and achieving the overarching faculty strategic plans and goals, especially in a health and community environment;

(d) overseeing the development and implementation of school strategies to align with the faculty and University strategies and, as appropriate, health partners’ strategies;

(e) leading the Leadership Group;

(f) participating in whole-of-University decision-making, and having input into the University strategic plan and governance, and communicating these to faculty staff;

(g) implementing the agreed faculty governance framework;

(h) managing key stakeholders and communications to relevant University entities and within the broader health sector, particularly the Local Health Districts, other health and community partners and government; and

(i) monitoring and maintaining quality, standards and excellence in education and research in clinical practice.

(3) The Executive Dean will be responsible for academic leadership including:

(a) aligning strategic curriculum design with the faculty mission and distinctiveness;
(b) recognising and supporting the essential relationships between the
University and its external health partners in the delivery of education
programs, research and clinical practice;
(c) pursuing and managing strategically aligned funding and grants
opportunities;
(d) developing and promoting a quality research strategy that attracts and
retains excellence in researchers and research students, and which
supports excellence in health and clinical practice; and
(e) overseeing the faculty’s research profile, including reporting
requirements.

(4) The Executive Dean will be responsible for financial management, including:
(a) overseeing and having final responsibility for proposing (subject to review
by the University Budget Review Team), and controlling budget
expenditure;
(b) leading development of the financial strategy and framework for the
faculty;
(c) with the faculty Leadership Group, being accountable for the efficient
operations of schools, clinical schools and internal centres and institutes;
and
(d) with the relevant Deputy Executive Deans, ensuring financial
collaboration with external health partners as appropriate.

(5) The Executive Dean will be responsible for operational management, including:
(a) being accountable for all aspects of faculty operations;
(b) providing support to Heads of School and Heads of Clinical School to
ensure that they have appropriate resources and established processes
to implement efficient operations, particularly in the external environment
that interfaces with the faculty’s health and community partners and other
health providers;
(c) as appropriate, ensuring coherence and consistency of operational
frameworks:
(i) within the faculty, including between the faculty and its schools
and clinical schools;
(ii) between the faculty and other faculties and University schools;
and
(iii) where possible, with the faculty’s health and community partners
and other external health providers;
(d) overseeing school and clinical school resource management, including
ensuring consistency of systems, processes and procedures.

(6) The Executive Dean will be responsible for people leadership and management,
including:
(a) providing strong people leadership and management to all staff, including
culture, mission, workforce planning, workload allocation and compliance;
(b) developing strategies to attract, engage and retain outstanding talent and
for integrating University-wide workforce strategies and initiatives into the
faculty;
(c) determining accountabilities and responsibilities within the faculty Leadership Group to ensure effective leadership at both the faculty and school level;
(d) mentoring and supporting direct reports to instil similar leadership and management guidance for staff across the faculty;
(e) strategically overseeing talent management including recruitment, monitoring, promotion, performance management, retention and remuneration; and
(f) managing the performance and development targets for all direct reports.

(7) The Executive Dean will be responsible for community engagement including:
(a) identifying development opportunities;
(b) ensuring and enabling a coherent philanthropic fundraising strategy;
(c) engaging with the profession or sector on a large scale, particularly at the global level;
(d) enabling processes and systems to support delivery;
(e) enabling deep engagement with leaders in Local Health Districts, private hospitals and other health and community settings, and industry more broadly;
(f) overseeing ongoing successful engagement with accreditation, professional bodies and with the profession or sector; and
(g) overseeing continuing and deep engagement with the alumni community.

(8) The Executive Dean will be responsible for risk management, including:
(a) identifying and managing relevant risks;
(b) establishing contingency plans to support the ongoing supply of critical resources needed to maintain business-as-usual activity and service delivery to the University;
(c) ensuring and verifying that there are appropriate resources and processes in place to achieve work health and safety compliance;
(d) ensuring the risks specific to hospital, health, clinical and other placement settings are identified and monitored, and appropriate risk mitigation strategies implemented; and
(e) ensuring compliance with the University's work health and safety management system and, where applicable, health partner requirements, policies and procedures.

7.33.16 Responsibilities and functions of Deans

The Dean may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.

(1) Deans may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.

(2) Deans will be responsible for strategic leadership and planning, including:
(a) planning, setting and communicating the vision of the faculty;
(b) leading and demonstrating the values of the faculty, particularly in relation to culture and people, and enabling the desired culture;
(c) with input from the Leadership Group, setting, communicating and achieving the overarching faculty strategic plan and goals;

(d) leading the Leadership Group;
(e) participating in and communicating to faculty staff whole-of-University decision making, at the faculty level;
(f) having input into and communicating to faculty staff the University’s strategic plan and governance and communicating these to faculty staff;
(g) implementing the agreed faculty governance framework;

(h) leading Deputy Deans, Associate Deans, and Heads of Schools or Disciplines and the Faculty General Manager;
(i) managing key stakeholders and communications to relevant University entities; and

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

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

(strategic oversight of talent management, including recruitment, monitoring, promotion, performance management, retention and remuneration.

4) Deans will be responsible for financial management, including:
(a) overseeing and proposing, having final responsibility for proposing (subject to University Budget Review Team Review) and controlling budget expenditure;
(b) leading development of the financial strategy and framework for the faculty; and
(c) with the Leadership Group, ensuring that financial units are working as efficiently as possible being accountable for the efficient operations of schools and internal centres and institutes.

5) Deans will be responsible for operational management, including:
(a) working with the leadership group to oversee being accountable for all aspects of faculty operations.
(b) providing support to Heads of School to ensure that they have appropriate resources and established processes to implement efficient operations;

(c) as appropriate, ensuring and overseeing coherence and consistency of operational frameworks within and between other faculties and University schools; and

overseeing school resource management, including ensuring consistency of systems, processes and practices;

overseeing coherence and consistency of operational processes with other faculties and University schools; and

(d) developing and overseeing work health and safety strategies.

(6) Deans will be responsible for people leadership and management, including:

(a) providing strong people leadership and management to all staff, including culture, mission, workforce planning, workload allocation and compliance; and

(b) developing strategies to attract, engage and retain outstanding talent and for integrating University-wide workforce strategies and initiatives into the faculty;

(c) determining accountabilities and responsibilities within the Leadership Group to ensure effective leadership at both the faculty and school level;

(d) mentoring and supporting direct reports to instil leadership and management guidance and support for staff across the faculty;

(e) strategically overseeing talent management including recruitment, monitoring, promotion, performance management, retention and remuneration; and

(f) managing the performance and development targets of all direct reports.

(7) Deans will be responsible for external community engagement, including:

(a) identifying development opportunities;

(b) ensuring and enabling a coherent fundraising strategy;

(c) promoting engaging externally, large-scale external engagement with the profession or sector on a large scale, particularly at the global level;

(d) enabling processes and systems to support delivery;

(e) overseeing ongoing successful engagement with accreditation and professional bodies, and with the profession or sector; and

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

(8) Deans will be responsible for risk management, including:

(a) identifying and managing relevant risks;

(b) establishing contingency plans to support the ongoing supply of critical resources for maintaining business-as-usual activity and service delivery to the University;

(c) ensuring and verifying that there are appropriate resources and processes in place to achieve work health and safety compliance; and
(d) ensuring compliance with the University’s work health and safety management system.

Note: See Work Health and Safety Policy 2016.

7.43.17 Responsibilities and functions of Deputy Executive Deans and Deputy Deans

(1) The relevant Executive Dean or Dean will determine the full scope of responsibilities for Deputy Executive Deans or Deputy Deans reporting to them, in addition to responsibilities and functions specified in this Rule.

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

(a) serving as members of the Leadership Group;

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

(c) performing the role of the Executive Dean or Dean when that person is absent.

(d) in some circumstances, participating in whole-of-University decision-making, through the same fora as Heads of School;

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

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

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

(4) Deputy Executive Deans and Deputy Deans will contribute to financial management by:

(a) serving as members of the Leadership Group;

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

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

(5) Deputy Executive Deans and Deputy Deans will contribute to operational management by:

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

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

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

(7) Deputy Executive Deans and Deputy Deans will contribute to external community engagement, consistently with the faculty strategy and their position accountabilities, by providing complementary support and expertise to the Dean.
Deputy Executive Deans and Deputy Deans will contribute to risk management as directed by the Executive Dean or Dean, consistently with their position accountabilities.

3.18 Responsibilities and functions of Associate Deans

Associate Deans will contribute to strategic leadership and planning by:

- contributing to planning, setting, communicating and achieving the faculty strategic plan and goals, aligned with overall University strategies;
- providing a strategic conduit and feedback loop between the faculty and its portfolio aligned Deputy Vice-Chancellor and University Executive Committee;
- working to harness ideas and activities, to support the academic distinctiveness of the faculty;
- ensuring consistency with central portfolio services;
- modelling and leading with behaviours that enable a culture where people, diverse ideas and collaboration are valued and thrive; and
- monitoring and maintaining quality, standards and excellence in education and research.

Associate Deans will contribute to academic leadership by:

- leading the implementation relevant to the portfolio of agreed strategies across all academic units with the faculty, in the context of its academic distinctiveness;
- contributing to the development and promotion of quality research and teaching strategies and practices that will attract and retain excellent researchers and research students;
- participating in decisions on behalf of the faculty at their respective University Executive committee;
- consulting across all academic units within the faculty to provide feedback at the University Executive committee level prior to decision making, and then communicating within and across the faculty to ensure effective implementation and delivery;
- communicating and managing interdependencies with other Associate Dean positions within the faculty, to ensure opportunities and efficiencies are identified and leveraged in strategies, operational processes, communication and promotion practices; and
- implementing University policy in relation to their portfolio.

Associate Deans will contribute to financial management by:

- contributing to the establishment of the faculty's strategic financial goals and operational financial management practices to contribute to financial sustainability; and
- working as part of the academic and operational leadership team to ensure efficiency and effectiveness of financial management practices.

Associate Deans will contribute to operational management by:
supporting the smooth operation of the faculty;

identifying portfolio related infrastructure requirements and resourcing needs; and

meeting governance and compliance requirements in relation to their portfolio.

Associate Deans will contribute to people leadership and management by:

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

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

Associate Deans will contribute to external community engagement by:

contributing in the relevant area of expertise to the faculty’s strategies in relation to alumni, fundraising, and community and industry engagement being cohesive and aligned with overall University strategies;

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

managing external accreditation processes as relevant to the portfolio.

7.5 Responsibilities and functions of Heads of School

(1) Heads of School will contribute to strategic leadership and planning by:

(a) serving as members of the Leadership Group;

(b) contributing to the development of the overall faculty strategy;

(c) developing and deploying research and education strategies at school level in line with faculty strategy;

(d) ensuring, on behalf of the faculty, that requirements for monitoring, reporting and compliance with national standards of professional practice, regulation and course accreditation, are met;

(e) planning and leading curriculum design and delivery;

(f) participating in faculty committees as appropriate;

(g) leading any school leadership team;

(h) participating in, and communicating to school staff, whole-of-University decision making, at school level; and

(i) monitoring and maintaining quality, standards and excellence in education, research, policy and professional practice.

(2) Heads of School will contribute to academic leadership by:

(a) being responsible for curriculum (teaching and learning) delivery;

(b) for professional schools, ensuring accreditation standards are maintained;

(c) where appropriate, developing the clinical practice framework;
(d) providing leadership in all academic fields of endeavour of the school;
(e) ensuring the faculty education, research and research education strategies are resourced and achieved at school level;
(f) managing talent at the school level within priorities, processes and strategies set by the faculty; and
(g) liaising with the relevant Associate Deans in relation to delivery of strategies.

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

(a) serving as a member of the Leadership Group;
(b) contributing to the development of the overall faculty budget and financial strategy;
(c) implementing the faculty financial strategy at the school level;
(d) being accountable for financial management of the school and for achieving financial targets; and
(e) making decisions at the school level.

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

(a) ensuring that there are appropriate resources and University-consistent processes for effective operational management in the school;
(b) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the school;
(c) managing resources appropriately, including ensuring consistency of systems, processes and practices; and
(d) ensuring coherence and consistency of operational processes within the faculty.

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

(a) attracting and recruiting outstanding talent and making appointment decisions for the school, within the overall faculty strategy;
(b) determining whether there is a need to appoint a Deputy Head and, if required, establishing the position requirements;
(c) providing leadership through mentoring and nurturing of talent and ensuring staff development opportunities (professional and academic) are part of the school culture;
(d) being responsible for performance management and development targets for all direct reports and affiliates (jointly with partner organisations where appropriate) including:
   (i) performance review;
   (ii) coaching; and
   (iii) feedback for professional development;
(e) promoting and leading strategies designed to ensure an inclusive workplace; and
implementing workforce planning, recruitment and resources strategies to ensure that the school’s future staffing needs are met.

(6) Heads of School will contribute to external community engagement by:

(a) supporting the Executive Dean or Dean in implementing external engagement strategies;
(b) identifying strategic opportunities within external communities;
(c) for professional schools, ensuring deep engagement with accreditation, professional bodies, industry and the sector; and
(d) together with the Executive Dean or Dean and the Leadership Group, ensuring continuing and deep engagement with the alumni community.

(7) Heads of School will contribute to risk management by:

(a) identifying and managing relevant risks;
(b) ensuring and verifying that appropriate resources and processes are in place to achieve work health and safety compliance; and
(c) ensuring compliance with the University’s work health and safety management system.

Note: See Work Health and Safety Policy 2016.

7.6 Responsibilities and functions of Heads of Clinical School

(1) Heads of Clinical School will contribute to strategic leadership and planning by:

(a) serving as a member of the Leadership Group;
(b) contributing to the development of the overall faculty strategy;
(c) developing and deploying strategies within the clinical school which are consistent with faculty strategy and, as appropriate, with health partner and community strategies;
(d) planning and leading delivery of curriculum and research initiatives in the clinical school, together with schools as appropriate;
(e) participating in faculty committees as appropriate;
(f) monitoring and maintaining quality, standards and excellence in education, research, and health and clinical practice and training.

(2) Heads of Clinical School will contribute to academic leadership by:

(a) being responsible for curriculum (learning and teaching) delivery in the clinical school;
(b) being responsible for delivery of the clinical practice framework and complex clinical examination requirements as necessary;
(c) being responsible for delivery of programs according to accreditation standards;
(d) providing leadership in all academic fields of endeavour in the clinical school;
(e) ensuring the faculty education, research and research education strategies are resourced and achieved at the clinical school level.
(f) being responsible for talent management at the clinical school level:
   (i) within the priorities, processes and strategies set by the faculty and schools, as appropriate; and
   (ii) in the context of the faculty’s health and community partners; and

(g) liaising with faculty Associate Deans in relation to delivery of relevant strategies.

(3) Heads of Clinical School will contribute to financial management by:
   (a) serving as a member of the Leadership Group;
   (b) implementing the faculty financial strategy at the clinical school level;
   (c) being accountable for financial management of the clinical school and for achieving financial targets; and
   (d) making decisions at the clinical school level.

(4) Heads of Clinical School will contribute to operational management by:
   (a) ensuring that there are appropriate resources and effective, University-consistent processes, including within the health and clinical environment where applicable;
   (b) ensuring that policies and procedures are implemented, understood and complied with in the clinical school, including in relation to:
      (i) financial matters;
      (ii) research;
      (iii) clinical activities; and
      (iv) teaching;
   (c) managing resources appropriately (with regard to both University and health partner requirements), including ensuring consistency of systems, processes and practices;
   (d) ensuring that clinical school’s operational processes are coherent, internally consistent and consistent with those of the faculty.

(5) Heads of Clinical School will contribute to people leadership and management by:
   (a) attracting and recruiting outstanding talent and making appointment decisions for the clinical school, in partnership with schools and consistently with the overall faculty strategy;
   (b) determining whether there is a need to appoint a Deputy Head, and if so establishing the position requirements at a local level;
   (c) being responsible for performance management and development targets for all direct reports and affiliates (jointly with partner organisations where appropriate), including:
      (i) performance review;
      (ii) coaching; and
      (iii) feedback for professional development;
   (d) promoting and leading strategies designed to ensure an inclusive workplace; and
(e) implementing workforce planning, recruitment and resources strategies to ensure that the clinical school’s future staffing needs are met.

(6) Heads of Clinical School will contribute to external community engagement by:

(a) supporting the Executive Dean and other members of the Leadership Group in implementing external engagement strategies;
(b) identifying strategic opportunities with external communities;
(c) developing and maintaining ongoing essential relationships with Local Health Districts, health partners, other health and clinical settings and local communities;
(d) managing industry engagement and partnerships in a clinical setting including with Local Health Districts, medical research institutes, and broader health and community settings, and
(e) together with the Executive Dean and the Leadership Group, ensuring continuing and deep engagement with the alumni community.

(7) Heads of Clinical School will contribute to risk management by:

(a) identifying and managing relevant risks;
(b) ensuring and verifying that appropriate resources and processes are in place to achieve work health and safety compliance;
(c) ensuring that risks in hospital, health and clinical settings are identified and monitored, and that appropriate risk mitigation strategies are implemented;
(d) managing University work health and safety compliance and requirements and, where applicable, health partner requirements.

7.7 Responsibilities and functions of Head of School and Deans of University schools

(1) Head of School and Deans will contribute to strategic leadership and planning by:

(a) planning, setting and communicating the vision of the University school;
(b) leading and living the values of the University school, particularly in relation to culture and people, and enabling the desired culture;
(c) with input from the Leadership Group, setting, communicating and achieving the University school strategic plan and goals aligned with overall University strategies;
(d) leading the Leadership Group;
(e) planning and leading curriculum initiatives and delivery;
(f) participating in, and communicating to University school staff, whole-of-University decision-making, at the University school level; and
(g) monitoring and maintaining quality, standards and excellence in education and research.

(2) Head of School and Deans will contribute to academic leadership by:

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

(3) Head of School and Deans will contribute to financial management by:
(a) proposing and controlling budget expenditure;
(b) leading development of the financial strategy and framework for the University school;
(c) with the Leadership Group, ensuring that the University school is working as efficiently as possible; and
(d) being accountable for financial management of the University school and for achieving financial targets.

(4) Head of School and Deans will contribute to operational management by:
(a) working with the Leadership Group to oversee and manage all aspects of the University school's operations;
(b) ensuring there are appropriate resources and University-consistent processes for effective operational management;
(c) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the University school;
(d) managing resources appropriately, including ensuring consistency of systems, processes and practices usage and application; and
(e) ensuring coherence and consistency of operational processes with other faculties and University schools.

(5) Head of School and Deans will contribute to people leadership and management by:
(a) establishing the position requirements for the Deputy Head of School and Deputy Dean;
(b) providing people leadership and management to all staff, including culture, mission, workforce planning, work load allocation and compliance;
(c) developing strategies to attract and retain outstanding talent and integrating University-wide workforce strategies into the University school;

(d) making appointment decisions for the University school;

(e) managing staff performance and development targets for all direct reports, including:
   (i) performance reviews;
   (ii) coaching and
   (iii) feedback;

(f) promoting and leading strategies designed to ensure an inclusive workplace.

(6) Head of School and Deans will contribute to external community engagement by:

(a) identifying development opportunities;

(b) ensuring and enabling a coherent fundraising strategy;

(c) promoting external engagement with the profession or sector, particularly at the global level;

(d) enabling processes and systems to support delivery;

(e) ensuring deep engagement with accreditation and professional bodies, industry and the relevant professional sector; and

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

(7) Head of School and Deans will be responsible for risk management, including:

(a) identifying and managing relevant risks;

(b) establishing contingency plans to support the ongoing supply of critical resources needed to maintain business-as-usual activity and service delivery to the University;

(c) ensuring and verifying that appropriate resources and processes are in place to achieve work health and safety compliance; and

(d) ensuring compliance with the University work health and safety management system.

Note: See Work Health and Safety Policy 2016.

7.8 Responsibilities and functions of Associate Deans

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

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

(b) providing a strategic conduit and feedback loop between the faculty or University school and its portfolio-aligned Deputy Vice-Chancellor and University Executive committee;
(c) working to harness ideas and activities to support the academic distinctiveness of the faculty or University school;
(d) ensuring consistency with central portfolio services;
(e) modelling and leading with behaviours that enable a culture where people, diverse ideas and collaboration are valued and thrive; and
(f) monitoring and maintaining quality, standards and excellence in education and research.

(2) Associate Deans will contribute to academic leadership by:
(a) leading the implementation, relevant to their portfolio, of agreed strategies across all academic units with the faculty or University school, in the context of its academic distinctiveness;
(b) contributing to the development and promotion of quality research and teaching strategies and practices that will attract and retain excellent researchers and research students;
(c) participating in decisions on behalf of the faculty or University school at their respective University Executive committee;
(d) consulting across all academic units within the faculty or University school to provide feedback at the University Executive committee level prior to decision making, and then communicating within and across the faculty or University school to ensure effective implementation and delivery;
(e) communicating and managing interdependencies with other Associate Dean positions within the faculty or University school, to ensure opportunities and efficiencies are identified and leveraged in strategies, operational processes, communication and promotion practices; and
(f) implementing University policy in relation to their portfolio.

(3) Associate Deans will contribute to financial management by:
(a) contributing to the establishment of the faculty’s or University school’s strategic financial goals and operational financial management practices to contribute to financial sustainability; and
(b) working as part of the academic and operational leadership team to ensure efficiency and effectiveness of financial management practices.

(4) Associate Deans will contribute to operational management by:
(a) supporting the smooth operation of the faculty or University school;
(b) identifying portfolio related infrastructure requirements and resourcing needs; and
(c) meeting governance and compliance requirements in relation to their portfolio.

(5) Associate Deans will contribute to people leadership and management by:
(a) contributing to people leadership practices and processes to deliver a positive working culture in which people can develop their best potential and helping deliver the faculty or University school’s strategies and goals; and
(b) contributing to people management and engagement practices to support a workplace culture in which diversity of thought and contribution.
collaboration, excellence and achieving outcomes are encouraged, enabled and valued.

(6) Associate Deans will contribute to external community engagement by:
   (a) contributing in the relevant area of expertise to the faculty or University school’s strategies in relation to alumni, fundraising, and community and industry engagement being cohesive and aligned with overall University strategies;
   (b) identifying strategic opportunities within external communities, so that the faculty or University school has a strong and effective external engagement profile at the national and global level; and
   (c) managing external accreditation processes as relevant to the portfolio.

PART 78 – BOARD OF INTERDISCIPLINARY STUDIES

87.1 Application
This Part applies to all:
   (a) faculties; and
   (b) University schools.

87.2 Membership of the Board of Interdisciplinary Studies

(1) There will be a Board of Interdisciplinary Studies.
(2) The Board of Interdisciplinary Studies will consist of:
   (a) the Provost and Deputy Vice-Chancellor or their nominee, who will perform the role of Chair;
   (b) the Deputy Vice-Chancellor (Education) or their nominee;
   (c) the Executive Dean, Deans or Heads of School and Deans, or their nominees, of faculties and University schools that offer Liberal Studies degrees;
   (d) the Executive Dean, Deans or Heads of School and Deans, or their nominees, of two other faculties or University schools that offer majors, minors or units of study in the Bachelor of Advanced Studies;
   (e) the course coordinator(s) of the cross-faculty and University school degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies;
   (f) the directors or their nominees of the:
      (i) Charles Perkins Centre;
      (ii) China Studies Centre; and
(iii) Sydney Southeast Asia Centre;

(g) the Director of the Centre for Continuing Education;

(h) the Head of the Open Learning Environment;

(i) the Chair of the Non-Award Sub-Committee of the Board of Interdisciplinary Studies, as set out in section 7.5;

(j)(i) not more than two students enrolled in interdisciplinary degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies, who are appointed by the Academic Board on the nomination of the Chair of the Academic Board in consultation with student members of the Academic Board and the relevant student organisations; and

(k)(j) co-opted members appointed by resolution of the Board of Interdisciplinary Studies.

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

(4) Members will be eligible for reappointment.

(5) A person will cease to be a member if they cease to hold the title or qualifications in respect of which they were eligible to be a member.

(6) If a vacancy occurs in the office of a member appointed in accordance with subsections (2)(d), (j)(i) and (j)(k):

(a) the vacancy may be filled in the same manner as the appointment; and

(b) the person appointed to fill the vacancy will hold office for the balance of the term of the person being replaced.

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

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

87.3 Board of Interdisciplinary Studies meetings

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

(2) The Chair or their nominee will convene such other meetings of the Board of Interdisciplinary Studies as he or she considers necessary or as required by the:

(a) Vice-Chancellor;

(b) Academic Board; or

(c) Senate.

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

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

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

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

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

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

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

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

87.4 Responsibilities and functions of the Board of Interdisciplinary Studies

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

(a) the authority of the Senate and the Academic Board; and

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

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

(a) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in those interdisciplinary degrees, diplomas and certificates;

(b) where stated in the degree resolutions, admit to and determine candidature for the interdisciplinary degrees, diplomas and certificates;

(c) admit to candidature, and appoint supervisors and examiners of candidates for higher degrees by research listed in the Senate resolutions;

(d)(b) ensure that:

(i) appointment of supervisors and examiners of higher degree by research candidatures;

(ii) course and candidature management; and

(iii) student support and advice;

are appropriately provided through one or more of the participating faculties and University school consistently with the applicable course resolutions and University policy and procedures:
(e)(c) make recommendations to the Academic Board on matters relating to the interdisciplinary degrees, diplomas and certificates; and

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

(3) In relation to the Shared Pool, Dalyell Stream, Open Learning Environment, Bachelor of Advanced Studies and the Master of Advanced Studies, the Board of Interdisciplinary Studies will:

(a) make recommendations to the Academic Board resolutions for the Bachelor of Advanced Studies and Master of Advanced Studies degrees;

(b) recommend to the Academic Board resolutions for combined degrees with the Bachelor of Advanced Studies and Master of Advanced Studies;

(c) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in the degree Bachelor of Advanced Studies and Master of Advanced Studies by augmenting the faculty and University school based supervision of their constituent academic components wherever interdisciplinary consideration is required;

(d) approve, on the advice of the relevant faculty or University school and subject to relevant policy, the listing as available for credit of elective units of study, majors and minors for the Bachelor of Advanced Studies, and specialisations in the Master of Advanced Studies available for credit in the degree;

(e) approve the listing of units of study in the Open Learning Environment;

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

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

(h) make recommendations to the Academic Board on:

(i) the curriculum;

(ii) course resolutions for the Bachelor of Advanced Studies, Master of Advanced Studies and combined degrees with either of these; and

(iii) any other matter relating to these degrees;

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

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

(b) report to the Deputy Vice-Chancellor (Education) on non-award courses approved by the Board of Interdisciplinary Studies.
(5) In relation to continuing and extra-curricular education courses the Board of Interdisciplinary Studies will:

(a) approve interdisciplinary continuing education courses on the recommendation of the relevant Executive Dean, Deans or Head of School and Deans;

(b) approve continuing education courses offered by the Centre for Continuing Education that have not been approved by:
   (i) the Executive Dean, Dean, Head of School and Dean; or
   (ii) a process within a faculty or University school which has been so approved;

(c) monitor the quality and strategic alignment of continuing and extra-curricular education;

(d) receive reports on quality strategic alignment and sustainability of continuing and extra-curricular education from:
   (i) faculties;
   (ii) University schools;
   (iii) centres; and
   (iv) academic and specialist units as described in the Continuing and Extra-Curricular Education Policy 2017;

(e) report to the Deputy Vice-Chancellor (Education) on the quality and strategic alignment of continuing and extra-curricular education; and

(f) report to the Provost on the sustainability of continuing and extra-curricular education.

(5)(6) The Board of Interdisciplinary Studies may:

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

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

### 7.5 Non-Award Sub-Committee

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

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

   (a) a Chair, who will be elected by the members of the Non-Award Sub-Committee;
   (b) the Deans or their nominees of every faculty and University school that offers inter-disciplinary non-award courses; and
   (c) the Director of the Centre for Continuing Education.

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

   (a) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in:
(b) interdisciplinary non-award courses; and
(c) other non-award courses not under the governance of a faculty or University school.
(d) report to the Deputy Vice-Chancellor (Education) on the quality and strategic fit of interdisciplinary non-award courses.
(e) The Chair of the Non-Award Sub-Committee will represent the sub-committee on the Board of Interdisciplinary Studies.

PART 89 – STAFF ELECTIONS TO FACULTY BOARDS

89.1 Application
This Part applies to:
(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences;
(e) the Faculty of Medicine and Health; and
(f) the Faculty of Science.

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

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

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

(2) If insufficient nominations are received to fill staff member positions on the faculty board, whether allocated positions or other positions:
   (a) the candidates nominated will be taken to be elected; and
   (b) the Executive Dean or Dean will consult with the remaining academic or professional staff members, and appoint academic staff members or professional staff members, as required to fill the vacancies.

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

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

89.5 Filling casual vacancies

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

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

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

89.6 Electorates

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

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

(2) Temporary staff members may vote in an election only if, as at the date on which notice of the election is given, they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract has still to run).
PART 109 – STUDENT ELECTIONS

109.1 Application

This part applies to all:

(a) faculties;
(b) faculty boards;
(c) University schools;
(d) University school boards.

109.2 Timing of elections

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

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

109.3 Term of office

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

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

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

109.4 Nominations

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

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

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

### 109.5 Filling casual vacancies

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

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

(3) Otherwise, the Chair will:

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

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

### 109.6 Electorates

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

### PART 101 – STUDENT PARTICIPATION IN MEETINGS

#### 110.1 Application

This Part applies to all:

   (a) faculties;

   (b) schools;

   (c) departments; and

   (d) University school.

#### 110.2 Faculty and University school meetings

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

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

   (b) access any confidential material, including material produced for the purpose of examination or assessment; or
(c) participate in any decision; relating to their own candidature.

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

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

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

(c) participate in any decision; relating to any other student’s candidature.

101.3 School and departmentOther internal meetings

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

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

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

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

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

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

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

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

PART 142 – PROCEDURES

142.1 Elections

The Returning Officer may determine procedures for the conduct of elections under this Rule.
124.2 Behaviour of election participants

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

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

PART 123 – TRANSITIONAL PROVISIONS – FACULTY OF MEDICINE AND HEALTH

132.1 Application

This Part applies only to the Faculty of Medicine and Health, and
the Faculty of Arts and Social Sciences;
the Faculty of Business;
the Faculty of Engineering and Information Technologies;
the Faculty of Health Sciences;
the Faculty of Science; and
the University schools.

132.2 Faculty and faculty board meetings

(1) The first faculty and faculty board meetings of the Faculty of Medicine and Health will be held in semester 2 of 2018, or such earlier time as the Executive Dean determines.

(2) Sections 3.5(1), 3.6(1), 3.8(4)(f) and 3.10(1) will not apply to the Faculty of Medicine and Health until 1 January 2019.

13.3 Membership of Sydney Medical School

In addition to the requirements of section 4.4, staff and student members of the following will be members of the Sydney Medical School for the purpose of school meetings until 31 December 2018, or such other date determined by the Provost after consultation with the Executive Dean:

(a) the School of Medical Sciences;
(b) the School of Public Health; and
(c) all clinical schools.
13.4 Staff elections

(1) The Executive Dean will appoint academic staff (including staff in clinical schools and affiliates in approved leadership positions) and professional staff to serve as members of the faculty board from the date of commencement of this Rule establishment of the Faculty of Medicine and Health until 31 December 2017.

(2) The Executive Dean will arrange for elections for members of the faculty board to be held in Semester 2, 2018.

(a) Members elected at these elections will hold office for one year from 1 January 2019 to 31 December 2019.

(3) After 2019, staff elections for the Faculty of Medicine and Health will be held at the same time as elections for other faculties and University schools.

123.35 Student elections

(1) From the date of establishment of the Faculty of Medicine and Health, students who were elected as members of the faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy will be members of the Faculty of Medicine and Health.

(2) As soon as possible after the establishment of the Faculty of Medicine and Health the Executive Dean will appoint eight interim student members of the faculty board.

(3) The interim student members of the faculty board:

(a) must be selected from among the student members of the faculty; and

(b) must comprise two representatives from each of the former faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy.

(4) The student members of the faculty and of the faculty board will hold office from the date of their appointment until 31 December 2018.

(5) Elections for student members will take place in Semester 2, 2018, for a one year term from 1 January to 31 December 2019.

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

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

(a) will, if they become members of:

(i) the Faculty of Arts and Social Sciences;
(ii) the Faculty of Business;
(iii) the Faculty of Engineering and Information Technologies;
(iv) the Faculty of Health Sciences;
(v) the Faculty of Science; or
(vi) a University school; automatically become members of the relevant corresponding faculty board or University school board.

PART 143 - RESCISSIONS AND REPLACEMENTS

134.1 Application

This Part applies to all:

(a) faculties; and

(b) University schools.

143.2 Rescissions and replacements

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

(a) in the case of a faculty, to Part 32 of this Rule; and

(b) in the case of a University school, to Part 45 of this Rule.

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

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

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

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

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

(i) the Faculty of Dentistry;

(ii) the Faculty of Medicine;

(iii) the Faculty of Nursing and Midwifery; and

the Faculty of Pharmacy.

(5) The provisions of the documents listed in subsection 12.2(2) that apply to the Sydney College of the Arts on the day prior to the date of commencement of this Rule will continue to apply to the Sydney College of the Arts until the date determined by Vice-Chancellor in accordance with section 14 the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016.
Note: Consistently with the Vice-Chancellor’s determination, the constitution of the Sydney College of the Arts is rescinded as from 1 July 2017.

NOTES

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

Date adopted: 12 December 2016

Date amended: [INSERT]

Date commenced: 1 January 2017

Administrator: Deputy Vice-Chancellor and Provost

Review date: 12 December 2021

Rescinded documents:

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

Senate resolution Appointment and Roles of Pro-Deans, Deputy Deans, Associate Deans and Sub-Deans, which commenced on 25 November 2008;

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

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

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

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

Related documents:

University of Sydney (Coursework) Rule 2014

Coursework Policy 2014

Learning and Teaching Policy 2015

Learning and Teaching Procedures 2016

AMENDMENT HISTORY

To be completed
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<td>3.7(3) note</td>
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RECOMMENDATION:

That the Academic Board note the proposed amendments to the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016, with particular reference to the establishment of the Faculty of Medicine and Health, noting further that these proposed amendments will be submitted to the 23 March 2018 Senate meeting for adoption.

1. Background: Academic and Administrative Delegations Rules

The University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 were approved by the Senate in December 2016, to commence on 1 June 2017. Given the practical considerations around implementation of new delegations in the restructured University, the Vice-Chancellor has authorised the exercise of delegations in accordance with either the new Rules or with Rules/Policy or practice current at 31 May 2017. This ratification was initially until 31 December 2017 and was then extended until 30 June 2018, or such earlier date as the Vice-Chancellor determines. By 30 June 2018, all staff must be compliant with the Delegations Rules 2016 as amended.

Amendments to the both the Academic and Administrative Delegations Rules 2016 are now required:
(a) to provide for the implementation of the Faculty of Medicine and Health on 30 April 2018; and
(b) to make minor amendments required to address some other identified issues.

The Delegations Rules will be further reviewed later in 2018 in accordance with the annual review cycle.

In addition, it is proposed that a conceptual review of delegations be conducted as a component of the Sydney Operating Model, in part to address delegations-related issues identified during the engagement sessions held with all faculties and University schools during 2017.

2. Proposed amendments to the Academic Delegations Rule: Faculty of Medicine and Health

2.1 The following additions to Interpretations will be made in order to include positions in the Faculty of Medicine and Health:

Executive Dean means the Executive Dean of the Faculty of Medicine and Health.

Deputy Executive Dean means a Deputy Executive Dean in the Faculty of Medicine and Health; and:
subsequent amendment to interpretation of Deputy Dean to mean a Deputy Dean in the faculties of Arts and Social Sciences, Business, Engineering and Information Technologies, Health Sciences and Science.

Clinical School means an academic unit in the Faculty of Medicine and Health located in, or proximate to, a clinical setting, established by the Vice-Chancellor on the recommendation of the Provost.
Head of Clinical School (HOCS) means a head of a clinical school in the Faculty of Medicine and Health appointed in accordance with relevant University rules, policies and procedures and may be an affiliate.

2.2 Individual delegations will be amended to include positions in the Faculty of Medicine and Health as follows

Delegations to Deans will separately include the Executive Dean i.e. relevant delegations will now list: Executive Dean; Dean; etc.

Deputy Executive Deans and Deputy Deans have been included in the line of accountability but they do not have specific academic delegations.

Delegations to a Head of School will separately include a delegation to a Head of Clinical School i.e. relevant delegations will now read: Head of School (HOS); Head of Clinical School (HOCS).

2.3 Line of accountability: Part 2 Principles

Section (11) Executive Dean, Deputy Executive Dean and Head of Clinical School will be added to the line of accountability for faculties (equivalent levels to Dean, Deputy Dean, Head of School respectively).

3. Other delegation amendments: University-wide

Academic Delegations

All delegations to a faculty or University school will change to a faculty board or University school board, in accordance with the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

4. Next Steps

In order to ensure continuing smooth and effective governance of the University following the implementation of the Faculty of Medicine and Health it is critical that the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 is submitted to the 23 March 2018 Senate meeting with the recommendation that Senate adopt the Rule.

Subject to Senate approval, the amended Rule will be effective on 30 April 2018 in order to implement delegations for positions in the Faculty of Medicine and Health. The transitional arrangements approved by the Vice-Chancellor as outlined above will continue to apply until 30 June 2018.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Matthew Charet, Executive Officer to Academic Board</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
<td>General Report of the Chair</td>
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<tr>
<td>Purpose</td>
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RECOMMENDATION

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

1. AUTHORITY OF THE CHAIR

As empowered at the 28 November 2017 meeting of the Academic Board, the Chair has approved a number of minor course amendments on behalf of the Academic Board, as detailed below.

1. Inclusion of the major in Applied Medical Science (approved for the Bachelor of Science during 2017) in a number of combined Bachelor of Science award courses:
   - Bachelor of Engineering and Bachelor of Science
   - Bachelor of Engineering Honours and Bachelor of Science
   - Bachelor of Commerce and Bachelor of Science
   - Bachelor of Information Technology and Bachelor of Science

2. Cancellation of CRICOS registration for the Master of Business Administration offered by the University of Sydney Business School. This award course was CRICOS registered in error in 2011. It is only offered on a part-time basis and is therefore unavailable to international students and does not require CRICOS registration.

3. Minor amendment of the course resolutions for the Bachelor of Science, to correct inconsistent reference to the streams available in the Bachelor of Science and the Bachelor of Science / Bachelor of Advanced Studies.

4. Minor amendment of the course resolutions for the Bachelor of Science / Doctor of Medicine, under clause 13 Course transfer
   - With the permission of the Faculty of Science and the University of Sydney Medical School, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Dental Medicine.

5. Minor amendment of the course resolutions for the Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies, to specify the need for students enrolled in a stream to also complete the requirements of the stream in both the Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies.
## RECOMMENDATION

That the Academic Board note:

1. the 2017 report of the Assessment Working Group whose recommendations were fully endorsed by the Academic Board on 28 November 2017;
2. that the Academic Board has agreed that for all undergraduate degrees, there should be a coordinator for each degree, stream, specialisation, program or major;
3. that the Academic Board has agreed faculties should review learning outcomes for all degrees, streams, programs and majors to give expression to the graduate qualities by July 2018;
4. that the Academic Board has agreed that assessment plans be developed for degrees, streams, programs and majors by December 2018;
5. the interim definitions for the graduate qualities developed by the Assessment Working Group (Attachment 2);
6. the timeline for faculties to meet obligations to the Academic Board to implement strategic initiatives relating to assessment in 2018 (Attachment 5); and,
7. that undergraduate course and curriculum component coordinators will be invited to attend a series of Educational Innovation professional development workshops to assist with the completion of faculty tasks resulting from the Board’s recommendations (Attachment 6).

## EXECUTIVE SUMMARY

On 28 November the Academic Board endorsed the 2017 report of the Assessment Working Group including all five recommendations and the proposed implementation timeline. The Working Group will continue its role in overseeing implementation of the assessment initiatives of the Strategy in 2018. This includes establishment of common University definitions for the graduate qualities, overseeing development of the common rubrics for assessment of the graduate qualities, and trialling the rubrics from semester 2, 2018. The Academic Board has resolved that faculties should ensure that coordinators are appointed for each undergraduate degree, stream, program or major by April 2018, learning outcomes for all degrees and relevant curriculum components give full expression to the graduate qualities by July 2018, and should develop assessment plans for all degree and relevant curriculum components (stream, program and major) by December 2018. The Assessment Working Group will guide development of disciplinary exemplars of assessment plans, for faculties to refer to in undertaking this work. The Education portfolio has provided support via compact funding to enable staff to participate in strategic education initiatives relating to assessment and will continue to provide funding to develop assessment in line with the Working Party Report during 2019 and 2020. Additionally, a targeted series of workshops will be delivered by the Educational Innovation team early in 2018, to offer guidance and support on writing learning outcomes and assessment plans, as well as participating in curriculum mapping. Deans have been asked to provide the names and contact details for a designated coordinator for each degree and, as appropriate, each specialisation, stream, program and major, no later than 2 March 2018.
BACKGROUND

The Assessment Working Group (AWG) was established by the Chair of the Academic Board and Deputy Vice-Chancellor (Education) during 2017 to develop and deliver the assessment initiatives in the University's 2016–20 Strategic Plan. During 2017, the AWG conducted a strategic review of assessment in consultation with University stakeholders. On 28 November 2017 the Academic Board reviewed their findings and endorsed recommendations made by the AWG in its final report for 2017 (Attachment 1). Implementation of five recommendations will be progressed during 2018:

Recommendation 1: Ensure that learning outcomes for degrees and each curriculum component give expression to the graduate qualities
Recommendation 2: Map and plan assessment across the curriculum
Recommendation 3: Coordinate curriculum components and degrees
Recommendation 4: Use a common approach to assess the graduate qualities
Recommendation 5: Explore the use of the project units and other experiential units to assess student achievement of the graduate qualities

The Academic Board agreed to the following implementation timeline as part of its endorsement of ‘Assessment; A University-wide approach’.

<table>
<thead>
<tr>
<th>Year</th>
<th>Key milestones</th>
<th>Month Due</th>
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<tr>
<td>2018</td>
<td>Coordinators designated for each degree and course component</td>
<td>April 2018</td>
</tr>
<tr>
<td></td>
<td>Common University rubrics developed</td>
<td>May 2018</td>
</tr>
<tr>
<td></td>
<td>Deliver professional development programs to support implementation</td>
<td>August 2017 – July 2018</td>
</tr>
<tr>
<td></td>
<td>Graduate qualities expressed in learning outcomes for all degrees and course components</td>
<td>July 2018</td>
</tr>
<tr>
<td></td>
<td>Complete assessment plans for all degrees and course components</td>
<td>December 2018</td>
</tr>
<tr>
<td>2019</td>
<td>Faculties to use assessment plans to develop innovative assessment approaches</td>
<td>TBC</td>
</tr>
<tr>
<td></td>
<td>Validate common rubrics for assessing graduate qualities</td>
<td>TBC</td>
</tr>
<tr>
<td>2020</td>
<td>Measure attainment of graduate qualities using the common rubrics</td>
<td>December 2020</td>
</tr>
<tr>
<td></td>
<td>Begin internal reporting on student achievement of the graduate qualities</td>
<td>December 2020</td>
</tr>
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</table>

This timeline has been developed on the basis that the University is committed to assessing the graduate qualities for students who graduate in 2020. Working backwards from that goal provides a critical timeline for the development and implementation of the above recommendations and includes roles for the Academic Board, Assessment Working Group, Education portfolio and faculties.

Funding provided via the 2018 Compacts process has made provisions for faculty staff to undertake curriculum revision work to embed graduate qualities in unit of study learning outcomes, rubrics and tasks. Teaching relief has been funded to enable staff time to participate in Education portfolio professional development workshops, and the planning and development of this work.

ISSUES

The AWG will continue its role in overseeing implementation of the assessment initiatives of the Strategy in 2018. This will include:

1. establishing common University definitions of the graduate qualities
2. development of the common rubrics for assessing the graduate qualities
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3. establishing an agreed model for trialling the common rubrics, including in pilot 3000-level interdisciplinary project units in collaboration with the Associate Directors (Education – Enterprise and Engagement) and

4. developing assessment plan exemplars to guide the development of such plans by faculties for each degree and curriculum component.

The AWG met on 25 January 2018 and endorsed definitions of the graduate qualities (Attachment 2). The agreed graduate quality definitions and components are being used to generate explicit criteria against which descriptors for performance at different levels can be written, as part of the rubric development. The definitions are available on the Teaching Support page of the staff intranet. An initial workshop on rubric development, facilitated by the Director of the Educational Measurement and Assessment Hub, took place on 1 February 2018. The workshop was attended by members of nine working parties, each tasked with development of a rubric for one of the graduate qualities (Attachment 3). They are currently progressing drafting of the rubrics and will bring these back for discussion with the Assessment Working Group between now and April 2018, as detailed in the schedule of work (Attachment 4). Feedback on the rubrics will be sought from the University Executive Education Committee in May 2018 and the committee will be asked to endorse them during July 2018.

The Academic Board has committed faculties to the responsibility of ensuring that learning outcomes for all degrees and relevant curriculum components give full expression to the graduate qualities and ensuring that assessment plans are developed for all degree and relevant curriculum components. A timeline for faculties to meet these obligations is at Attachment 5. The Education portfolio has provided support via compact funding to enable staff to participate in strategic education initiatives relating to assessment and meet their obligations to the Academic Board. A targeted series of workshops will be delivered by the Educational Innovation team early in 2018, to offer guidance and support on writing learning outcomes and assessment plans, as well as participating in curriculum mapping (Attachment 6). Deans have been asked to provide the names and contact details for a designated coordinator for each degree and, as appropriate, each specialisation, stream, program and major, no later than 2 March 2018. This has been brought forward from April, in recognition of the volume of work to be undertaken and to enable participation of the coordinators in the workshops.

ATTACHMENTS

Attachment 1 – ‘Assessment: A University-wide approach’, 2017 Assessment Working Group
Attachment 2 – Interim definitions of the Graduate Qualities
Attachment 3 – Membership of the graduate quality rubric development working parties
Attachment 4 – Schedule of work for the graduate quality rubric development working parties
Attachment 5 – Timeline for faculties to meet obligations to the Academic Board to implement strategic initiatives relating to assessment
Attachment 6 – Schedule of Educational Innovation curriculum renewal workshops
Assessment

A University-wide approach

2017 Assessment Working Group
Executive Summary

In February 2017 the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) formed the Assessment Working Group to examine the University’s current approach to assessment and consider ways to achieve the vision for assessment that was outlined in the University of Sydney 2016-20 Strategic Plan (the Strategy).

That vision involves not only embedding the graduate qualities for undergraduate degrees, adopted in 2015, but assessing them, fostering authentic assessment, and improving feedback on learning through interactive and innovative learning design. This will be achieved through the creation of an assessment framework that supports learning and allows students and staff to share the excitement of discovery unencumbered, as far as is possible, by assessment drudgery. Such a framework would also mean that by 2020, the University would have much greater clarity over what students learn in each degree and its components.

To achieve this, the working group has made the following recommendations. The first (Recommendation 1) is to ensure that learning outcomes give full expression to the graduate qualities. This is a foundational step to create a clear statement at the level of each curriculum component (stream, specialisation, program and major) of what students will learn. By agreeing learning outcomes at levels between the degree and the unit of study, unit of study coordinators will be able to align their own area of responsibility with others and share the load of creating the learning outcomes of the component across multiple units. This should allow them to take action to improve learning and assessment in their own area, confident this is coordinated with other areas of students’ education.

Recommendation 2 is to provide a way to manage and monitor these learning outcomes through the development of assessment plans for majors and other curriculum components higher than the unit of study. By providing a clear statement on how outcomes will be achieved, how we will know they have been achieved, and how they are aligned across the curriculum, assessment plans will empower academics to re-think task design at the unit level, and make greater use of authentic assessment and new learning resources. In the context of the University’s rich curriculum with many pathways and opportunities for building interdisciplinary learning, a coordinated way of managing assessment across the curriculum is needed. It is also recommended that coordinators be appointed to manage this, for appropriate curriculum components (Recommendation 3).

By assessing student attainment of the graduate qualities, the University can provide important feedback to students on learning and to staff on teaching. This will also provide a measure of the success of the work to embed the graduate qualities and to achieve the learning outcomes of each degree or curriculum component. To provide such assessment it will be necessary to use a common suite of rubrics, one developed for each graduate quality (Recommendation 4). While it will be necessary to use the common rubrics as a baseline, where necessary specific rubrics may be developed that build on the common rubric as appropriate to a field of study.

Finally, the opportunity to use the final year project units within the liberal studies majors (and equivalent experiential units that occur in specialist and professional degrees) to provide the final assessment of a students’ attainment of the graduate qualities should be explored as these project units are trialed in 2018 (Recommendation 5). At the same time, the potential for the common rubrics to drive the design of an assessment framework and tasks for these units should be investigated.

These recommendations form the foundation required to achieve the strategic vision by establishing a coherent framework for assessment. This should better enable academics to: use feedback on learning to adjust activities to better achieve the learning outcomes for a unit, major, stream or degree; introduce authentic assessment; design tasks that are well aligned with learning outcomes; and apply innovative and technologically-assisted interactive experiences to learning.
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Recommendations

There are five key recommendations of the Assessment Working Group as detailed below. With the agreement of Academic Board, these recommendations will be progressed during 2018 and plans made for work to continue in 2019 and 2020. A short section outlining the planned implementation schedule follows these recommendations.

Many of these recommendations are focused on first steps that will change some of the policy requirements and governance around assessment at the University. The environment thus created will enable teaching teams around each curriculum component to re-think the alignment of learning activities and assessment tasks with learning outcomes that give expression to the graduate qualities. This should present significant opportunities for innovation in the design of assessment, whether in relation to discrete assessment tasks in units of study or the design spanning multiple units of study. Such innovation has the potential to further consolidate assessment across curriculum components and reduce the volume of assessment where appropriate. Improved feedback to both staff and students, gained partly through the assessment of the graduate qualities, is also likely to prompt further review of teaching and learning strategies.

Recommendation 1: Ensure that learning outcomes for degrees and each curriculum component give expression to the graduate qualities

The University’s new graduate qualities were established in the Learning and Teaching Policy 2015. The University’s 2016-2020 Strategic Plan (the Strategy) subsequently undertook to ensure that the graduate qualities are embedded as learning outcomes in all undergraduate degrees, and faculties have been supported in this curriculum renewal work via the Education compact process during 2016 and 2017 with work expected to continue in 2018. In line with this work to embed the graduate qualities within all undergraduate award courses, the following steps are recommended.

- The Academic Board, as part of its course approval, assurance and review processes should ensure that every degree of the University has learning outcomes articulated in terms that give full expression to the graduate qualities. This can be done through amending the course management and review templates.
- To further ensure the development of the graduate qualities by all students, the learning outcomes for relevant curriculum components of each degree (stream, specialisation, program, and major) should also be expressed in terms of the graduate qualities. These should be prepared by faculties and submitted to the Academic Board for review by mid-2018.
- The DVC Education should ensure that professional development and support is available to assist faculties in undertaking this work, and work with the Academic Board to develop clear requirements.

Recommendation 2: Map and plan assessment across the curriculum

Understanding when and how each learning outcome (and hence graduate quality) is developed within each curriculum component is necessary to assure learning and allow assessment of the graduate qualities. Planning assessment in this way will also create a framework to manage assessment across the component more effectively. For these reasons, it is proposed that assessment plans should be developed for each curriculum component.

- As part of its role in monitoring the academic quality of the University, the Academic Board should ensure assessment plans are in place for each relevant curriculum component of a degree. This could be done by ensuring the course management and course review templates require an assessment plan for each curriculum component above the unit of study level (see section 3.1).
  - For liberal studies degrees, assessment plans should be developed at the level of the stream, program, and major, as appropriate.
  - For professional and specialist degrees, assessment plans should be developed at the level of the stream, specialisation or degree, as well as for any majors available in the degree.
- Assessment plans should: articulate the learning outcomes for the relevant course component; indicate where and how the learning outcomes are developed and assessed; and describe how
students’ achievement of the graduate qualities will be developed, the tasks typically used, and how they will be assessed on completion of the degree (section 3.1).

- The DVC Education should ensure that staff professional development and support is available, focusing on assessment alignment, assessment task design and assessment innovation, commencing no later than 2019. Further, the Education portfolio should provide funding for innovation in assessment and assessment task design through the 2019 and 2020 Education Compact and Strategic Education Grant process.

**Recommendation 3: Coordinate curriculum components and degrees**

The new curriculum’s emphasis on the coherence of each curriculum component (i.e., the stream, specialisation, program or major) means that it is necessary to ensure that mechanisms are in place to monitor the alignment and coordination of the curriculum at levels intermediate to units of study and the degree. It is recommended that uniform governance arrangements be established across all faculties and all curriculum components, down to the level of the major.

- Every faculty should ensure there is a degree, stream, specialisation, program or major coordinator appointed, as relevant, for the curriculum components of any undergraduate award course it offers.
- The coordinator will be responsible for maintaining oversight of the learning outcomes for the relevant curriculum component; developing and reviewing the assessment plan for the relevant component; and from 2020, reporting annually to the faculty on students’ achievement of the graduate qualities.

**Recommendation 4: Use a common approach to assess the graduate qualities**

In addition to its existing commitment to monitoring students’ educational experiences, the Strategy commits the University to systematically assessing students’ acquisition of the graduate qualities (initiative 4.4). To do so, it will be necessary that the University has a shared understanding of the graduate qualities and the potential levels of performance at which students may achieve these qualities.

- A suite of common rubrics will be used as the scale by which student attainment of the graduate qualities is measured. These rubrics are currently under development by the Educational Measurement and Assessment Hub and other experts across the University.
- Where considered necessary, the common University rubrics may be used as a foundation to develop more detailed rubrics suited to a specific field of study, to ensure that the emphasis of learning both across and within the graduate qualities is appropriate for the development of a student in that field. These field of study rubrics will build on the standards of the common rubrics and retain the same components.
- The suite of common University rubrics will be approved by the Academic Board and will be monitored, with the assistance of the Education portfolio, to ensure continued relevancy and effectiveness.

**Recommendation 5: Explore the use of the project units and other experiential units to assess student achievement of the graduate qualities**

The policy requirement for each major to include a final year project and for all undergraduate degrees to include project-based learning provides an opportunity to assess student achievement of the full suite of graduate qualities. These units are intended to allow students to demonstrate disciplinary expertise by applying their knowledge to an authentic problem. In doing so, the full suite of graduate qualities will often be evident. Trials of a model for multi-faculty projects at a medium scale are being conducted in 2018.

- As 2018 trials of project units proceed, work to consider the assessment model in these units and the potential to use the common suite of graduate quality rubrics to evaluate student performance should be undertaken.
- The utility of such assessment to provide the final statement of attainment of the graduate qualities for graduating students should also be tested.
Implementation

The University is committed to assessing the graduate qualities for students who graduate in 2020. An expected small cohort of students will commence in the second year of the new curriculum during 2018, which provides an opportunity to trial assessment of the graduate qualities for the portion of that cohort who choose to exit after their third year in 2019. Working backwards from that goal provides a critical timeline for the development and implementation of the above recommendations, illustrated in the milestones below. In addition to the work to implement these recommendations, further work will be required to achieve the full vision by 2020 and indicative milestones are given here for that work as well.

Support for the work to be undertaken within faculties and University schools during 2017 and 2018 will be provided by the Education portfolio via the Educational Innovation team. Workshops on writing learning outcomes and embedding graduate qualities, as well as the development of assessment plans and curriculum mapping will be made available to all curriculum component coordinators (see Recommendation 3) across the University and rolled out in faculty groupings. In the second part of the year, another series of workshops on the common rubrics developed for assessing the graduate qualities will be held, including progressing work on any necessary interpretation of these at the field of study level.

In line with the recommendations, the Education portfolio should continue to provide funding to the faculties for this work via the mechanisms of the Curriculum Development Fund: that is, the Education faculty compacts and Strategic Education Grants.

<table>
<thead>
<tr>
<th>Year</th>
<th>Key milestones</th>
<th>Month Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Coordinators designated for each degree and course component</td>
<td>April 2018</td>
</tr>
<tr>
<td></td>
<td>Common University rubrics developed</td>
<td>May 2018</td>
</tr>
<tr>
<td></td>
<td>Deliver professional development programs to support implementation</td>
<td>August 2017 – July 2018</td>
</tr>
<tr>
<td></td>
<td>Graduate qualities expressed in learning outcomes for all degrees and course components</td>
<td>July 2018</td>
</tr>
<tr>
<td></td>
<td>Complete assessment plans for all degrees and course components</td>
<td>December 2018</td>
</tr>
<tr>
<td>2019</td>
<td>Faculties to use assessment plans to develop innovative assessment approaches</td>
<td>TBC</td>
</tr>
<tr>
<td></td>
<td>Validate common rubrics for assessing graduate qualities</td>
<td>TBC</td>
</tr>
<tr>
<td>2020</td>
<td>Measure attainment of graduate qualities using the common rubrics</td>
<td>December 2020</td>
</tr>
<tr>
<td></td>
<td>Begin internal reporting on student achievement of the graduate qualities</td>
<td>December 2020</td>
</tr>
</tbody>
</table>

In parallel with the development work outlined above, the University is in the midst of configuring and making available a curriculum mapping solution. An initial small-scale trial will be underway in early 2018, with the system progressively available to faculties on an opt-in, by-degree basis thereafter. The work progressed under these recommendations to develop learning outcomes and map the development of these and the graduate qualities across the degrees will serve a dual purpose as preparation for participation in the mapping system. At the same time, work will continue to identify a software solution, likely to interface with the University’s new Learning Management System, which can be used to support the assessment of the graduate qualities.
1. Introduction

The University’s 2016-20 Strategic Plan (the Strategy) identified the need to transform the undergraduate curriculum in order to produce graduates with the capacity to influence and contribute to dynamic, changing and globalised environments. The new curriculum framework balances depth of disciplinary expertise with broader capabilities and offers more authentic, ‘real-world’ educational experiences. To achieve this, there are new common requirements for all degrees, such as a sustained and coherent program of study in the major or discipline; collaborative learning activities and assessments; interdisciplinary and inter-professional learning experiences; experience working on authentic problems; and the culmination of each major or broader field of study in a final year project or practicum (for more information on the curriculum, see attachment 1).

Framing the transformed curriculum are the graduate qualities (table 1.1). Developed via University-wide survey and discussion in 2015, these graduate qualities are common to all bachelor degrees, whether liberal studies, professional or specialist degrees. To ensure students develop the graduate qualities regardless of their chosen field of study, appropriate learning experiences must be embedded in every course, work which has been underway since 2016. The new curriculum framework introduces elements specifically designed to develop each of the graduate qualities as illustrated in table 1.1, below. These elements include many already present in professional and specialist degrees, and some which have been introduced into the liberal studies degrees (Bachelor of Arts, Bachelor of Science, Bachelor of Commerce) as part of restructures to take effect in 2018.

<table>
<thead>
<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
<th>Curriculum component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>To excel at applying and continuing to develop expertise in the graduate’s chosen discipline or disciplines</td>
<td>– A major or specialisation in at least one field of study</td>
</tr>
<tr>
<td>Broader skills:</td>
<td></td>
<td>– A structured approach to the development of knowledge and skills</td>
</tr>
<tr>
<td>– critical thinking and problem solving</td>
<td></td>
<td>– Authentic problems and assessments</td>
</tr>
<tr>
<td>– communication (oral and written)</td>
<td></td>
<td>– Project-based learning</td>
</tr>
<tr>
<td>– information/digital literacy</td>
<td></td>
<td>– Interdisciplinary and inter-professional learning experiences</td>
</tr>
<tr>
<td>– inventiveness</td>
<td></td>
<td>– Authentic problems and assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– An open learning environment for extension of knowledge and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Project-based learning</td>
</tr>
<tr>
<td>Cultural competence</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries</td>
<td>– A structured approach to the development of knowledge and skills</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding</td>
<td>– Interdisciplinary and inter-professional learning experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Authentic problems and assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– An open learning environment for extension of knowledge and skills</td>
</tr>
<tr>
<td>An integrated professional, ethical and personal identity</td>
<td>To build integrity, confidence and personal resilience, and the capacities to manage challenge and uncertainty</td>
<td>A structured approach to the development of knowledge and skills</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborative and group-based learning activities and assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Authentic problems and assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An open learning environment for extension of knowledge and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project-based learning</td>
</tr>
<tr>
<td>Influence</td>
<td>To be effective in exercising professional and social responsibility and making a positive contribution to society</td>
<td>Collaborative and group-based learning activities and assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interdisciplinary and inter-professional learning experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Authentic problems and assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An open learning environment for extension of knowledge and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project-based learning</td>
</tr>
</tbody>
</table>

In addition to the transformed curriculum, the Strategy also sets out a number of initiatives to renew the University’s approach to assessment. These include an ambition to increase the integrity and effectiveness of assessment, while seeking to reduce volume; to use technology to improve feedback on learning to both staff and students; and an intention that the University measure the extent to which students have achieved the graduate qualities at graduation.

During 2017 the Chair of the Academic Board and the Deputy Vice-Chancellor Education jointly formed the Assessment Working Group to progress these initiatives. The working group investigated the current state of assessment at the University, worked with experts from the Educational Measurement and Assessment Hub, and produced discussion papers on which it consulted widely via an Academic Board forum and a large number of University-wide and faculty-specific fora. More detail on the work undertaken during 2017 is at section 4.

This report summarises the findings of the working group and sets out work to be undertaken during 2018 in some detail, as well as the key steps towards realising the Strategy in full by 2020. As the working group did, this report begins by giving an overview of policy and practice of assessment at the University. This includes considering the nature, volume and timing of assessment, and the current use of rubric-based approaches (section 2). In section 3, the report explores the ways in which the University’s vision for assessment may be achieved, detailing the steps necessary to draw together current good practices, take advantage of the new curriculum framework, integrate assessment more fully in the learning feedback loop and assure student achievement of the graduate qualities. Doing so will allow the University to in turn assure the efficacy of the University’s degrees in developing the graduate qualities.
2. Current assessment

Assessment practice underpins all of teaching and learning at the University, and while what are considered appropriate assessment tasks can vary widely by field of study, there are general principles of assessment which are common across the diverse fields represented at the University. Students and staff can tend to have similar concerns regarding assessment – for the most part, all can agree that assessments should be fit for purpose, that is, they accurately reflect the degree of student learning that has taken place; they should not be unduly burdensome in their volume or timing; and they should be as difficult to cheat as possible, ensuring that accuracy of assessment is maintained.

This section explores the current practice of assessment at the University, though it is limited to considering only those data which could be obtained on assessment from University-wide systems, or through the voluntary participation of those invited by the working group to share their data.

2.1 Policy

As the University is classified by the regulator as a self-accrediting higher education provider, the Academic Board (the Board) is delegated authority by the Senate to approve all degrees offered at the University. Faculty boards may propose to the Board new degrees or revisions to existing degrees, and govern the delivery of those degrees. Units of study within degrees are approved by faculty boards that are also responsible for maintaining the quality and integrity of these units and reporting to the Board.

This means that while faculties are responsible for developing degree resolutions and approving requirements for curricula, units of study and course components (i.e., streams, specialisations, programs, majors and minors), any such approvals are subject to final approval by the Board, usually on the basis of expert advice provided by its own standing and other University committees or boards of studies. The Board is also responsible for ensuring that all award courses are reviewed over a seven-year cycle. To manage these responsibilities, the Board currently uses a course management template for new degree proposals, for major amendments to existing degrees, or for the deletion of degrees, and has just approved a new course review template.

Under the Learning and Teaching Policy 2015, faculties are responsible for: the articulation of learning outcomes for degrees and curriculum components, including, as appropriate, for streams, programs, majors and units of study, among other things. The policy also outlines the responsibilities of faculties for ensuring the coherence of degrees and curriculum components above the level of the unit of study.

Heads of schools are required to assign unit of study coordinators who are responsible for each unit of study. Coordinators’ responsibilities include: developing and aligning learning outcomes; reviewing assessment tasks and standards in relation to policy; reviewing the academic integrity of each assessment task and the assessment framework for the unit; and reporting incidents of potential academic dishonesty or plagiarism in line with University policy. They must also administer surveys of the educational experience and provide reports to students and the faculty on the quality of the student experience and make recommendations about changes to learning outcomes, curriculum or assessment.

The University last reviewed its assessment policies in 2010, a process which resulted in the development of a new Assessment Policy 2011 and Assessment Procedures 2011. These were subsequently incorporated into the Coursework Policy 2014. Four principles for assessment and their associated requirements are articulated in policy, as set out in table 2.1.1 below.

---

1 Here and throughout, ‘faculty’ is used by convenience but refers to both faculties and university schools, which have much the same governance responsibilities in regards to coursework degrees.
<table>
<thead>
<tr>
<th><strong>Table 2.1.1</strong>: The University of Sydney assessment principles.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle 1</strong>  &lt;br&gt;Assessment practices must advance student learning</td>
</tr>
<tr>
<td><strong>Principle 2</strong>  &lt;br&gt;Assessment practices must be clearly communicated to students and staff</td>
</tr>
<tr>
<td><strong>Principle 3</strong>  &lt;br&gt;Assessment practices must be valid and fair</td>
</tr>
<tr>
<td><strong>Principle 4</strong>  &lt;br&gt;Assessment practices must be continuously improved and updated</td>
</tr>
</tbody>
</table>

A number of these principles are worth noting in the context of this report. Principle 3(2) committed the University to single standards-based assessment regime in place of the previous policy which permitted either standards-based or norm-referenced assessment. The University benchmarks the disciplinary standards used to assess final year undergraduate students by participating in the Quality Verification System among the Group of Eight universities (Go8). In this system, reviewers from partner Go8 universities evaluate the standards expressed in learning outcomes and assessment tasks and comment on the standards of sample student responses. The disciplines to be benchmarked are rotated from year to year.

Principle 1(2) has been interpreted by some, notably the Sydney University Postgraduate Representative Association (SUPRA), as effectively proscribing, or at least sharply curtailing assessment tasks that constitute 100% of the final mark.

Principle 3(1) commits the University to ensuring that assessment tasks are authentic. In the context of assessment, the term ‘authentic’ is used to indicate that students have applied their knowledge to a ‘real world’ task, demonstrating their achievement of the learning outcomes. For example, medical
students might complete a clinical exam in which they measure a patient’s blood pressure, or other vital signs, or a dentistry student might be asked to diagnose and repair a simulated diseased tooth. The decision as to what is ‘authentic’ must be made by those with knowledge of the field of study and its application, but the intention is usually to get away from over-reliance on forms of assessment such as multiple choice exams that are seen as having little relevance to tasks students might eventually perform when working in their chosen field.

2.2 Types of assessment

To understand the degree to which the above principles have influenced practices across the University, the working group attempted to determine the current assessment types used. At present, it is not easy to obtain University-wide data on assessment, or to understand how various terms may be used or interpreted in the data that is available — though this may change if there is widespread uptake of the curriculum mapping system discussed below.

This difficulty was also encountered by the Student Administrative Services (SAS) Special Consideration and Special Arrangements team in 2016 when they attempted to collect data on assessments within units of study from unit of study coordinators. On review of the data, the team found that there were so many assessment types used that cleaning this data and maintaining it would have significant resourcing implications.

A similar problem was encountered by the working group, who accessed the data from the 2016 University Handbook. The assessment field within this data is a ‘free text’ field, which would require a significant data cleaning and coding exercise to make sense of the different assessment descriptors used. Even with that complete, there is no way to properly understand whether what one coordinator terms a ‘test’ could be considered the same thing as what another might term an ‘exam’, or whether an ‘assignment’ and an ‘essay’ might be considered the same task for certain purposes short of a discussion with each unit of study coordinator.

In an effort to determine the most common types of assessment, a simple key word count was done across the assessment field, resulting in the data presented in figure 1 below. The most commonly used term in this field is ‘exam’, which occurs 2,754 times across approximately 9,000 entries. This is nearly double the number of mentions of the next most common type of assessment, ‘assignment’ which is in turn closely followed by ‘presentation’. This accords with the Special Consideration and Special Arrangement team’s report that the assessment types for which arrangement requests are most commonly requested are exams, assignments and participation assessments — the first, second and fifth ranked categories here (attachment 2).

Without a nuanced understanding of the sort of tasks that are described here as ‘exams,’ ‘assignments’ or ‘presentation’ it is not possible to disentangle whether these assessment types are achieving the University’s aims with regard to authentic assessment. For example, the term ‘exam’ could easily be applied both to types of assessment that might be seen as ‘authentic’ and those that may not be, such as a ‘clinical exam’ and ‘multiple choice exam.’ However, the predominance of the exam category might imply that ambitions regarding the mix of assessment types are yet to be fully realised. In general, the table does appear to suggest an over-reliance on examinations and written assignments, and a lesser reliance on projects and other forms of authentic assessment.

The apparent preponderance of just a few types of assessment can make it difficult for different types of learners to fully engage with the curriculum. By ensuring that a variety of assessment tasks are used within a unit, and perhaps even offering students a choice of format for an assessment task, the numbers of students who may need adjustments can be reduced. These both are important principles of the ‘universal design for learning’ which attempts to ensure equity of assessment for diverse learning styles (attachment 3).
2.3 The amount of assessment

The Strategy notes that while there are ambitions to increase the types of certain kinds of assessment across the curriculum (notably authentic assessment and assessment used in project learning), there is also desire to reduce the overall volume of assessment, summative assessment in particular. The oft-reported perception of both students and staff is that the volume of assessment has increased over the years, with concomitant workload burdens on both parties. Student Support Services and the SRC casework service both submitted commentary to the working group indicating broad support for reducing assessment volume and improving the quality and timeliness of feedback (attachments 3 and 4).

To test the perception of an increased amount of assessment the working group sought data on the use of casual academic time as a proxy for total academic time. Casual academics must submit timesheets for remuneration purposes, and hours spent marking assignments are often coded separately to teaching and preparation time. These data are imperfect: coding is not always done rigorously, and some units use the ‘administration’ code in place of the ‘marking’ code, but they provide an indication of the amount of time the University’s staff have spent on marking in any given year and of trends over several years.

The data show that the number of hours claimed under the casual academic marking code, when looked at across the time series available, has increased at a higher rate than the increase in the number of students at the University across the same period (figure 2.3.1). There are a number of potential explanations for this increase, but one worth exploring in the context of this report is that it reflects an increase in assessment volume across this time.
One explanation for the apparent increase in assessment volume could be that the policy changes discussed in section 2.1 above, specifically principle 1(2), led to an increase in the volume of assessment, starting around 2010 when the changes occurred. This implies that the overall response to the policy requiring a mix of assessment styles was to add assessments to a unit, rather than to rethink the size or number of tasks holistically.

Too much assessment has been shown to have a negative impact on student learning. Hornby (2003) outlined a range of negative consequences of over-assessment that accord with the issues raised with the working group by both Student Support Services and the SRC. These are: slow feedback, little meaningful feedback, little formative feedback for students to learn from mistakes, repeated assessment of the same outcomes without rationale, lack of correlation between credit point weighting and student and staff workload, lack of alignment of assessment between units, and assessment ‘bunching’.

2.4 The timing of assessment

The timing of assessment is also often raised as an issue, with concerns that the independent approach to managing units of study leads to a convergence of assessment on specific weeks within each semester, increasing the pressure on students to complete multiple pieces of assessment concurrently. Reports to the working group by Student Support Services, the Office of Educational Integrity and the Students' Representative Council casework service all commented on the impact of coincident timing as well as the volume of assessment. The Office also provided data from its incident reporting and case management system that provides some indication of the pattern of assessment across the 2016 academic year. This is combined in figure 2.4.1 with data for 2016 on special consideration and special arrangements applications provided by Student Administration Services and casual academic marking hours provided by Human Resources to map the timing of assessment at the University level.

Student Support Services reports that peak periods for the University’s Counselling and Psychological Services and Disability Services units coincide with what they identify as ‘assessment log jams’ in weeks 7, 11, and 13 of semester. Qualitative feedback received by the unit has indicated that students believe they are under a high degree of pressure during these periods from multiple assignments that they perceive as non-integral to their learning. For students with disabilities, these ‘log jams’ of assignments can often exacerbate disability and impact on student performance. Significant delays in
returning feedback to students on assessment tasks, a likely impact of the same ‘log jam’ on staff, then make it difficult for students to use this feedback to improve later tasks (attachment 3).

The data from the Office of Educational Integrity reflects the number of cases reported into the workflow system, used for the first time in 2016 for case management at the faculty level (attachment 5). In contrast to the special consideration and special arrangements data, the peaks of reporting of integrity-related incidents can be expected to lag slightly behind the due date of assessment tasks as marking takes place, similarity-detection software reports are checked, and so forth.

The Office reports that full-time students are more likely to be reported for suspected plagiarism or academic dishonesty when compared with part-time students, and attributes this to the volume of assessment experienced by students with full-time loads, as well as the coincident timing of assessment. Qualitative feedback from educational integrity teams in faculties has also indicated that poor time management, stress, and anxiety are the most common reasons given by students for making the choices that result in their being reported for a potential breach of academic honesty. Further, the Office suggests that the higher rates of international students found to have engaged in plagiarism or academic dishonesty, when compared with domestic students, may be at least partially attributable to the requirement for international students to be engaged in full-time study.
Figure 2.4.1. Applications for special consideration and special arrangements; reports of suspected breaches of academic honesty; and volume of casual staff marking hours across the academic year (2016). As the scale across the data sets varies widely, the data has been represented as a percentage of the total load for the year.
While the data presented in figure 2.4.1 are proxies for the timing of assessment and appear to show clear peaks across the academic year, this pattern is less obvious at the degree level.

The working group reviewed the timing and volume of assessment in three sample degrees, the Bachelor of Science, Bachelor of Arts and a stream of the Bachelor of Engineering Honours to get a view of the assessment timing an individual student might experience. These are mapped across the weeks of semester with the weighting of the task used as an indicator of its potential size (figures 2.4.2, 2.4.3 and 2.4.4).

Figure 2.4.2. Assessment profile of the Bachelor of Arts [2017]. Weeks of each semester are shown on the x-axis while the y axis represents the weighting of each assignment within the relevant unit of study.

<table>
<thead>
<tr>
<th>Arts I (Sem 1)</th>
<th>Arts I (Sem 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts II (Sem 1)</td>
<td>Arts II (Sem 2)</td>
</tr>
<tr>
<td>Arts III (Sem 1)</td>
<td>Arts III (Sem 2)</td>
</tr>
</tbody>
</table>
Figure 2.4.3. Assessment profile of the Bachelor of Science (2017). Weeks of each semester are shown on the x-axis while the y axis represents the weighting of each assignment within the relevant unit of study.

Science I (Sem 1)

Science I (Sem 2)

Science II (Sem 1)

Science II (Sem 2)

Science III (Sem 1)

Science III (Sem 2)
Figure 2.4.4. Assessment profile of the Bachelor of Engineering Honours (2017). Weeks of each semester are shown on the x-axis while the y-axis represents the weighting of each assignment within the relevant unit of study.

Engineering I (Sem 1)

Engineering II (Sem 2)

Engineering II (Sem 1)

Engineering II (Sem 2)

Engineering III (Sem 1)

Engineering III (Sem 2)

Engineering IV (Sem 1)

Engineering IV (Sem 2)
The most striking thing about these graphs is the strong similarity in assessment regimes across all units and all semesters in the Bachelor of Science, while more variation is seen in the other degrees. In the Bachelor of Engineering Honours degree, early semesters involve units of study taken from other faculties, potentially leading to some of the diversity seen here. Such diversity could be expected to increase as students in the new curriculum, particularly those in liberal studies degrees, but also some specialist and professional degrees, access units and majors from other faculties through the new shared pool of majors and minors.

2.5 Student feedback

As part of the consultation process, the working group hosted a student roundtable attended by student members of the Academic Board. Notably, when presented with the sample degree assessment patterns shown above (figures 2.4.2 – 2.4.4), students expressed mixed views regarding the desirability of any one pattern of assessment. Students tended to defend the assessment pattern they were used to and were acutely aware of the context-dependent nature of assessment and its relationship to the particular field of study. Nonetheless, they were also highly critical of assessment tasks that they viewed as non-authentic and unrelated to the learning outcomes of the unit (attachment 6).

The University has had a long standing commitment to collecting feedback from students on their overall experience and uses a range of survey instruments to do so. For coursework students, these include: the Unit of Study Survey (USS); Student Experience Survey (SES); Course Experience Questionnaire (CEQ); International Student Barometer (ISB); and Student Barometer (SB). The outcomes of these surveys indicate that there are many aspects of the student experience that the University does well when benchmarked against the Go8 and the sector in general. Feedback students have provided on assessment has, however, been mixed and tends to be more critical than other aspects of the student experience (table 2.5.1).

Table 2.5.1. Students’ perceptions of teacher approaches to assessment and feedback 2016. Note that the scale for all indicators reported below is 0 – 100 except the USS, which is a scale of 0 – 5. All data is reported in the 2016 Consolidated Summary of the Student Experience and Graduate Outcomes.

<table>
<thead>
<tr>
<th>Indicator-Scale Item</th>
<th>Sydney</th>
<th>Australia</th>
<th>Go8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SES-TQ: Teachers provided clear explanations on coursework and assessment</td>
<td>69</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>SES-TQ: Teachers set assessment tasks that challenge you to learn</td>
<td>75</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>USS-5: The assessment tasks challenged me to learn</td>
<td>4.12</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ISB/SB-Marking criteria</td>
<td>78/72</td>
<td>84/76</td>
<td>84/75</td>
</tr>
<tr>
<td>ISB/SB-Assessment</td>
<td>85/84</td>
<td>88/87</td>
<td>88/86</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SES-TQ: Teachers commented on your work in ways that help you learn</td>
<td>61</td>
<td>63</td>
<td>61</td>
</tr>
<tr>
<td>USS-6: I have been guided by helpful feedback on my learning</td>
<td>3.83</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CEQ-GTS: The staff put a lot of time into commenting on my work</td>
<td>57</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>CEQ-GTS: The teaching staff gave me helpful feedback on how I was going</td>
<td>65</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>ISB/SB-Performance feedback</td>
<td>78/72</td>
<td>83/77</td>
<td>84/76</td>
</tr>
</tbody>
</table>

The survey data aligns with the student feedback reported to the working group by Student Support Services, the SRC, the Sydney University Postgraduate Representative Association (SUPRA), and by the students who participated in the roundtable. Students in general see assessment as beneficial to their learning; however, they are critical of the clarity with which assessment tasks and marking criteria are communicated, and report relatively high levels of dissatisfaction with the helpfulness of the feedback they receive on their learning. In an Academic Board focus topic presented by student representatives in response to the survey data, the President of the SRC cited three assessment-related areas of student concern: volume and timing of assessment, feedback, and group work (Academic Board 10 October 2017).
Student perceptions of the time staff put in to providing feedback are also of concern. This may reflect pressure on staff time resulting from both the timing and volume of assessment, which might prevent staff from being able to provide feedback that students feel would assist with improving their performance.

2.6 Assessment rubrics

The Strategy commits the University to developing a common rubric-based approach for assessing the graduate qualities. To investigate the extent to which rubric-based approaches are already in use across the University, the working group reviewed a small sample of rubrics from each faculty.

The use of rubrics for assessment is not currently required by any policy or principle of the University. Nevertheless, many staff across the University are working with rubrics, though the style and practice of these vary. Many of the features identified in the literature as best-practice feature in some of the rubrics currently used, including: a clear indication of the evaluative criteria to be used; an explanation of what each potential level of achievement means in relation to each criterion; and an explicit link between the task and the learning outcomes of the unit so that students may understand their progress towards achieving those outcomes (Popham, 1997). The rubrics that are currently used across the University provide a promising foundation upon which a common, rubric-based approach for assessing the graduate qualities can be developed.
3. Future assessment

Moving from the current state of assessment practices at the University to one with clearer learning and assessment goals, better feedback, more authentic tasks and less drudgery as set out at the start of this report will require several steps, which are outlined in this section.

Firstly, understanding where and how the graduate qualities are embedded within the learning outcomes of the curriculum will ensure that every student has the opportunity to develop the qualities no matter which degree, or pathway within that degree, they choose. Creating assessment plans is the next step toward developing this understanding (section 3.1). Agreement within the University to a common suite of rubrics to provide a scale by which the graduate qualities thus embedded may be assessed, is then necessary before further developing the plan to the level of the assessment tasks themselves (section 3.2).

The elements of the new curriculum framework that emphasise experiential and collaborative learning, interdisciplinary experiences and work on authentic problems are a key part of both ensuring the development of the graduate qualities and providing students with opportunities to demonstrate their achievement. Section 3.3, below, discusses the ways in which project units within the majors could be used to achieve these aims within the liberal studies degrees and, by adaption of the process, in specialist and professional degrees as well.

Finally all of these steps – establishing clarity over how graduate qualities are given expression in learning outcomes; improving coherence and coordination of assessment within curriculum components; and developing common rubrics for assessing the graduate qualities – will provide the foundation to explore further innovation in assessment task design, feedback and authentic assessment. Such work should be supported by the Education portfolio by providing faculties with additional resources through the Curriculum Development Fund, and offering staff development programs in 2018, 2019 and beyond.

3.1 Planning assessment across the degree

An important aim of shifting the focus of assessment planning from the unit of study to the curriculum level is to allow staff and students to focus on tasks that support learning outcomes of their unit with assurance that other outcomes will be appropriately covered elsewhere. If staff and students have a clear sense of where an individual unit or task fits into the broader learning outcomes, they will be able to optimise the learning effectiveness of those tasks and avoid unnecessary duplication. Knowing that the curriculum is well-planned frees unit of study coordinators from the responsibility of, for example, attempting to address every graduate quality in every unit.

An assessment plan would allow ‘top down’ consideration of the structure of assessment throughout the student journey to develop their disciplinary expertise and other graduate qualities, whether that is at the level of the entire degree (such as in a tightly structured professional degree like the Bachelor of Pharmacy) or within a major in a liberal studies degree. This planning should make it possible to ensure that the balance of assessment tasks gives appropriate priority to the learning outcomes most valued by students, staff and employers. For example, a well-structured sequence of low or zero-weighted formative assessment tasks could be used within units of study, and paired with an appropriately situated final measurement of learning outcomes for the relevant curriculum component or degree.

Such an approach has the potential to reduce the overall burden of assessment on students and staff and allow more emphasis to be placed on providing students and staff with feedback. This would also create more space in the curriculum for integrated, deep, and complex learning. Similarly, appointing a coordinator to oversee the learning outcomes and assessment of curriculum components would allow unit of study coordinators to focus on the responsibilities outlined in the Learning and Teaching Policy 2015 and in section 2.1.

Good planning at the curriculum level also meets the needs of good governance that the University requires in order to assure the overall quality of learning. The Higher Education Standards Framework
Threshold Standards 2015 require that the University be able to demonstrate that methods of assessment are consistent with stated learning outcomes and that these outcomes have been demonstrated by students, with grades reflecting students’ level of attainment. The University assures this standard via the Academic Board and its course approval and review processes (section 2.1).

In addition to this, a number of the University’s degrees, particularly specialist and professional degrees, are accredited by professional bodies. For students, accreditation is often an enforced minimum entry standard to many professions. While accrediting bodies are not usually higher education bodies themselves, the most common route to obtaining accreditation is via higher education. The accrediting bodies accredit degrees offered by higher education providers, providing an endorsement that someone who has completed that degree should be able to meet the standards for accreditation in that profession (PhillipsKPA, 2016).

The extent to which the accreditation requirements for a particular profession dictate the structure of an accredited degree can vary widely among accrediting bodies. A common requirement for accreditation is the demonstration, throughout the breadth and duration of the degree curriculum, of the places in which specific learning outcomes are achieved. This is usually achieved via a ‘mapping’ of the curriculum, where the embedding of the relevant knowledges and skills, usually at the level of the unit of study is noted, along with any assessment or demonstration of learning outcomes.

Those faculties which manage accreditation requirements for their degrees have thus often already managed a similar planning process to that described here. For others, this may be the first time such planning has been undertaken, and there are some challenges in the less-structured liberal studies degrees in understanding the various student pathways possible. The structured curriculum components of these degrees, such as streams, programs and majors, will therefore logically be the focus of planning.

Once the graduate qualities have been given expression through the learning outcomes of every degree and curriculum component, it should be feasible to produce an assessment plan for each degree or curriculum component of the University that expresses how the graduate qualities are achieved. This work would assure the Academic Board that every student is given the opportunity to develop the graduate qualities through all of the University’s degrees and will be able to be assessed on that development at the end of their degree. These plans should also be communicated to students, in order to describe how their degree will result in their achievement of the graduate qualities.

Production of assessment plans should be done as part of the course approval process and included in the course review process as it essentially ‘accredits’ degrees of the University as appropriately embedding the graduate qualities of a University of Sydney undergraduate degree. Updates to the Board’s course management template to reflect the new graduate qualities are overdue, with the template still reflective of the University’s old ‘generic attributes for graduates’ and using terms to describe the curriculum which are superseded by the new curriculum framework. The template currently asks faculties to describe the assessment procedures and the assurance of learning to be undertaken within any degree. A review of the course management template should be undertaken, with a view to inserting a requirement for assessment plans in place of the sections on assessment and assurance of learning.

The new curriculum mapping system will be integral to supporting such work, acting as a dynamic repository of information needed for assessment plans, and generating products such as unit of study outlines that communicate learning outcomes and assessment tasks to students. Configuration of the new mapping system is currently underway, with a small pilot group of degrees to trial the system in early 2018. By mid-2018, the system should be available on an opt-in basis to faculties. As part of readying for use of the system, those in the trial have already reported that work needs to be done to review the learning outcomes of the degrees, curriculum components and units of study. Beginning the work to produce the assessment plans, as outlined above, will dovetail with this work.

Essential requirements for an assessment plan would be that it details: the ways in which the learning outcomes are developed throughout the degree or curriculum component; the places in which the graduate qualities are assessed for the graduating student in order to come up with their final
statement of achievement; and considers the assessment of units of study in light of the agreed common scale of achievement of the relevant graduate qualities as expressed in the rubrics, interpreted through the lens of the field of study. These three requirements are outlined below.

Assessment plans must:
1. articulate the learning outcomes in terms that give expression to the graduate qualities for the degree and relevant curriculum components;
2. indicate where and how in the curriculum the learning outcomes and graduate qualities are developed and where they are assessed; and
3. describe in narrative terms how students' achievement of the graduate qualities will be developed, the tasks typically used and how they will be assessed on completion of the degree.

3.2 A common assessment of the graduate qualities

The development of a common, rubric-based approach for assessing the graduate qualities is foreshadowed in the Strategy and builds upon existing assessment practices and policy. Consistent with the University’s existing commitment to standards-based assessment, the approach developed here is predicated on a standards-referenced model of assessment in which evaluations of student achievements of explicit learning outcomes are mapped against a developmental continuum (attachment 7).

Assessing students' attainment provides important feedback on the effectiveness of our efforts to ensure students' development of the graduate qualities. It also assists staff understanding of student learning and measures the effectiveness of teaching. For students, it provides them, and potentially their subsequent employers, with evidence of their achievement.

It will be important that, having reached agreement as to the University’s graduate qualities, a common scale of achievement is also used for these qualities across the University. A number of methods of assessment could potentially be used, including that of standardised testing. Internationally, this has sometimes been used as a means of systematically measuring student attainment of higher level generic learning outcomes. These have, however, generally been judged as burdensome, expensive, and difficult to sustain. If applied here, such an approach would run contrary to ambitions to generally reduce the volume of assessment experienced by students, and would not allow for interpretation of the graduate qualities to reflect the specific needs of a field of study. The benefits such testing would provide to learning is also unclear – which should be the key aim of any assessment. Finally, this approach could encourage a view of the graduate qualities as additional to, rather than integrated within, the components of the curriculum that develop a students’ depth of knowledge.

A rubric-based approach, on the other hand, has been demonstrated to improve students’ understanding of assessment objectives and, in turn, their academic performance (Jonsson, 2014; Menéndez-Varela and Gregori-Giralt, 2016; Reddy and Andrade, 2010). This has been attributed to the ways in which rubrics communicate learning intentions to students; and the clarity with which they describe success and demonstrate the various levels at which students might achieve (Hattie, 2009). Rubrics have also been linked to improved consistency and reliability in marking, and can be used as a mechanism for identifying potential improvements in instruction, the design of curricula, and the comparability of assessment across courses and teaching sessions (Crotwell et al., 2011; Halonen et al., 2003; Reddy and Andrade, 2010; Tractenberg et al., 2010). Finally, rubrics can provide feedback to staff on student learning in a calibrated format.

Rubrics are already being used elsewhere to support the assessment of broad program-level outcomes for undergraduates, such as is in the Valid Assessment of Learning in Undergraduate Education (VALUE) project of the Association of American Colleges and Universities and the National Academies of

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Footnote:
1 Examples include: the OECD’s Assessment of Higher Education Learning Outcomes (AHELO) Project, which appears to have foundered; the OECD Program for the International Assessment of Adult Competencies (PIAAC), which, through an international survey, measures cognitive and workplace skills necessary for societal participation and economic prosperity; and the Collegiate Learning Assessment (CLA) for measurement of broad skills such as critical thinking and problem solving (eg. Arun and Roksa 2011; 2014).
Sciences (AACU, 2017). An early finding of this work has been that, when measured by the rubrics, some of the outcomes presumed to have been part of these programs were found to require much greater development within the curriculum. This demonstrates the power of the rubric approach to assessment to support the work to embed, develop and scaffold the graduate qualities throughout the curriculum (section 3.1).

A common rubric is necessary to establish a baseline understanding of the learning intentions across the University for the graduate qualities and of the developmental stages for each quality. Nevertheless, it is possible, and perhaps desirable, that each of the University’s diverse fields of study consider the meaning of these qualities within the context of their field and the levels of attainment of the qualities that are necessary for success within their field. This interpretation of the common rubric may lead to the development of a rubric specific to the field of study, with statements as to the interpretation of the quality within that field and the desirable levels, or nature of attainment, within that field. Where such interpretive work is undertaken, this could form a useful basis for communication with both students and staff as to the learning outcomes, developmental stages and performance standards within the field of study. Reporting to students on their achievement of the qualities could then build on the common rubric to give specific feedback on their achievement within the context of their expertise.

On graduation, the University would then provide to students a final statement of their attainments of the graduate qualities in a form that would be meaningful to them in planning their future educational development and also meaningful to employers. It is not envisaged that the descriptions of attainment, developed as part of the agreed common rubric, will be expressed in terms of grade bands, such as those used on the NSW Higher School Certificate or the common result grades used at the University (i.e., Pass, Credit, etc.). Instead, descriptions of student attainment will make positive statements about what each student can do, rather than what they have achieved relative to their peers and the wider student cohort. Deciding at what point the evidence for the final statement on attainment for a graduating student should be assembled and assessed is a crucial step in the development of assessment plans (section 3.1).

To support both students and staff to assemble the evidence of development and attainment of the graduate qualities, a technological solution is being sought that will integrate with the Learning Management System and can be used to assemble a final statement of attainment.

### 3.3 Using project-based units to assess the graduate qualities

As outlined in table 1.1, project-based learning and authentic problems and assessment are integral to developing the qualities the University has agreed are necessary for graduates to make a productive contribution to contemporary society. The curriculum framework embeds such experiences in undergraduate degrees and is structured such that each major or broader field of study includes a final year project or practicum. For liberal studies degrees, this requirement is focused on the major, where a 3000-level project unit (or higher for 192 credit point combined, professional or specialist degrees) should be embedded. The purpose of this is to provide students with the opportunity to apply the knowledge they have gained throughout their study of the major area to an authentic problem.

Each University major must also have a unit in which students have the opportunity to demonstrate their disciplinary knowledge in an interdisciplinary setting. Recognising that ‘real world’ problems rarely accede to disciplinary boundaries, in designing majors many disciplines have chosen to combine the interdisciplinary experience with the project unit. Indeed, the Education Enterprise and Engagement team within the Education portfolio has been established to assist faculties both with brokering relationships with the external industry and community organisations that can provide authentic problems as the basis for these project units, and to assist with the organisation of multi-faculty teams of students.

The University has, of course, run projects and project units in a number of settings for many years. For example, project units involving inter-professional learning have been successfully piloted by health faculties, who have aspirations to increase such learning opportunities as consolidation of the new campus health precinct proceeds. The new curriculum framework expands students’ access to project units and other similar experiences and facilitates interdisciplinary learning. In moving to this model, the
University has been motivated by the considerable body of research which has established the high impact of projects on learning and the development of broader skills such as critical thinking and problem solving (Brownell and Swaner 2010; Kuh et al., 2005; Pascarella and Terenzini, 2005; Thompson, 2014), but is also mindful of the well-documented problems with assessment in group work and project-based units, particularly as perceived by students.

Many staff who have successfully run project units across the University have expressed a preference for moving to pass/fail assessment at the unit level, albeit with significant formative feedback, often guided by rubrics, given to students within the unit. A critical driver of this preference is the perceived positive impact on student motivation, innovation and creativity, once the pressure of marked group work was removed. Arguably, this is an issue that could be addressed through better support for, and training for students in collaborative learning structures.

In most cases, where project units have been run across the University they have also been offered at a relatively local scale, within a single discipline, where competitive pressures are likely to be highest. They have also mostly been offered to high-achieving students via selective entry, and thus necessarily within an elective space within a degree. Offered at scale, and as a key part of students major, pass/fail assessment may provide an unsatisfactory degree of rigour with which to grade a student’s achievement of the major’s learning outcomes, but this is an issue that should be explored as trials of project units continue across the University. When asked, students often express a distaste for pass/fail assessment, feeling that their hard work would not be adequately reflected or rewarded in this mark.

During 2017 there have been several trials of the new model for project units which have tested: the model of partnership with industry and community organisations; the approach of having students work in multi-faculty teams and of having multiple teams work on the same problem; and tested an assessment approach built around the graduate qualities.

In 2018, the University will run several larger-scale trials. Some of these will be situated within faculties and trial a disciplinary project; some, an interdisciplinary project that draws on disciplines from within the one faculty; and some industry and community project units that will work with external partners in multi-faculty teams facilitated by the Education Enterprise and Engagement group. For this latter group of trial units a single common assessment regime will be tried that is built on that used in the smaller 2017 trials, and shaped both by the experiences from those trials and from other project units run successfully across the University (attachment 8). These larger scale trials will be occurring at the same time as the University progresses its work on the rubrics for the graduate qualities, including those that will be built at the disciplinary level.

The integrative nature of a project-based unit, particularly where the project requires group work across disciplinary boundaries on an authentic problem, provides students with opportunities to demonstrate not only their disciplinary expertise, but also the full range of graduate qualities. For this reason, once the common rubrics have been established, these could be used as the basis to create assessment tasks within project units that focus on the qualities. Specifically, assessment tasks need to be designed that allow students to demonstrate their achievement against the developmental standards given in the rubric. If this can be achieved, it may be possible to use the project units to provide the evidence of student attainment of the graduate qualities that can be used for the final assessment. Doing so would simplify the process of gathering evidence to provide the graduation statement to students on their achievement.

Challenges inherent in this approach are those associated with assessing the individual achievements of students in the context of group work. This may be particularly exacerbated where the group work is interdisciplinary in nature and the assessor may not be the disciplinary expert. These concerns were noted by the working group in their consultation with staff across the University. Student consultation also indicated concern regarding the current conduct of group-based assessment, particularly where the group project result formed the basis for assessment.

Nevertheless, as the trials of interdisciplinary industry and community project units proceed during 2018, the potential for the common suite of University rubrics to form the basis for the assessment in those units should be considered. This would include consideration of whether or not it would be
Possible to use any specific field of study rubrics to assess students undertaking the project but whose disciplinary knowledge was related to that field of study. The common rubrics could also be used to review the design of assessment tasks for project units, to ensure the graduate qualities can be demonstrated through that assessment structure.
4. Methods

The Assessment Working Group was established as a partnership between the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) to review the University’s current approach to assessment and undertake the work required to give effect to the assessment initiatives of the education strategy. The working group’s Terms of Reference and membership are shown in table 4.1.

Table 4.1. Assessment Working Group Terms of Reference and membership.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To develop and deliver the assessment initiatives in the University Strategy 2016-2020.</th>
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<tbody>
<tr>
<td>Terms of Reference</td>
<td>The Assessment Working Group will:</td>
</tr>
<tr>
<td>1.</td>
<td>develop a common approach for assessing graduate qualities.</td>
</tr>
<tr>
<td>2.</td>
<td>develop a common approach for development of aligned assessment plans at the level of course component to ensure effective placing of authentic assessment experiences and achievement of learning outcomes at the appropriate level.</td>
</tr>
<tr>
<td>3.</td>
<td>recommend optimal processes for effective assessment practice in collaborative and project-based learning.</td>
</tr>
<tr>
<td>4.</td>
<td>recommend policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars.</td>
</tr>
<tr>
<td>5.</td>
<td>recommend policy reforms in support of reducing summative assessment at unit of study level, making increased use of low or zero weighted formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-chairs</th>
<th>Associate Professor Peter McCallum, Director, Education Strategy, DVC Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Associate Professor Judy Anderson, Faculty of Arts and Social Sciences, Academic Board</td>
</tr>
</tbody>
</table>

| Members | Professor Philippa Pattison, Deputy-Vice Chancellor (Education) (ex-officio) |
|---------| Associate Professor Anthony Masters, Chair, Academic Board (ex-officio) |
|         | Mrs Helen Agus, Faculty of Science |
|         | Professor Michael Anderson, Faculty of Arts and Social Sciences |
|         | Associate Professor Corrine Caillaud, Faculty of Health Sciences |
|         | Associate Professor Rae Cooper, University of Sydney Business School |
|         | Associate Professor Jamie Glistier, University of Sydney Law School |
|         | Professor Inam Haq, University of Sydney Medical School |
|         | Dr Melissa Hardie, Faculty of Arts and Social Sciences |
|         | Professor David Lowe, Faculty of Engineering and Information Technologies |
|         | Associate Professor Stefan Meisiek, University of Sydney Business School |
|         | Dr Ann Rogerson, Faculty of Arts and Social Sciences |

| Attendees | Professor James Tognolini, Educational Measurement and Assessment Hub |
|-----------| Tristan Enright, Manager, Educational Integrity, DVC Education (secretariat) |
|           | Dr Leah Schwartz, Program Manager, Education Strategy, DVC Education |
|           | John Hardie, Coordinator, Professional Development for the Graduate Qualities, DVC Education |

The Assessment Working Group met 14 times between March and November 2017. Early and periodic feedback was sought in relation to key working and discussion papers from the University Executive Education Committee; the Academic Board and its Undergraduate Studies and Academic Standards and Policy Committees; the Degree Advisory Working Group; and the University Executive Heads of School Committee.

A dedicated Academic Board session on assessment was held on 13 June 2017 to discuss the development of a common rubric for assessing the graduate qualities. A town hall forum with the same focus was held for all staff on 14 June 2017. A discussion paper was also produced to support a series of dedicated faculty fora on assessment, held between July and September 2017 and made available to staff via the intranet. Finally, a student roundtable on assessment was held on 8 September 2017.
5. Conclusion

There is ample evidence of the conscientiousness, diligence and sustained effort applied by both staff and students to the important task of assessment across the University. To build on these efforts and achieve the vision outlined in the Strategy, the working group found that it will be necessary to adjust some aspects of current policy and governance arrangements, as well as to further support faculties to develop innovative approaches to assessment. The impact of these changes will be to benefit learning through greater clarity of curricular purpose, more pertinent feedback and improved efficiency. It is important that the recommendations in this report are implemented with a focus on freeing up time and resources for learning and research and with an emphasis on excellence rather than compliance. It is recognised that these recommendations are made at a time of transformational change within the University which is itself resource-intensive. However, the working group believes that effective implementation of these recommendations should increase the ease by which staff may create a learning community that is even more productive and rewarding.
6. References


Attachment 1 – The new undergraduate curriculum: a primer

The curriculum framework comprises core components which are essential for every student plus enrichment opportunities that are intended to be available but not required for every student. There are seven core components which vary in form and complexity and can be mapped to the graduate qualities, as outlined in table A1.1.

<table>
<thead>
<tr>
<th>Core component</th>
<th>Graduate qualities</th>
</tr>
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<tbody>
<tr>
<td>A major or specialisation in at least one field of study</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A structured approach to the development of knowledge and skills</td>
<td>Depth of disciplinary expertise, Broader skills, Cultural competence, Integrated identity</td>
</tr>
<tr>
<td>Collaborative and group-based learning activities and assessments</td>
<td>Broader skills, Cultural competence, Integrated identity, Influence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning experiences</td>
<td>Broader skills, Interdisciplinary effectiveness, Influence</td>
</tr>
<tr>
<td>Authentc problems and assessments</td>
<td>Depth of disciplinary expertise, Broader skills, Interdisciplinary effectiveness, Integrated identity, Influence</td>
</tr>
<tr>
<td>An open learning environment for extension of knowledge and skills</td>
<td>Broader skills, Interdisciplinary effectiveness, Integrated identity, Influence</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>Depth of disciplinary expertise, Broader skills, Integrated identity, Influence</td>
</tr>
</tbody>
</table>

The core components are:

- **A major or specialisation in at least one field of study.** Disciplinary expertise requires a sustained and coherent program of study in the discipline or broader field. Such a structure is already well established in Sydney degrees, taking the form of a major, specialisation or professional field (for example, history, chemical engineering, or physiotherapy).

- **A structured approach to the development of knowledge and skills.** The curriculum will offer a coherent set of learning experiences. These structured experiences would typically begin in the first semester of the first year and culminate in a final year project that requires students to integrate knowledge and skills acquired over multiple units of study throughout their degree. In the intervening semesters, learning experiences would include opportunities for students to generate questions and analyse and address novel problems, building skills for the final year project. Ideally, the final project would allow the assessment of a number of course-level learning outcomes including broader skills. This would yield evidence often sought by prospective employers, increasingly required for professional accreditation, and now necessary to demonstrate attainment of Higher Education Standards.

- **Collaborative and group-based learning activities and assessments.** Collaborative learning activities and assessments provide vital opportunities for the development of skills to work with others. These activities take advantage of the diversity of the University student community and contribute to the development of cross-cultural understanding and effective inter-cultural communication. Carefully designed group-based learning activities and assessments build on smaller-scale, collaborative learning activities to ensure that students can fulfil the expectations of...
others in team contexts, lead a designated part of a group project and, on occasion, lead the project itself and resolve difficulties that can arise in group contexts.

- **Interdisciplinary and inter-professional learning experiences.** Opportunities to engage in interdisciplinary and inter-professional learning build the capacity for interdisciplinary effectiveness and have the added benefit of further developing critical thinking skills.

- **Authentic problems and assessments.** Authentic problems are those that arise in external or research contexts, for example in organisational or broader commercial and community settings, and whose solutions are of genuine and potentially pressing interest. Authentic problems are important because they challenge students to integrate knowledge and skills in unfamiliar but realistic contexts and reflect circumstances that students are likely to encounter in the future. They are frequently multidisciplinary and novel in form and require that context be taken into account. They therefore require students to work through the uncertainties that these various forms of novelty present, encouraging more inventive, entrepreneurial and contextualised approaches to problem solving. If offered as a group-based activity – and where problems are multidisciplinary in form, this will often be most effective – authentic problems also draw on collaborative skills in order to develop novel approaches, further developing students’ abilities to work across cultural, disciplinary or professional boundaries.

- **An open learning environment for extension of knowledge and skills.** The curriculum will provide students opportunities to build novel skill combinations and extend their knowledge by exploring other fields of study. This can be done by providing access to short, modular courses or resources that allow students to acquire, in flexible ways tailored to their specific learning needs, foundational concepts and methods of other disciplines, including basic skills in programming, data science, data analysis, research techniques, systems thinking, design thinking, team leadership, specialised communication skills, and project management, as well as understandings of cultural or broader contextual backgrounds.

- **Project-based learning.** Experiential learning activities have a demonstrably significant impact on course learning outcomes, particularly where they take the form of substantial projects. Projects provide challenge, novelty, and the opportunity to build and integrate knowledge and skills to solve authentic problems. Where group-based, they also build skills in collaboration and in working across cultural, disciplinary or professional boundaries.

**Common course components for liberal studies degrees**

Many of the University’s specialist and professional degrees already use a structured approach to the development of knowledge and skills as students progress through their degree and build their specialisation. However, for liberal studies degrees such as the Bachelor of Arts, Bachelor of Science and Bachelor of Commerce, the breadth of choice available to students has historically made it more difficult both to build a structured program of study and to allow students to easily integrate fields of study offered by different faculties to their home degree.

To address this, common terminology and definitions for course components and common course rules in undergraduate liberal studies degrees were adopted by the University in 2015. The benefit of common course components and rules is predictable inter-changeability of components among degrees in the liberal studies as well in the liberal studies components of some undergraduate double degrees, and hence a more coherent and navigable set of pathways through our degrees. These common structures are summarised in table A1.2. Common course rules, including for degree requirements, requisite structures, and honours, and common approaches for constructing degree combinations, such as double undergraduate and vertical degrees and the combination of degrees and diplomas have also been introduced.

**Table A1.2 Definitions of course components.**

<table>
<thead>
<tr>
<th>Stream</th>
<th>A bracketed version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature (e.g. Bachelor of Engineering (Hons)), shared course components and/or shared rules.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>A combination of units of study that develops expertise in a multi-disciplinary domain or a professional or specialist field and includes a recognised major in a field of study. A program comprises up to $4 \times 1000$-level + $4 \times 2000$-level + $6 \times 3000$-level + $8 \times 4000$-level units (≤</td>
</tr>
</tbody>
</table>
A sequence of units of study that develops depth of expertise in a field of study. A major comprises \(2 \times 1000\)-level + \(2 \times 2000\)-level + \(4 \times 3000\)-level units (\(12+12+24 = 48\) credit points), and includes: 1 unit at 3000-level involves completion of a project requiring the integration and application of disciplinary knowledge and skills; and 1 unit at 3000-level requires the application of disciplinary skills and knowledge in an interdisciplinary context.

A sequence of units of study that develops coherent knowledge and skills in a field of study. A minor comprises \(2 \times 1000\)-level + \(2 \times 2000\)-level + \(2 \times 3000\)-level units (\(12+12+12 = 36\) credit points).

A set of units of study that develops required knowledge and skills for the degree. In degrees in the liberal arts and sciences, it comprises no more than 4 units of study at 1000-, 2000 or 3000-level (\(\leq 24\) credit points).

There are several noteworthy features of these new proposed definitions. First, a minor sequence of study (two units of study at each of 1000-, 2000- and 3000-level) has been introduced. A minor may be embedded in one or more majors in the same disciplinary domain or in a broader domain, but is not required to be embedded in, and therefore extendible to, a major.

A major has been conceptualised as two units of study at each of 1000- and 2000-level and four units of study at 3000-level or two units of study at 1000-level and three units of study at each of 2000- and 3000-level. This is a shift in balance of the major to later year units for some of our degrees (including for the Bachelor of Arts and Bachelor of Commerce) and means that up to half of the required units for the major are taken at a more intensive and senior (3000-) level and largely with a cohort of students who have chosen the same major. This pattern of study should support the development of coherent and challenging curricula in each major.

The concepts of program and stream have been introduced to recognise multidisciplinary, professional or specialist course components that are larger than a major. In several cases, the concept of program is necessary because accreditation requirements cannot be met within a major as just defined (e.g., this is the case for accounting and psychology); in other cases, it is helpful as a means of identifying a multidisciplinary constellation of units that includes a major as just defined but has been constructed to cover a broader program of study for a specified purpose (e.g., a broad program in politics and related social science disciplines).

The concept of a stream within a degree allows us to recognise separate admission pathways for the degree as well as domains of study with distinctive core degree requirements (e.g., Media and Communications within the Bachelor of Arts). At the same time, it recognises that a number of streams belong to a family of degrees with shared nomenclature, shared course components and/or shared course rules.

Finally, the definitions allow that some majors may share units, particularly in the first and second years where careful design of foundational units can prepare students for several different majors. In the sciences, for example, foundational units in biology and chemistry may lead to a number of distinct majors.

The new curriculum thus now provides opportunities within both the liberal studies degrees and the professional and specialist degrees to consider students’ educational experiences in a more holistic way across the duration of the degree. One corollary of this is that it should be possible for the timing and volume of assessment tasks to be reviewed, and to consider the learning outcomes of each unit of study and course component in the context of the unifying graduate qualities.
Attachment 2 – Special consideration and special arrangements: 2016 statistics

Requests at a glance
Throughout 2016:
- 9,715 students (approximately 16%) used the Special Consideration and Special Arrangements (SCandSA) online system.
- These students submitted 24,468 applications relating to 36,604 individual assessment requests (or attendance) relating to 2994 units of study.
- As there were 5,450 units of study (with enrolled students), these requests related to 55% of the total units of study available.
- Of the 9,715 students who submitted a SCandSA application, 65.5% (6,363 students) submitted multiple requests (which could have related to the same or different unit of study).
- In addition, there were 6,363 students (65.5%) who submitted 2 or more applications.

Volume by assessment type
The greatest volume of requests by assessment type in descending order were:
1. Assignment (30.7%)
2. Final exam (22.1%)
3. Attendance (18.8%)

The following table provides an overview of volumes across all assessment types.

### Table A2.1. Volume of applications across all assessment types.

<table>
<thead>
<tr>
<th>Assessment types</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>11241</td>
<td>31%</td>
</tr>
<tr>
<td>Final exam</td>
<td>8070</td>
<td>22%</td>
</tr>
<tr>
<td>Attendance</td>
<td>6618</td>
<td>18%</td>
</tr>
<tr>
<td>Tutorial quiz or small test or small continuous assessment</td>
<td>3752</td>
<td>10%</td>
</tr>
<tr>
<td>In-semester exam</td>
<td>2932</td>
<td>8%</td>
</tr>
<tr>
<td>Presentation</td>
<td>1095</td>
<td>3%</td>
</tr>
<tr>
<td>Placement</td>
<td>1000</td>
<td>3%</td>
</tr>
<tr>
<td>Skills based evaluation</td>
<td>776</td>
<td>2%</td>
</tr>
<tr>
<td>Written assignment</td>
<td>368</td>
<td>1%</td>
</tr>
<tr>
<td>Optional assignment or test</td>
<td>310</td>
<td>1%</td>
</tr>
<tr>
<td>Creative assessments/demonstrations</td>
<td>192</td>
<td>1%</td>
</tr>
<tr>
<td>Honours thesis</td>
<td>159</td>
<td>0%</td>
</tr>
<tr>
<td>Dissertation</td>
<td>91</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td>36604</td>
<td>100%</td>
</tr>
</tbody>
</table>

Most common forms of consideration
During 2016, the most common forms of consideration in descending order were:
1. Replacement exam (assessment type: exam)
2. Extension of time (assessment type: assignment)
3. Absence noted (assessment type: attendance)

The following table and figure provide the total number of each form of consideration granted and expressed as a percentage.

### Table A2.2. Number and proportion of each form of consideration granted.

<table>
<thead>
<tr>
<th>Consideration description</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement exam</td>
<td>7098</td>
<td>32%</td>
</tr>
<tr>
<td>Extension of time</td>
<td>6378</td>
<td>29%</td>
</tr>
<tr>
<td>Consideration</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Absence noted</td>
<td>2766</td>
<td>13%</td>
</tr>
<tr>
<td>Mark adjustment</td>
<td>1563</td>
<td>7%</td>
</tr>
<tr>
<td>New or varied assessment</td>
<td>1217</td>
<td>5%</td>
</tr>
<tr>
<td>No action required</td>
<td>850</td>
<td>4%</td>
</tr>
<tr>
<td>Alternative assessment</td>
<td>760</td>
<td>3%</td>
</tr>
<tr>
<td>New or varied placement</td>
<td>505</td>
<td>2%</td>
</tr>
<tr>
<td>New or varied presentation</td>
<td>347</td>
<td>2%</td>
</tr>
<tr>
<td>New or varied evaluation</td>
<td>304</td>
<td>1%</td>
</tr>
<tr>
<td>Replacement session</td>
<td>184</td>
<td>1%</td>
</tr>
<tr>
<td>Discontinue not to Count as failure (DC)</td>
<td>156</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>22128</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Figure A2.1.** Number and proportion of each form of consideration granted.
Volume by faculty or University school
The following table and figure provide an overview of special consideration and special arrangement assessment requests by faculty or University school in descending order as compared to student load.

Table A2.3. Number and proportion of each form of consideration granted in descending order. Agriculture and Veterinary Science are included in SCIE.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Requests</th>
<th>Coursework enrolments</th>
<th>Requests per student (EFTSL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS</td>
<td>2025</td>
<td>1849</td>
<td>1.095</td>
</tr>
<tr>
<td>SCIE</td>
<td>7836</td>
<td>8402</td>
<td>0.933</td>
</tr>
<tr>
<td>MEDI</td>
<td>3173</td>
<td>3832</td>
<td>0.828</td>
</tr>
<tr>
<td>ARTS</td>
<td>8698</td>
<td>11219</td>
<td>0.775</td>
</tr>
<tr>
<td>PHAR</td>
<td>1009</td>
<td>1352</td>
<td>0.746</td>
</tr>
<tr>
<td>CONS</td>
<td>609</td>
<td>864</td>
<td>0.705</td>
</tr>
<tr>
<td>EDSW</td>
<td>1843</td>
<td>3156</td>
<td>0.584</td>
</tr>
<tr>
<td>SCVA</td>
<td>246</td>
<td>473</td>
<td>0.520</td>
</tr>
<tr>
<td>LAWS</td>
<td>1134</td>
<td>2489</td>
<td>0.456</td>
</tr>
<tr>
<td>ARCH</td>
<td>672</td>
<td>1614</td>
<td>0.416</td>
</tr>
<tr>
<td>BUSI</td>
<td>4776</td>
<td>11827</td>
<td>0.404</td>
</tr>
<tr>
<td>HSCI</td>
<td>1626</td>
<td>4094</td>
<td>0.397</td>
</tr>
<tr>
<td>ENGI</td>
<td>2811</td>
<td>7330</td>
<td>0.383</td>
</tr>
<tr>
<td>DENT</td>
<td>138</td>
<td>521</td>
<td>0.265</td>
</tr>
</tbody>
</table>

Figure A2.2. Special consideration and special arrangement requests per student (EFTSL).
Volume by academic week
The following figure provides an overview of the volume of special consideration and special arrangement applications throughout 2016 by academic week.

Figure A2.3. Volume of applications received during 2016 by academic week.
The following table provides an overview of the number of special consideration and special arrangement applications throughout 2016 by academic week.

**Table A2.4. Volume of applications received during 2016 by academic week.**

<table>
<thead>
<tr>
<th>Semester 1 and Winter</th>
<th>Semester 2 and Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Count</td>
</tr>
<tr>
<td>S1 Week 1</td>
<td>236</td>
</tr>
<tr>
<td>S1 Week 2</td>
<td>336</td>
</tr>
<tr>
<td>S1 Week 3</td>
<td>491</td>
</tr>
<tr>
<td>S1 Week 4</td>
<td>557</td>
</tr>
<tr>
<td>S1 MidSem</td>
<td>406</td>
</tr>
<tr>
<td>S1 Week 5</td>
<td>1056</td>
</tr>
<tr>
<td>S1 Week 6</td>
<td>1286</td>
</tr>
<tr>
<td>S1 Week 7</td>
<td>1356</td>
</tr>
<tr>
<td>S1 Week 8</td>
<td>1151</td>
</tr>
<tr>
<td>S1 Week 9</td>
<td>1180</td>
</tr>
<tr>
<td>S1 Week 10</td>
<td>1250</td>
</tr>
<tr>
<td>S1 Week 11</td>
<td>1317</td>
</tr>
<tr>
<td>S1 Week 12</td>
<td>1382</td>
</tr>
<tr>
<td>S1 Week 13</td>
<td>1315</td>
</tr>
<tr>
<td>S1 Week 14</td>
<td>1093</td>
</tr>
<tr>
<td>S1 Week 15</td>
<td>1382</td>
</tr>
<tr>
<td>S1 Week 16</td>
<td>1599</td>
</tr>
<tr>
<td>Winter 1</td>
<td>597</td>
</tr>
<tr>
<td>Winter 2</td>
<td>393</td>
</tr>
<tr>
<td>Winter 3</td>
<td>277</td>
</tr>
<tr>
<td>Winter 4</td>
<td>325</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grand total** 36604

**Standard versus non-standard decisions**

Prior to the commencement of each semester, faculties are able to specify variations to the default forms of consideration provided in the special consideration and special arrangements Decisions Matrix.

Faculties are able to specify:

- Skills based assessments that are non-repeatable due to specialised resource requirements;
- In-class assessments where mark adjustments are not allowed; and
- Units of study that have a return date (for submitted work) that varies from the standard 14 calendar days.
In 2016:

- 234 units of study with a skills based assessment were recorded as “non-repeatable”. For these units of study, approved students were offered an alternative evaluation rather than the standard decision of a new or varied evaluation.
- 1,344 units of study with an in-class assessment (tutorial quiz, small test, online task or small continuous assessment) have one or more assessments noted as “Mark Adjustment Not Allowed”. For these units of study, approved students were offered a new or varied assessment.
- 1,043 units of study had an allowable extension duration that was different to the standard 14 calendar days.

At the conclusion of 2016:

- 26,906 (73.5%) of special consideration and special arrangement requests were standard decisions and able to be made without referral to a unit of study coordinator.
- 9,698 requests (26.5%) were non-standard decisions and required referral to a unit of study coordinator. As there are no standard rules for attendance, these requests are referred to unit of study coordinators automatically (unless declined by SAS due to insufficient documentation). Out of the 9,698 requests that were referred to a unit of study coordinator for a non-standard decision 41% (3,986 requests) related to attendance.

**Table A2.5. Standard and non-standard decisions taken in 2016.**

<table>
<thead>
<tr>
<th>Assessment types</th>
<th>Standard (SAS)</th>
<th>Non-standard (UoS)</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>8230</td>
<td>3011</td>
<td>11241</td>
<td>73%</td>
</tr>
<tr>
<td>Attendance</td>
<td>2646</td>
<td>3972</td>
<td>6618</td>
<td>40%</td>
</tr>
<tr>
<td>Creative assessments/demonstrations</td>
<td>159</td>
<td>33</td>
<td>192</td>
<td>83%</td>
</tr>
<tr>
<td>Dissertation</td>
<td>57</td>
<td>34</td>
<td>91</td>
<td>63%</td>
</tr>
<tr>
<td>Final exam</td>
<td>6802</td>
<td>1268</td>
<td>8070</td>
<td>84%</td>
</tr>
<tr>
<td>Honours thesis</td>
<td>103</td>
<td>56</td>
<td>159</td>
<td>65%</td>
</tr>
<tr>
<td>In-semester exam</td>
<td>2581</td>
<td>351</td>
<td>2932</td>
<td>88%</td>
</tr>
<tr>
<td>Optional assignment or test</td>
<td>284</td>
<td>26</td>
<td>310</td>
<td>92%</td>
</tr>
<tr>
<td>Placement</td>
<td>932</td>
<td>68</td>
<td>1000</td>
<td>93%</td>
</tr>
<tr>
<td>Presentation</td>
<td>936</td>
<td>159</td>
<td>1095</td>
<td>85%</td>
</tr>
<tr>
<td>Skills based evaluation</td>
<td>646</td>
<td>130</td>
<td>776</td>
<td>83%</td>
</tr>
<tr>
<td>Tutorial quiz, small test or small continuous assessment</td>
<td>3228</td>
<td>524</td>
<td>3752</td>
<td>86%</td>
</tr>
<tr>
<td>Written assignment</td>
<td>302</td>
<td>66</td>
<td>368</td>
<td>82%</td>
</tr>
<tr>
<td>Total</td>
<td>26906</td>
<td>9698</td>
<td>36604</td>
<td>74%</td>
</tr>
</tbody>
</table>
Attachment 3 – Report of Student Support Services

Jordi Austin, Director, Student Support Services
Dagmar Kminiak, Manager, Disability Support Services
DVC Registrar Portfolio

Recommendations
1. That the Assessment Working Group Committee notes that Student Support Services strongly supports the aims and initiatives proposed to review the Universities approach to assessment.
2. Student Support Services recommends broader discussion of universal design principles in assessment development.
3. Student Support Services supports development of a cross unit assessment plan that enables deep disciplinary learning, without overloading staff or student workload.
4. Student Support Services is available to provide additional feedback or discussion surrounding universal design or student development trajectory.

Background
Student Support Services strongly support the aims and initiatives proposed by the Assessment Working Group to review the University’s approach to assessment. There are many benefits to be gained from reforming the current assessment practices to reduce the aggregated impact of inadequately planned learning and assessment methodology. We support reforms that will decrease the burdensome load that assessments can place on students, as well as efforts to improve timeliness of feedback to students on their mastery of learning outcomes. We also support the development of assessment planning through disciplinary majors and minors to enhance the student development trajectory.

Patterns of utilisation rates at Counselling and Psychological Services and Disability Services indicates peaks in service demand coinciding with assessment log-jams (notably week 7, 11 and 13 of semester). This is further exacerbated by the complex and bureaucratic process involved in application for special consideration, and the often guillotine application of Fail grades, frequently in professional and clinical programs, that will cause a student to fall out of step with a suitable course progression. This is particularly acute for international students where loss of one or two semesters in sequencing of their studies is highly stressful and detrimental to their overall ability to complete their course. The impact of not meeting a single assessment milestone is disproportionately punitive in these circumstances.

Qualitative feedback from the Academic Honesty report (2016) indicates that students are under time pressure to complete multiple assessments which are often perceived as trivial “jumping through hoops” or at best ancillary to their learning. This increases time and workload pressure without enabling deeper or intrinsically rewarding learning to occur. Students reported that this also increases the temptation to take “short cuts” in producing work to satisfy the assessment task hurdle. From the student feedback, modifications to assessment methodology will simultaneously increase the students desire to comply with academic learning and integrity.

Consideration of students’ desire for to be treated like a member of the learning community should also be taken into account when planning reforms. Data from the Academic Integrity Survey conducted in 2016 supports this with one student commenting:
I think it’s important to help students feel that their work is valuable and contributes to the greater picture of academia, and that they are academics, from the moment they begin at university. This way they will come to see their work as not just a way to pass the course and leave, but as a valuable contribution to their field, and that their academic “peers” (even if they are far senior to them) are worthy of having their work respected, just as they themselves are. Combatting academic dishonesty has to start with changing the culture and mindset of students about academic work.

Student Support Services are currently working with Carers NSW to understand the pressures experienced by students who have dual responsibilities of being a both student and a carer and their need for workload flexibility so as to manage both roles. The Chair, Academic Board, is actively supporting this project to enable equitable access to learning opportunities.
Significant external personal and social responsibilities, flexibility in managing workload, carers responsibility, distance from site of learning, requirements to work to support study (no significant increase in Centrelink entitlements etc).
Application of Universal Design principles

Some of the reforms the working group seeks to implement could be addressed through implementation of universal design (UD) principles (see section below). The Disability Services team currently advocate for the use of universal design principles wherein the delivery of education and teaching practices are adjusted to be more inclusive. UD creates an environment where learning is enabled for specific cohorts which may also benefit other members of the university community. In relation to universal design for assessment, learning outcomes can be evaluated by variety of assessment mechanisms that allow students to demonstrate their capability and content mastery. This method provides equivalence in learning via multiple means of demonstrating that learning.

Transitioning towards delivering education and assessment with universal design principles will require some upskilling of staff and additional resources in the establishment phase, but the benefits will be vast for student development, equitable opportunity to demonstrate mastery, and in providing students with increased control over how they manage their time.

Disability Services have provided the following commentary on how the current assessment approach impacts on students with disability.

Impact of the current assessment approach on students with disability

The current assessment regime frequently consists of summative assessments which are often high stakes. Specifically, these assessments cumulate to the end of the semester and prior to the formal exam period and as a result of this, some students may experience an exacerbation of their disability, further impacting on their performance in the formal exam period. This can also make the application of reasonable adjustments difficult, as extensions of time for written assessments often cannot be applied to all assessments towards the end of the semester, due to the impact on marking and feedback. This also places pressure on the faculty in terms of implementation of adjustments and accommodation of extraordinary requests for assessment. Units where there is an assessment structure consisting of two assessments which are both heavily weighted places significant pressure on students and can result in an exacerbation of their condition.

Assessment regimes where there is too much assessment with little real-time feedback on performance creates additional workload stress for students. We often find that if a student is struggling to understand core concepts from the beginning, and no feedback has been provided along the way, this increases the likelihood of the student failing the summative assessments.

Inclusive assessment

Inclusive assessment refers to the design and use of fair and effective assessment methods which enable all students to meet the required learning outcomes to their full potential. An inclusive assessment regime offers students different assessment opportunities to demonstrate content mastery. That is, students would be able to select an assessment format which is accessible to them and which does not require modification or the application of a reasonable adjustment from the faculty, for example pre-filming a presentation, poster submissions, viva voce instead of written work/exam.

Inclusive assessment uses the same assessment outcome targets for all students, however provides benefits in workload flexibility and learning management tools for students, reduces staff workload through removing the need for in semester bespoke adjustments for disability conditions.

Track and Connect – student feedback on volume and timing of assessment

Track and Connect is an early intervention retention and student success initiative developed by Student Support Services. It has been running in participating subjects across multiple faculties since a successful pilot in Semester Two 2012. The program has proven effective in helping first year students to access key services and support available to them, resulting in increased student retention and success, and contributing to a valuable feedback loop between students and faculties. It provides students with key information about support services and resources, while also providing detailed de-identified feedback for unit coordinators.

The Track and Connect callers frequently speak to students who indicate that they have difficulty managing their assessment workload. The key piece of feedback received about assessment across all subjects is that students really struggle when their assessment due dates fall at the same time in semester and their difficulty in keeping up with the volume. Timeliness of feedback is also highlighted
by students as supporting their learning - in units of study which have assessments (even if they are small ones) early in the semester have a better sense of their progress; when students have not had any assessments by mid-semester we often hear that they are uncertain as to how they are progressing or what actions they need to take to remain engaged and on top of their studies.

**Universal Design for Learning**

Universal Design for Learning (UDL) provides a blueprint for creating and implementing flexible learning environments, goals, pedagogies, materials, and assessments that accommodate learner differences. (cast.org)

There are three primary principles that guide universal design for learning and provide the framework (see Wakefield, 2011).

**Principle 1: Provide Multiple Means of Representation (the “what” of learning)**

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., visual impairment); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

**Principle 2: Provide Multiple Means of Action and Expression (the “how” of learning)**

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential. This is the principle that has greater relevance for the area of assessment, however all principles need to be in place to ensure universal design for learning.

**Principle 3: Provide Multiple Means of Engagement (the “why” of learning)**

Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

In the UDL framework, assessment is described as the process of gathering information about a learner’s performance using a variety of methods and materials in order to determine learners’ knowledge, skills, and motivation for the purpose of making informed educational decisions. Within the UDL framework, the goal is to improve the accuracy and timeliness.

**Measurable Outcomes and Assessment Plan**

Prior to planning the instructional experience, establish how learning is going to be measured. Considerations should include:

- previously established lesson goals and learner needs
- embedding checkpoints to ensure all learners are successfully meeting their desired outcomes
- providing learners multiple ways and options to authentically engage in the process, take action, and demonstrate understanding, and
- supporting higher-order skills and encouraging a deeper connection with the content (Lawrence, 2011).
Considerations when planning assessments using a Universal Design for Learning approach (Burgstahler, 2015; Moore, 2013)

- Regular feedback is provided during the course. This could be in the form of formative assessments, peer feedback, students submitting sections of large projects for feedback before the final project is due, and the chance for resubmission.
- Clear expectations around assessments and learning outcomes are set at the beginning of the course. This includes providing a rubric for assessment tasks with clear marking criteria.
- Ask students to identify their preferred learning style early on in the course to assist them to identify which assessment type would best demonstrate their knowledge.
- Provide choice in assessment type to all students, this may reduce the need for adjustments for some students. (see examples below of assessment types).
- Provision of sample or previous tests and study guides.

Examples of alternate assessment types

- Poster board (that you can assemble, take a picture of and post)
- Video recording: video presentation, video portfolio, taped seminar report
- Audio recording
- Journals
- Peer critiques
- Design reports
- Viva with supporting portfolio
- Portfolios with supporting commentary
- Oral presentation of a research report
- Connect cards: student has compulsory readings and summarises content on a card and submits to academic

Matrix of assessment modes

<table>
<thead>
<tr>
<th>Analytical exercise</th>
<th>Examinations (unseen)</th>
<th>Placement or exchange reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefings</td>
<td>Exhibition and unseen displays</td>
<td>Portfolios and sketchbooks</td>
</tr>
<tr>
<td>Computer-based assessments and exercises</td>
<td>Extended investigations (e.g. statistical)</td>
<td>Practical reports</td>
</tr>
<tr>
<td>Continuous assessment</td>
<td>Field-work reports</td>
<td>Problem based learning</td>
</tr>
<tr>
<td>Coursework with discussion elements</td>
<td>Finding primary source material</td>
<td>Projects, independent or group</td>
</tr>
<tr>
<td>Critical diaries, learning logs and journals</td>
<td>Geological mapping</td>
<td>Sandwich year reports</td>
</tr>
<tr>
<td>Critos</td>
<td>“In class” and module tests</td>
<td>Simulation exercises</td>
</tr>
<tr>
<td>Data interpretation exercises</td>
<td>Internship diaries</td>
<td>Slide and picture tests</td>
</tr>
<tr>
<td>Design tasks</td>
<td>Laboratory examinations and practical tests</td>
<td>Student-led seminars, presentations and discussions</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Laboratory practical reports</td>
<td>Synoptic examinations</td>
</tr>
<tr>
<td>Documentation</td>
<td>Multiple choice testing</td>
<td>Treatment reports</td>
</tr>
<tr>
<td>Electronic presentations: CD, web pages, etc.</td>
<td>On-line assessment</td>
<td>Video formats</td>
</tr>
<tr>
<td>Essay assignments</td>
<td>Optical Mark Reader assessments</td>
<td>Viva voce examinations</td>
</tr>
<tr>
<td>Examinations (open book)</td>
<td>Oral examinations</td>
<td>Work books</td>
</tr>
<tr>
<td>Examinations (seen)</td>
<td>Peer and self-evaluation</td>
<td>Work experience report</td>
</tr>
<tr>
<td>Examinations (take away)</td>
<td>Personal research projects</td>
<td></td>
</tr>
</tbody>
</table>

Using a Universal Design for Learning Approach to Assessment

Currently students with disability are provided with reasonable adjustments to enable them to be on a level playing field with their peers. The process of obtaining reasonable adjustments can be time consuming and complex for students and staff alike (Fossey et al., 2017).
If a universal design for learning approach is utilised and there is flexibility built into the assessment methods and schedules, then there would be reduced need for reasonable adjustments for some students with disability. If fewer students had reasonable adjustments for assessment tasks this would reduce the workload for academic and administrative staff within faculties.

Waterfield and West (2006) theorised that universal design could accommodate individual differences between learners without the need for routine categorisation and negative labelling. Flexibility in assessment could therefore also remove the need for disclosure of their disability for some students and protect their privacy.

Best-practice suggests that flexible assessment options should be offered for students as part of the unit of study assessment structure.

References


Attachment 4 – Report of the Students’ Representative Council
SRC Casework Service

Introduction
The Students’ Representative Council (SRC) makes this submission for consideration as part of the review into the current assessment regime at the University of Sydney. The SRC appreciates consideration of the issues raised with this submission, and in recent consultation with the Assessment Working Group. We seek to highlight some of the issues students face under the current regime, and recommend the review team take into account the concerns raised by this submission.

When a student utilises the SRC’s Casework Service, it is quite common to see multiple issues stemming from the presenting issue. The impact that the current assessment regime has on students can manifest in various ways and also heavily influence the student’s options and decisions. We see a very real impact of the current timing of assessments on students’ ability to manage deadlines and make informed decisions appropriately. This can impact multiple areas of the student experience including but not limited to discontinue deadlines, future academic integrity issues, and eligibility for financial assistance (e.g., Centrelink, scholarships, etc.).

Timing and volume
With the bulk of assessment due after the deadline for a Discontinue Not Fail (DC) grade, students cite time management and stress as the reason(s) they unintentionally or deliberately plagiarised. The majority of our academic honesty cases begin around week 10 with investigations extending beyond the examination period. During this time we experience an increased demand on our services, impacting on our other areas of work.

The timing of assessments tends to be unevenly skewed towards the second half of the teaching period, and reduces the use or effectiveness of formative learning and assessment. If 25-30% of a unit of study’s weighting had to be submitted before week 7, this would allow students to have access to quality feedback earlier in a course and have a realistic sense of how they are performing in a unit, with scope to build on skills, seek academic support and improve across semester.

We believe the University can afford to be more flexible in determining the nature and timing of adjustments for students. We understand that academics reasonably require enough time after an assessment has been submitted to provide sufficient feedback and accurately apply the marking rubric, but we concerned that students submitting an assessment with an extended deadline may have an excessive delay in feedback. Academics must be afforded sufficient portions of time to allow for high quality marking, even with extensions of submission deadlines, to provide students with the educative value reasonable for an assessment.

Many unit coordinators are not aware of the existence of, or their discretion to allow, simple extensions of up to two working days under the current policy. The SRC strongly supports flexibility for unit of study coordinators to give extensions on assessments, while still maintaining academic integrity. The SRC has received feedback from students that the simple extension and special consideration system seems opaque and in many circumstances adds to their distress.

Formative assessment, timing and feedback, OLEs
Formative assessment is necessary and while it can take time for academics to have the ability to return work to students, this timing can have a significant impact on students. We have seen subjects where a 60% assessment was due the day after the return of the previous 40% assessment. This practice does not allow students to receive feedback on their work in order to improve their learning. The SRC supports increased feedback to students through assessment tasks that align with the learning and teaching outcomes. We also acknowledge that many lecturers and tutors may have competing time demands and have limited support to deliver constructive feedback, which can result in a decline in quality education and teaching.

One hundred percent exams continue to be problematic as there is no room for cumulative feedback and learning across the semester. The benefit of only having one assessment task is then outweighed by the lack of prior feedback on progress in the unit of study. The SRC recommends a decrease in summative assessment, and acknowledges the need for a defined measure for determining credit points and a proportional study load. Many students have reported that first year mathematics subjects are
weighted with 3 credit points, but require the same workload as a 6 credit point subject. The SRC recommends that a benchmark is developed to determine the appropriate workload for 1 credit point, and that this model is applied to existing units as well as units being introduced through the new curriculum’s OLE’s.

**Group work**
Group work urgently needs to be reviewed as an assessment method, and only used for assessment purposes when it is educationally defensible. Too often we see group work used where it is a part of historical suite of assessment styles, or a time efficient measure, rather than holding genuine educative value. Group work is often treated as an assignment divided into small individual assignments, where there is no difference to providing students individual assessments. Clear and realistic objectives need to be developed, together with an understanding that group work needs to be used in a constructive way. We recommend that where group work is to be used for assessment, a template rubric developed to guide effective group work is utilised, unit of study coordinators present a demonstrated need, and the faculty grants approval.

The increased reliance and overuse of group work has also led to widespread stigmatising of certain demographics within the student population. Cultural differences, age gaps, language barriers, and real or perceived (dis)ability can lead to stress and tension amongst student groups, rather than fostering a sense of shared learning. While the intent of group work is often to learn collaborative skills and to work with others, the reality is this outcome is seldom achieved. The SRC has seen many group work assessments lead to bullying, harassment, and students leaving or failing the subject. The effectiveness of group work is further compromised by issues including distribution of work, limited or no class time dedicated to allowing groups to work together, group members with unavoidable commitments, e.g., employment, or caring for dependents, that make prioritising workload challenging. This can lead to academic honesty issues and lacks a truly collaborative approach.

**Administration processes and considerations**
As most disciplines schedule the bulk of assessment deadlines after the DC deadline, students may not have enough indicators to make an informed decision prior to the census date, to avoid academic and financial penalty, or the deadlines to discontinue without academic penalty. As with other special consideration processes, time spent seeking advice and gathering further documentation can have a compounding effect on subsequent deadlines throughout the semester. Many students may struggle to cope with their workload, but may feel the need to remain enrolled full time for the purposes of Centrelink payments; transport concessions; eligibility for student specific accommodation; and scholarships.

Key dates should be included in all unit of study outlines so students are aware of their options and can make informed decisions around managing their workload. A significant portion of the student population are not aware that Discontinue Fail (DF) and Discontinue not to Count as failure (DC) grades even exist. The fact that this information is difficult to access on the university website, and students are often not aware before issues reach crisis point, inhibits students from being proactive in managing study loads. Instead, problems often accumulate then exacerbate and these difficulties manifest in the form of academic integrity issues, fails and absent fails, damage to mental health, and in some cases attrition.

**International students managing study load**
We see a reluctance within some faculties to reduce international students’ study load to part time (below 18 credit points), even where ‘at risk’, or documented medical or compassionate circumstances exist, in compliance with the ESOS Act. This makes it more difficult for international students to manage their studies effectively.

**University’s approach to assessment**
An effective assessment regime will add to the quality of the degree, reinforce the integrity of the students’ candidature, and increase the value of the institution in the marketplace.
Attachment 5 – Report of the Office of Educational Integrity
Tristan Enright, Manager, Educational Integrity
DVC Education Portfolio

Background
A number of new or enhanced initiatives were introduced by the University of Sydney in 2016 to assure the integrity of its educational courses. These initiatives have served to enhance the University’s efforts to promote a strong culture of educational integrity, educate students to high ethical standards, and prevent, detect and report potential breaches of academic honesty.

In 2016, a total of 3,330 incidents involving 2,929 individual students were reported across the University for investigation to faculty Educational Integrity Coordinators and nominated academics. This represented a 220% increase on the average 1,500 incidents reported annually in each of the 6 preceding years. While this is a consequence of the increased use of similarity detection software, it is also a direct result of the more reliable, transparent and consistent reporting procedures made possible by the introduction of an online, University-wide reporting system. This system has enabled the University to capture detailed incident and demographic data to identify patterns in breaches of academic integrity more rapidly, accurately and extensively than was possible in the past.

Timing and volume of assessment
Figure A5.1 on the following page demonstrates overall patterns in incident reporting in 2016. As is evident, there was an initial spike in reporting in the middle third of semester 1, which was then eclipsed by the larger spike in reporting at or after the end of the teaching session. This overall pattern holds for semester 2, although a significantly higher number of incidents were reported in semester 1 following the final day of the session on 25 June 2016 than were reported at or after the end of semester 2.

The time series data presented in figure A5.1 also provides some indication of the timing and volume of assessment across the University in each semester insofar as it relates to peaks and troughs in reporting. As is indicated for each semester, the rate of incident reporting appears to rise around Week 9 of each semester (see 7 May for semester 1 and 1 October for semester 2). The rate of reporting continues to rise for a number of weeks, before dropping off slightly ahead of, and then increase again during, the formal examination period. As there were often problems with the timeliness of incident reporting in 2016 – with reporting typically following assessment deadlines by some 2 to 3 weeks – this indicates that the volume of assessment across the University appears to increase at about Week 6 or 7 in each semester and remains at a relatively high level until the end of the formal examination period.

Impact of the timing and volume of assessment on students
The 2,929 students reported for suspected plagiarism or academic dishonesty in 2016 represented approximately 5% of the University’s total coursework cohort. However, a much smaller proportion (~1.39%) were found to have engaged in either academic dishonesty or misconduct. Even so, there were a number of trends identified through the reporting data in 2016 that are relevant to the strategic review of assessment currently being undertaken by the Assessment Working Group.
Figure A5.1. Educational integrity incidents reported by week in 2016.
Students studying full time are more at risk
The reported incidents of suspected plagiarism or academic dishonesty overwhelmingly involved students undertaking full-time study. This trend continued through semester 2, such that 90% of all incidents reported involved students studying full-time.

One reason for this could be related to the volume of work students studying full-time complete relative to students enrolled part-time, which means the chances of being reported for suspected plagiarism or academic dishonesty are substantially higher. However, as demonstrated in the time series data presented in figure A6.1, the noticeable concentration of the incidents reported in each semester is more likely than not to be a result of a concentration of assessment deadlines across a high number of units.

This apparent concentration of assessment is corroborated by feedback the Office has received from faculty educational integrity teams. Many of the students they met with reported having difficulty managing their regular and assessment-related workloads, and expressed feelings of stress and anxiety as a result. The issues and experiences described by students shed some light on what may lead some to making regrettable choices or submitting work of a poorer standard than they may otherwise be able to produce. There is therefore a compelling case to be made for investigating ways to better manage the timing and volume of assessment at the unit of study, major and degree level.

International students are most at risk
Overall, international students were more likely than their domestic counterparts to be reported for suspected plagiarism or academic dishonesty, although this varied slightly among faculties. This trend also appears to have continued across the University throughout the second half of 2016, with the incidents involving international students constituting 54.1% of all reported incidents as compared to an overall enrolment ratio of 31.8%.

While international students were more likely to be reported overall, the relevant incidents overwhelmingly involved students in their first or second year of candidature (71% and 21%), which is somewhat higher than the relevant University-wide averages (61% and 23%). International students were also more likely to be enrolled full time than part time (94% and 6%), which is to be expected given that they are required to be engaged in a full course load under the Education Services for Overseas Students Act 2000. This means that the timing and volume of assessment may have contributed to the higher rate at which international students were reported.

In total, 327 domestic and 221 international students were found to have engaged in plagiarism, representing 0.08% of all domestic and 1.21% of all international coursework students, respectively. A further 288 domestic and 466 international students were also found to have engaged in academic dishonesty, representing 0.07% of all domestic and 2.56% of all international coursework students, respectively. Here, though, it is also worth noting that inappropriate cooperation and the reuse of work previously submitted for assessment are included in the University’s definition of academic dishonesty. While this is in itself concerning, it may also indicate that a culture of peer (albeit illegitimate) cooperation has developed within international cohorts as a strategic response to the challenges posed by studying in a foreign country as second language students.

In sum, the higher rate at which international students were reported indicates that more can be done to support them in their transition to the University and a foreign educational culture. Given that international students now constitute approximately a quarter to a third of the student population, there is also an argument to be made for modifying the current approach to assessment adopted across the University to ensure that international students are given adequate time and opportunities to become accustomed to (or more adequately included within) a new educational environment.
Attachment 6 – Outcomes of student roundtable on assessment

Executive summary
A total of 14 assessment-focussed fora were held across the University between June and September 2017, concluding with a roundtable discussion of assessment with student representatives to the Academic Board on Friday 8 September 2017. While the students present expressed broad support for the assessment-related initiatives of the University Strategy, they raised concerns about the intention to provide a statement of achievement on academic transcripts and whether assessment of the graduate qualities will add to the current volume of assessment. They also provided feedback on current approaches to assessment and the related issues. An overview of key issues and concerns expressed by the students is presented below for the working group’s reference.

Assessing the graduate qualities
The students present were supportive of the University’s intention to begin systematically assessing the graduate qualities as a means of enhancing teaching, learning and assessment across the institution. They were also supportive of the notion of being provided with a statement at graduation indicating their level of attainment of each of the graduate qualities. Despite broad support for these initiatives, a number of questions were raised about the proposed approach. These are summarised as follows.

1. Clarification was sought regarding whether the statement provided at graduation would reflect students’ achievement of the graduate qualities in each assessment and unit of study, or whether the statement would reflect an overall level of achievement. It was emphasised that the intention was to provide students with a description of their overall achievement, but that this description would be based on the highest level of achievement attained by each student.

2. Clarification was sought about who would be developing the descriptions to appear on the statement of achievement. Those present were provided with an overview of the work currently being undertaken to develop a suite of University-level rubrics that will define each of the graduate qualities in broad terms and describe different standards or levels of achievement along a continuum (or scale) of development. As achievement of the graduate qualities will necessarily be dependent on the context of the different fields of study in which students are engaged, these rubrics will be translated or interpreted within each field of study. While the University-level descriptions provide the necessary framework for this, the descriptions of the different levels of achievement for each of the graduate qualities will thus be written or developed by those with expertise in the relevant field or fields of study. It was also noted that these descriptions would not be presented in a manner similar to the bands used to report on achievement in the Higher School Certificate or in terms of the grades commonly used across the University (e.g., Pass, Credit, etc.). Instead, the descriptions will be positive statements about what each student can do individually.

3. Some concern was expressed about the manner in which the statement on the graduate qualities will be provided to students. In particular, concern was expressed about the statement being included on the transcript, with more support being expressed for the provision of a separate statement. Concern was also expressed about whether a generic statement on the standard attained by each graduate quality could adequately capture a student’s achievements, and whether it would be better for any such statement to be written by a trusted member of the academic staff. While the latter approach is not precluded by a provision of a statement on the graduate qualities, it was noted that such an approach is not scalable and would place potentially onerous demands on individual members of staff. It was emphasised that a statement on attainment will likely convey more about what students can do than the current practice of limiting statements of achievement solely through numerical marks and grades, although the statement is envisaged as complimentary to the latter. Despite this, there was still some apprehension about the nature of the statement of achievement, with an opt-in approach or student review of the statement prior to its finalisation being suggested.

4. Beyond reporting students’ achievement of the graduate qualities, a number of questions were asked about how the assessment of the graduate qualities would be undertaken in relation to current assessment in units of study. Questions were asked about whether assessment of the graduate qualities would replace existing unit of study assessment or whether it would be appropriate for assessment of the graduate qualities (and the related learning experiences) to be conducted as separate from units of study. It was emphasised that the graduate qualities should not be seen as separate from the learning outcomes expressed for units and fields of study, but...
rather as integral to these. It was also emphasised that much unit of study assessment already includes assessment of the graduate qualities, even if only implicitly, so assessment of the graduate qualities does not necessarily represent a radical departure from existing assessment practices. However, some of the graduate qualities are relatively new (e.g., interdisciplinary effectiveness or influence), so academic staff across the University will need to give careful consideration to how the full suite of qualities can be meaningfully developed and assessed within each field of study. It was noted that this will likely be done within units of study, although there is some latitude to share development and assessment of the graduate qualities across units of study at the level of the relevant major, program or stream.

5. There was also some concern expressed about the potential for individual bias to affect assessment of any student’s achievement of the graduate qualities, particularly in the context of one-to-one teaching. This is an issue that will be given further consideration, although it was emphasised that the final statement on the graduate qualities will be developed on the basis of a composite picture of each student’s level of attainment, although the highest level of attainment will be that which is reported. As students will complete multiple units of study taught by multiple academic staff to complete their degrees, there is already an in-built mechanism for moderating any potential bias on the part of one member of staff incorporated within the proposed model.

**General views on assessment**

Broadly speaking, the students present did not express general dissatisfaction with current approaches to assessment, although there was a diversity of views expressed about what works in different contexts. The students present also recognised that there is unlikely to be an ideal future state or assessment profile that would apply to all students given the diversity of fields of study in which they are engaged. They demonstrated a particularly acute understanding of the context-dependent nature of assessment, which is necessarily related to the specific field of study. However, they also emphasised the importance of all assessment tasks being meaningful, or authentic, to the context and the learning outcomes being sought. Where any assessment appears as unrelated to the learning outcomes and context, and instead appears to be designed to meet other, potentially arbitrary criteria (e.g., word count equivalence), assessment was generally seen as contrary to the aims of a University education.

**Specific issues with the way in which assessment is currently conducted are summarised below.**

1. **Mixed views were expressed about the use of small continuous assessment, usually in the form of weekly tasks or quizzes of low value in the overall weighting of unit of study assessment. For those in the science-related disciplines, small continuous assessment was viewed as beneficial if it enables students to test their understanding of the material covered and to prepare for final exams of a substantially higher weighting. While other students indicated that small continuous assessment can be beneficial, they emphasised that the weight of such tasks was less important than the feedback they are intended to provide and their meaningfulness in relation to assisting students meet the specified learning outcomes. Where the relationship between small continuous assessment and the learning outcomes of units of study was not apparent or clear, there was little enthusiasm for this style of assessment. Some concern was also expressed regarding assumptions about the volume of work associated with low weighted assessment. Some students indicated that the low weighting does not always reflect the work required or the specific learning context in which the task has been set, particularly where students are required to engage with relevant bodies of literature and attend multiple lectures, tutorials and practical classes.**

2. **Mixed views were expressed about what was seen as an appropriate weight associated with individual items of assessment. There was some support expressed for summative assessment accorded high to very high weighting, usually final examinations, provided that this was appropriately and directly supported by continuous formative assessment. However, there was less support expressed for assessment tasks of high to very high weighting by students studying in non-scientific disciplines. Here, the suggestion was made that the maximum weight for any item of assessment should be capped at around 50% as anything higher potentially represents a significant barrier to progress should anything go wrong or any student not perform at their best level at the time. Higher weighted assessments were also linked to increasing use of special consideration, and were identified as problematic for students living with disability, many of whom do not report their circumstances, or seek assistance from, the University’s Disability Services.**

3. **There was some support for the idea of enabling students to engage with assessment requirements in a more flexible manner, such as moving away from an emphasis on strict deadlines to a
general period through which students would be encouraged to complete a specific task. However, it was noted that a more structured approach to assessment is beneficial in the first year of candidature in terms of facilitating students’ transition toward more independent modes of study and learning. It was also noted that a more flexible structure could be useful or beneficial in later years of candidature. Students were also asked about whether being able to negotiate the nature of the specific kinds of assessment they could undertake, or the weighting applied to assessment tasks, in units of study would be of interest or value, although there were no strong views expressed for or against this notion.

4. The current conduct of group-based assessment was also raised as an issue. An example of the effective facilitation and assessment of group work was described in relation to this. In this example, students were given time in class to work together on the project, with the product of the group work being afforded a lower weighting than items of assessment that individual students were required to complete, even where these were related to the group work. Support was expressed by other students for this approach. In particular, it was noted that the assumption that students are able, or should be required, to effectively coordinate their schedules outside of teaching contact hours was misplaced and often led to students delegating components of the overall piece of work and combining these immediately ahead of submission without time for adequate discussion and integration.
Attachment 7 – Theoretical foundations of a common approach to assessment

Prof Jim Tognolini, Director, Educational Measurement and Assessment Hub
Sydney School of Education and Social Work, Faculty of Arts and Social Sciences

Introduction

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

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

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

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

The basic elements of standards-referenced systems

A standards-referenced system is a model for giving meaning to achievement by referencing it to student learning or standards. This effectively shifts the focus in assessment from notions of rank ordering students (comparing their performance to each other) to those of monitoring growth or progress and measurement along a developmental continuum (Bennett, Tognolini and Pickering, 2012; Davidson and Tognolini, 2013; Tognolini and Stanley, 2007). It requires the articulation of what is meant by growth in a subject or construct. Rather than just a mark in an examination the system provides students with a description of the types of knowledge and skills that they have acquired in a subject at the end of a course.

When talking about assessment it is important to have a common understanding of some of the key terms: assessment, testing, evaluation and measurement. Inside and outside of education circles these terms are often used in overlapping and inconsistent ways (Tognolini and Stanley, 2007).

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

Assessment is an inclusive term, which refers to all those processes used to collect information and make judgments about student achievement (Davidson and Tognolini, 2013; Tognolini and Stanley, 2007). Within each knowledge domain, teaching experience and subject expertise helps develop the image of achievement embodied in the standard. Testing is just one way of collecting information about students. As a formal process, it is a structured form of assessment collected according to specified procedures (question types, answer formats, etc.).

Evaluation is when performance data is summarised by assigning a grade, comment or a mark and a judgement is made regarding the value of the image (it is good or bad; it is worth an A; it is a high
distinction; etc.). Finally, measurement is the process of assigning a number to the performance to represent position with respect to the developmental continuum underlying the performance and indicates how much of the property (construct) being assessed is present (Davidson and Tognolini, 2013).

Standards-referenced systems generally comprise a curriculum (syllabus or framework) that describes through its statement of aims, objectives, learning outcomes and content, what is developed and to be understood in an area of learning (Bennett, Tognolini and Pickering, 2012). Teaching and learning is based on the curriculum. The most important sources of information for the design of assessments and judging attainment of curriculum standards are the learning outcomes and content.

Performance (achievement) standards are explicit statements of student performance that describe the levels of achievement along the developmental path within the learning area (Bennett, Tognolini and Pickering, 2012). The outcomes are developed to enable the students to achieve the performance standards and as such, show growth in relation to the construct being assessed. The performance of students as reflected through the assessment tasks (both formative and summative) is then referenced to these standards.

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

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

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

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

The developmental continuum
A developmental continuum attempts to capture in words what it means to make progress or to improve in an area of learning or domain of knowledge. The further to the right along a developmental continuum, the more knowledge and higher order levels of cognition and affectivity related to the construct are present (Bloom and Krathwohl, 1956).

Figure A7.1 below gives a schematic representation of a developmental continuum, where GQ1 to GQ6 represent the University of Sydney graduate qualities:

<table>
<thead>
<tr>
<th>GQ1</th>
<th>Depth of disciplinary expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broader skills (a) Critical thinking and problem solving (b) Communication (oral and written) (c) Information/digital literacy (d) Inventiveness</td>
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<table>
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<tr>
<th>GQ2</th>
<th>Broader skills</th>
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<tbody>
<tr>
<td>(a)</td>
<td>Critical thinking and problem solving</td>
</tr>
<tr>
<td>(b)</td>
<td>Communication (oral and written)</td>
</tr>
<tr>
<td>(c)</td>
<td>Information/digital literacy</td>
</tr>
<tr>
<td>(d)</td>
<td>Inventiveness</td>
</tr>
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</table>
Figure A7.1: Schematic representation of growth of the graduate qualities where increasing levels show increasing higher order of cognition and “affectivity.”

<table>
<thead>
<tr>
<th>Quality</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>…</th>
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<tbody>
<tr>
<td>GQ3</td>
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<tr>
<td>GQ4</td>
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<td>GQ6</td>
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</table>

The levels (1, 2, 3, etc.) represent increasing quantities of the various graduate qualities, and are descriptions of what it is students must know, be able to do and “value” to achieve the level. The descriptions are cumulative in the sense that to achieve Level 3, students have Level 2 PLUS some MORE of the property, construct or graduate quality, etc. These descriptions are referred to as the performance standards (Bennett, Tognolini and Pickering, 2012). It is a requirement of the measurement theory that underpins this approach that the Levels are cumulative.

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

One of the key challenges is to be able to write the performance standards clearly and meaningfully for the students, lecturers and community; each of whom will use them in different ways (Sadler, 2005).

The requirements of the performance standards
The performance standards for the Graduate Qualities should:
- describe performance expectations and proficiency levels in the context of a clear conceptual framework, and be built on sound models of student learning (developmental continuum) and affective domain development;
- be clear, detailed, and complete; reasonable in scope; and both rigorous and well-grounded in the knowledge and affective domains;
- be elaborated so that curriculum, teaching and assessment are all aligned; and
- facilitate the development of curriculum (and associated assessments) that include the Graduate Qualities within all programs across the university.
Figure A7.1 above is indicative of a university-level analytic marking rubric (Sadler, 2005)1 and the requirements of the performance standards are the same as those of marking rubrics used in assessment at the task level within a unit of study (Lasater, 2007).2

Analytic marking rubrics
Analytic marking rubrics provide a guide to marking all types of performance based on how the students perform on the separate criteria (graduate qualities in this case) related to the task. In the case of the graduate qualities, the qualities themselves are the criteria for the analytic rubric.3

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

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

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

One of the first challenges, at the university level, is to develop in a consensus manner rubrics (standards) for each of the graduate qualities that meet the requirements outlined above (appendices A8.2 and A8.3 show the basic process to be used for building rubrics). These rubrics together will define the broader learning that characterises the University of Sydney curriculum. They will also be the basis for field of study level graduate quality rubrics that can be written to reflect the various disciplines within the program, but still enable the reliable reporting of performance against the University standards on each of the graduate qualities.

Within each program, capstone units and project units will also need to show how the content of the unit enables reporting of performance against the program and university wide rubrics.

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

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

One of the key foci with this approach is to address the research issue associated with the extent to which it is possible to measure critical thinking within a discipline and still make an on-balanced judgement against the more generic critical thinking rubric for the purposes of reporting at a university level.

The intention is to develop, by the end of 2017, the critical thinking rubrics, conduct some initial work on equating the discipline-specific and generic rubrics, and design a strategy for validating the rubrics.4 In 2018, validation work on the rubrics will be carried out and then the critical thinking rubric will be trialled in 2019. The validation work may involve producing and trialling standardised

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1 See also http://edglossary.org/rubric/.
2 Some useful examples of university level rubrics from Carnegie Mellon University can be found at https://www.cmu.edu/teaching/designateach/teach/rubrics.html.
3 See Appendix A8.1 as an example of a critical thinking rubric sourced from the University of Rhode Island.
4 See appendices A8.2 and A8.3 for indicative rubric models.
measures of critical thinking for validating the rubrics, building a scale and auditing the results across years.

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

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

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

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

**Measurement of student performance against rubrics**

Building the rubrics with the intention of measuring student performance is the first stage of the measurement process. However, once the rubrics are built and validated they must be used to measure student performance (Sadler, 2005; Webb, 2007).

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

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

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

Perhaps the best way to ultimately measure performance of students against the University rubrics is to aggregate up the assessments against the discipline specific rubrics from the unit level to the program level and finally to the University level (see figure A7.2). This is the most direct method of assessing performance against the Graduate Qualities and is based on the informed professional judgement of the lecturers themselves.
Figure A7.2: Schematic representation of an articulated university framework.

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

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

Conclusion
Many universities have identified graduate qualities in their strategic plans. Unlike the University of Sydney, few have committed to measuring performance against these qualities. The reality is that if there is no attempt to measure impact, then the chances of the graduate qualities being implanted into the learning environment of the students is doubtful.
In undertaking to measure student performance on these graduate qualities the University has committed itself to the bold task of not only making sure that the measures that are used to report performance against the graduate qualities are as valid and reliable as possible, but also that the graduate qualities themselves are incorporated into the curriculum and assessments of the units that are used to transition knowledge skills and behaviours to its students.

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

References


| Appendix A7.1 – Example of a critical thinking rubric from the University of Rhode Island |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| **Unclear on the goals of the analysis. Does not understand the purpose of the information provided. Limited consideration of sources to draw conclusions.** | **Relies on insufficient, irrelevant, or unreliable information. Fails to identify or hastily dismisses strong, relevant counter-arguments. Confuses information and inferences drawn from that information.** | **Seems to be confused on the problem and fails to identify and summarize the problem/opportunity. Unsuccessful in justifying why the suggested technology is the ideal medium for solving the problem.** | **Most business objectives do not address the problem/opportunity.** |
| **Analyses and assesses the situation with limited awareness of the goals of the analysis. Assumes information is valid. Considers only few perspectives drawn from the book, class discussion, and own experiences to draw conclusions.** | **Gathers some credible information, but not enough; some information may be irrelevant. Omits significant information, including some strong counter-arguments. Sometimes confuses information and the inferences drawn from it.** | **Problem/opportunity is identified but is not clear and summarization lacks focus. Partially successful in justifying why the suggested technology is the ideal medium for solving the problem.** | **Develops business objectives that partially address the problem/opportunity.** |
| **Analyses and assesses the situation with awareness of the goals of the analysis. Seeks out information. Considers some diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.** | **Gathers sufficient credible, and relevant information. Includes some information from opposing views. Distinguishes between information and inferences drawn from it.** | **Problem/opportunity is identified but is somewhat clear and summarization is basic. Mostly successful in justifying why the suggested technology is the ideal medium for solving the problem.** | **Considers and evaluates ideas and incorporates them in developing business objectives that mostly address the problem/opportunity.** |
| **Analyses and assesses the situation with a clear awareness of what needs to be accomplished. Views information critically. Considers multiple diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.** | **Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. Includes information that opposes as well as supports the argued position. Distinguishes between information and inferences drawn from that information.** | **Clearly identifies and summarises the problem/opportunity. Explains why the suggested technology is the ideal medium for solving this problem.** | **Considers and evaluates ideas and incorporates them in developing clear and measurable business objectives aligned with the problem/opportunity.** |

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<tr>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td>5. Analyse problems using methodology and terminology</td>
<td>Does not identify most or any issues in a particular fact situation and fails to use appropriate methodology and terminology.</td>
<td>Correctly identify and analyse some issues in a particular fact situation using appropriate methodology and terminology.</td>
<td>Correctly identify and analyse many issues in a particular fact situation using appropriate methodology and terminology.</td>
<td>Correctly analyse all or most issues in a particular fact situation using appropriate methodology and terminology.</td>
</tr>
<tr>
<td>6. Implications, Consequences</td>
<td>Ignores significant implications and consequences of reasoning.</td>
<td>Has trouble identifying significant implications and consequences; identifies improbable implications.</td>
<td>Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a “4”.</td>
<td>Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative). Distinguishes probable from improbable implications.</td>
</tr>
<tr>
<td>7. Solution Design Choice</td>
<td>Presented design lacks any original and innovative approaches. Few of the business objectives are addressed in the solution design.</td>
<td>Selects solution designs which demonstrate mostly traditional solutions. Solution design addresses some of the business objectives</td>
<td>Selects solution designs which demonstrate many original and innovative concepts mixed with traditional solutions. Solution design addresses most of the business objectives.</td>
<td>Develops original and innovative approaches to solve the problem or capitalize on an opportunity aligning the design with the business objectives.</td>
</tr>
<tr>
<td>Optional</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Purpose</td>
<td>Does not clearly understand the purpose of the assignment</td>
<td>Is not completely clear about the purpose of the assignment</td>
<td>Demonstrates an understanding of the assignment’s purpose</td>
<td>Demonstrates a clear understanding of the assignment’s purpose</td>
</tr>
<tr>
<td>Assumptions</td>
<td>Fails to identify assumptions. Makes invalid assumptions.</td>
<td>Fails to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid.</td>
<td>Identifies assumptions. Makes valid Assumptions</td>
<td>Accurately identifies assumptions (things taken for granted). Makes assumptions that are consistent, reasonable, valid.</td>
</tr>
</tbody>
</table>
## Appendix A7.2 – Basic shell for building a critical thinking and problem solving rubric for the University of Sydney

<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problematisation</td>
<td>Articulation of challenges involved in relation to ideas or topics investigated.</td>
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<tr>
<td>2. Inference</td>
<td>The processes to reach a conclusion on the basis of reasoning from evidence</td>
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<tr>
<td>3. Analysis</td>
<td>The separating of any material or abstract ideas into its constituent elements. This process as a method of studying the nature of something or of determining its essential features and their relations.</td>
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<tr>
<td>4. Synthesis</td>
<td>The combining of the constituent elements of separate material or ideas into a single, unified, complex whole.</td>
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<tr>
<td>5. Evidence</td>
<td>Selecting and using information to support one’s views</td>
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<tr>
<td>6. Evaluation</td>
<td>A systematic determination of the merit, worth and significance of the object or ideas being studied using criteria governed by a set of standards</td>
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<tr>
<td>7. Conclusion and Decision making</td>
<td>A judgment or decision reached by reasoning.</td>
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</tbody>
</table>
### Appendix A7.3 – Basic shell for building a critical thinking and problem solving rubric for the University of Sydney with performance indicators for components

<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
<th>Dimensions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problematisation</td>
<td>Articulation of challenges involved in relation to ideas or topics investigated.</td>
<td>– Identifying issues.</td>
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<td></td>
<td></td>
<td>– Reflect on the nature of the issue.</td>
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<td></td>
<td></td>
<td>– Motivation to identify issues.</td>
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<td></td>
<td></td>
<td>– Questioning skills (reading and searching) for problematisation.</td>
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<tr>
<td>Inference</td>
<td>The processes to reach a conclusion on the basis of reasoning from evidence</td>
<td>– Use logic and association to link knowledge and understanding.</td>
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<td></td>
<td></td>
<td>– Reflect and self-monitoring on how knowledge and understanding can be linked.</td>
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<td></td>
<td></td>
<td>– Use personal and others’ experience to link knowledge and understanding.</td>
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<td></td>
<td></td>
<td>– Use visualization tools to analyse inference</td>
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<tr>
<td>Analysis</td>
<td>The separating of any material or abstract ideas into its constituent elements. A method of studying the nature of something or of determining its essential features and their relations.</td>
<td>– Systematically examine own and others’ assumptions, methodologies, and statements.</td>
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<td></td>
<td></td>
<td>– Reflect and self-monitoring on how own and others’ assumptions, methodologies, and statements are logically stated.</td>
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<td></td>
<td></td>
<td>– Attitudes towards examination of each component of argumentation or statements to make a sense.</td>
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<td></td>
<td></td>
<td>– Quantitative or/and qualitative skills.</td>
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<tr>
<td>Synthesis</td>
<td>The combining of the constituent elements of separate material or ideas into a single, unified, complex whole.</td>
<td>– Create and connect complex ideas using imagery, analogies and symbolism</td>
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<td></td>
<td></td>
<td>– Reflect and self-monitoring on how well connect complex ideas.</td>
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<td></td>
<td></td>
<td>– Open-mindedness to seek alternative ideas and adapt better ones from other perspectives.</td>
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<td></td>
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<td>– Use visualization tools to show how complex ideas are connected.</td>
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<tr>
<td>Evidence</td>
<td>Selecting and using information to support one’s views</td>
<td>– Give reasons to support own thinking or refute others’ statements.</td>
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<td></td>
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<td>– Reflect and self-monitoring on balance rational and irrational components of a complex or ambiguous problems to evaluate evidence.</td>
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<td></td>
<td></td>
<td>– Enthusiasm toward scientific argumentation or inquiry, which are different from assertion.</td>
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<tr>
<td></td>
<td></td>
<td>– Search, selection and source evaluation skills</td>
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<tr>
<td>Components</td>
<td>Definitions</td>
<td>Dimensions</td>
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</tbody>
</table>
| Judging or Evaluation | A systematic determination of the merit, worth and significance of the object or ideas being studied using criteria governed by a set of standards | – Make judgments about the value of ideas or materials in terms of the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified.  
– Consideration of social perspectives on feasibility, risk, cost and time  
– Skills to weigh one argument with another. |
| Conclusion or Decision | A judgment or decision reached by reasoning. | – Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action  
– Reflect and self-monitoring on the processes of selection of the best or feasible idea for a course of action.  
– Motivation to select the best ideas to give feasible solution to the issues or problems.  
– Leadership skills in critical thinking |
### Attachment 8 - Industry and community project unit outline

#### Overview
The aim of this unit is to allow undergraduate students to participate in an interdisciplinary group project, working with one of the University’s industry and community partners. Students will work in teams on a real-world problem provided by the partner, applying their disciplinary expertise and gaining valuable experience in working across disciplinary boundaries.

In working on authentic problems, students will encounter richly contextualized issues that will require input from people with a variety of disciplinary backgrounds and experiences. Developing solutions to complex problems requires students to work effectively in interdisciplinary groups.

The unit will provide the opportunity for students to integrate their developing knowledge and experience, and apply them in circumstances of the kind they can expect to encounter in professional life. Interdisciplinary group work will provide the opportunity to build the skills to work across disciplinary, cultural and/or professional boundaries.

#### Learning outcomes

<table>
<thead>
<tr>
<th>Graduate Qualities</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depth of disciplinary expertise</td>
<td>Students should be able to apply disciplinary knowledge and/or skills to real-world problems. These may occur in settings outside those for which their discipline has prepared them.</td>
</tr>
<tr>
<td>2. Broader skills</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>(critical thinking and problem solving; communication (oral and written); information/digital literacy; inventiveness)</td>
<td>a. Identify and respond to complexity and uncertainty in real-world problems; b. use and develop interpersonal communication skills, through participation in interdisciplinary group projects; c. develop written, oral and multi-media communication skills through the creation and presentation of reports for mixed audiences. d. Develop inventive and novel solutions to complex problems.</td>
</tr>
<tr>
<td>3. Cultural competence</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td></td>
<td>a. identify social, political and cultural factors in authentic problem settings; and b. in developing solutions, take account of cultural and social difference that may impact the problem to hand; and c. see broad societal implications of a problem and its solution.</td>
</tr>
<tr>
<td>4. Interdisciplinary effectiveness</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td></td>
<td>a. recognise the role of different forms of disciplinary or professional expertise in clients and in student groups b. communicate across disciplinary or professional boundaries and c. work productively in interdisciplinary or inter-professional teams.</td>
</tr>
</tbody>
</table>

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1 The first paragraph of the overview reflects the common language used in the unit of study outlines prepared in the Faculties of Arts and Social Sciences (INDP3000), Business (BUSS31100), and Science (SCPU3001). It also includes wording that describes the concept and goals of interdisciplinary learning, taking up the language from the DAWG discussion paper Project Units in Undergraduate Degrees.

5. Integrated professional, ethical and personal identity
   a. articulate and analyse dilemmas and difficult choices arising in real world settings
   b. share responsibility for quality, timeliness and thoroughness and
   c. see broad societal and ethical implications of a problem and its solution.

6. Influence
   (To be effective in exercising professional and social responsibility and making a positive contribution to society.)
   Students should be able to:
   a. provide leadership in discipline-relevant areas of a project.
   b. articulate professional and social values and their effect upon practical problem solving
   c. demonstrate a commitment to the role of a professional contributor to community and industry activities.

Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Weighting</th>
<th>GQ/LO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group plan</td>
<td>Group</td>
<td>10%</td>
<td>1*, 2, 4</td>
</tr>
<tr>
<td>Group presentation</td>
<td>Group</td>
<td>20%</td>
<td>2, 4</td>
</tr>
<tr>
<td>Evaluative/reflective task</td>
<td>Individual</td>
<td>20%</td>
<td>1, 3, 4*, 5, 6</td>
</tr>
<tr>
<td>Group project report</td>
<td>Group</td>
<td>50%</td>
<td>1*, 2, 4, 6*</td>
</tr>
</tbody>
</table>

*Graduate qualities that may or may not be specifically assessed in this item of work. Decision pending on completion of rubrics.

3 The assessment regime for the 2018 pilot envisages graded assessment for ICP Units. Looking forward to 2020, further discussion would be welcomed on the possibilities for non-graded assessment. This approach is widely thought to be well suited to experiential learning projects, where careful formative assessment frameworks are in place, although some concerns about this approach also persist.
## Non-Confidential

### Attachment 2 – Interim definitions of the Graduate Qualities

<table>
<thead>
<tr>
<th><strong>Depth of Disciplinary Expertise</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.</td>
</tr>
<tr>
<td><strong>Components</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Understanding of conceptual space of recognised discipline</td>
</tr>
<tr>
<td></td>
<td>– Integration and rigorous application of disciplinary knowledge</td>
</tr>
<tr>
<td></td>
<td>– Awareness of the norms, culture and practice of the discipline</td>
</tr>
<tr>
<td></td>
<td>– Capabilities to participate in the evolving practice in the discipline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Critical Thinking and Problem Solving</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.</td>
</tr>
<tr>
<td><strong>Components</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Definition of problem or issue in context</td>
</tr>
<tr>
<td></td>
<td>– Critical questioning of ideas, evidence and assumptions</td>
</tr>
<tr>
<td></td>
<td>– Creation and evaluation of hypotheses or alternative arguments</td>
</tr>
<tr>
<td></td>
<td>– Formulation of defensible conclusions and best possible solutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication (oral and written)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.</td>
</tr>
<tr>
<td><strong>Components</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Clear conveyance of meanings in terms original to the student</td>
</tr>
<tr>
<td></td>
<td>– Adjustment according to audience and context</td>
</tr>
<tr>
<td></td>
<td>– Use of media and modes appropriate to each communication</td>
</tr>
<tr>
<td></td>
<td>– Clarity of structure and organization of ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Information and digital Literacy</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.</td>
</tr>
<tr>
<td><strong>Components</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Location, interpretation and evaluation of data and information</td>
</tr>
<tr>
<td></td>
<td>– Management of data and information</td>
</tr>
<tr>
<td></td>
<td>– Adaptation, integration and conveyance of data and information</td>
</tr>
<tr>
<td></td>
<td>– Creation of data and information</td>
</tr>
<tr>
<td></td>
<td>– Effective use of digital resources, tools and strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Inventiveness</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Inventiveness is generating novel ideas and solutions.</td>
</tr>
<tr>
<td><strong>Components</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Reimagines and reframes disparate ideas, observations or resources</td>
</tr>
<tr>
<td></td>
<td>– Creates novel, ideas, solutions or actions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cultural Competence</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Cultural competence is the ability to engage ethically, respectfully and successfully in intercultural settings.</td>
</tr>
</tbody>
</table>
### Non-Confidential

<table>
<thead>
<tr>
<th>Components</th>
<th>Awareness of one’s own cultural values and worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actively seeking to understand norms and values of other cultures</td>
</tr>
</tbody>
</table>

### Interdisciplinary effectiveness

**Definition**
Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.

<table>
<thead>
<tr>
<th>Components</th>
<th>Understanding of multiple viewpoints and practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working effectively across discipline and professional boundaries</td>
</tr>
<tr>
<td></td>
<td>Integrating and synthesising different ways of thinking</td>
</tr>
<tr>
<td></td>
<td>Production of distinctive outcomes.</td>
</tr>
</tbody>
</table>

### An integrated professional, ethical and personal identity

**Definition**
An integrated professional, ethical and personal identity is understanding the interaction between one’s personal and professional selves in an ethical context.

<table>
<thead>
<tr>
<th>Components</th>
<th>Articulates a coherent ethical framework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflects on the self in personal and professional contexts</td>
</tr>
</tbody>
</table>

### Influence

**Definition**
Influence is engaging others in a process, idea or vision.

<table>
<thead>
<tr>
<th>Components</th>
<th>Responsibility for improvement through involvement and leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Confidence, self-awareness and a willingness to learn from others</td>
</tr>
<tr>
<td></td>
<td>Persuasiveness</td>
</tr>
</tbody>
</table>
## Attachment 3 – Membership of the graduate quality rubric development working parties

<table>
<thead>
<tr>
<th>Graduate quality</th>
<th>Working Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>Manjula Sharma (Lead)</td>
</tr>
<tr>
<td></td>
<td>Leo Davies</td>
</tr>
<tr>
<td></td>
<td>Ross Anderson</td>
</tr>
<tr>
<td></td>
<td>Tina Hinton</td>
</tr>
<tr>
<td>Critical thinking and problem solving</td>
<td>Luke Russell (Lead)</td>
</tr>
<tr>
<td></td>
<td>Kym Sheehan</td>
</tr>
<tr>
<td></td>
<td>Kane Race</td>
</tr>
<tr>
<td></td>
<td>Lisa Conlon</td>
</tr>
<tr>
<td></td>
<td>Siegbert Schmid</td>
</tr>
<tr>
<td>Communication</td>
<td>Frances Di Lauro (Lead)</td>
</tr>
<tr>
<td></td>
<td>Bronwyn James</td>
</tr>
<tr>
<td></td>
<td>Anthony Dracopolous</td>
</tr>
<tr>
<td></td>
<td>Jennifer Green</td>
</tr>
<tr>
<td></td>
<td>Jane Bleasel</td>
</tr>
<tr>
<td>Digital literacy</td>
<td>Michelle Harrison (Lead)</td>
</tr>
<tr>
<td></td>
<td>Judy Kay</td>
</tr>
<tr>
<td></td>
<td>Stephen Whelan</td>
</tr>
<tr>
<td></td>
<td>Mark Freeman</td>
</tr>
<tr>
<td>Inventiveness</td>
<td>Martin Tomitsch (Lead)</td>
</tr>
<tr>
<td></td>
<td>Lian Loke</td>
</tr>
<tr>
<td></td>
<td>Andrew Lavery</td>
</tr>
<tr>
<td></td>
<td>Nial Wheate</td>
</tr>
<tr>
<td></td>
<td>Karen Lansdown</td>
</tr>
<tr>
<td>Cultural competence</td>
<td>Dimitria Groutsis (Lead)</td>
</tr>
<tr>
<td></td>
<td>Belinda Chambers</td>
</tr>
<tr>
<td></td>
<td>Salim Farrar</td>
</tr>
<tr>
<td></td>
<td>Michelle Dickson</td>
</tr>
<tr>
<td></td>
<td>Michael Tawa</td>
</tr>
<tr>
<td></td>
<td>Sheelagh Daniels-Mayes</td>
</tr>
<tr>
<td></td>
<td>Peter Ampt</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>Chris Roberts (Lead)</td>
</tr>
<tr>
<td></td>
<td>Ying Zhang</td>
</tr>
<tr>
<td></td>
<td>Adrienne Keane</td>
</tr>
<tr>
<td></td>
<td>David Smith</td>
</tr>
<tr>
<td></td>
<td>Beth Rorhlach</td>
</tr>
<tr>
<td></td>
<td>Kim Bell-Anderson</td>
</tr>
<tr>
<td></td>
<td>Joanne Arciuli</td>
</tr>
<tr>
<td>Integrated identity</td>
<td>Rita Shackel (Lead)</td>
</tr>
<tr>
<td></td>
<td>Angus Dawson</td>
</tr>
<tr>
<td></td>
<td>Simon Weir</td>
</tr>
<tr>
<td></td>
<td>Guy Redden</td>
</tr>
<tr>
<td></td>
<td>Nathan Fenning</td>
</tr>
<tr>
<td></td>
<td>Milena Simic</td>
</tr>
<tr>
<td>Influence</td>
<td>Jennifer Smith-Merry (Lead)</td>
</tr>
<tr>
<td></td>
<td>Kevin Lowe</td>
</tr>
<tr>
<td></td>
<td>Stephen Carter</td>
</tr>
<tr>
<td></td>
<td>Erin Matthieu</td>
</tr>
<tr>
<td></td>
<td>Elisa Bone</td>
</tr>
<tr>
<td></td>
<td>Philip Poronnik</td>
</tr>
</tbody>
</table>
## Schedule of Work for the graduate quality rubric development working parties

<table>
<thead>
<tr>
<th>Activity</th>
<th>Output</th>
<th>Attendees</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top-level descriptors of performance commenced.</td>
<td>members of all working parties and AWG</td>
<td>1 Feb 2018</td>
</tr>
<tr>
<td></td>
<td>Draft descriptors for ‘top’ and ‘bottom’ levels of performance for the relevant graduate quality rubric.</td>
<td>working party members</td>
<td>16 Feb 2018 (agenda deadline for AWG is 21 Feb)</td>
</tr>
<tr>
<td></td>
<td>Feedback on draft descriptors for ‘top’ and ‘bottom’ levels of performance of the 9 rubrics.</td>
<td>Lead Developer from 9 working parties</td>
<td>28 Feb 2018</td>
</tr>
<tr>
<td></td>
<td>Revised descriptors for ‘top’ and ‘bottom’ levels of performance.</td>
<td>working party members</td>
<td>16 Mar 2018 (agenda deadline for AWG is 21 Mar)</td>
</tr>
<tr>
<td></td>
<td>Draft descriptors for remaining intermedia levels of performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback on the full draft 9 rubrics.</td>
<td>Lead Developer from 9 working parties</td>
<td>28 Mar 2018</td>
</tr>
<tr>
<td></td>
<td>Revision of full draft rubrics completed.</td>
<td>working party members</td>
<td>13 Apr 2018 (agenda deadline for AWG is 19 Apr)</td>
</tr>
<tr>
<td></td>
<td>Endorsement of 9 graduate quality rubrics.</td>
<td>Lead Developer from 9 working parties</td>
<td>26 Apr 2018</td>
</tr>
</tbody>
</table>
## Schedule of work for faculties in 2018

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Deadline</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominate coordinators for all undergraduate courses and curriculum components (course, stream, program, major)</td>
<td>2 March</td>
<td>Dean</td>
</tr>
<tr>
<td>Review learning outcomes for all undergraduate degrees and course components (degree/stream/program/major) to</td>
<td>April - June</td>
<td>Course and curriculum component</td>
</tr>
<tr>
<td>ensure that the University Graduate Qualities are expressed in learning outcomes</td>
<td></td>
<td>coordinators</td>
</tr>
<tr>
<td>Participate in Educational Innovation curriculum renewal workshops Series I (Part A) Developing undergraduate course and curriculum component learning outcomes</td>
<td>April - June</td>
<td>Course and curriculum component</td>
</tr>
<tr>
<td></td>
<td></td>
<td>coordinators</td>
</tr>
<tr>
<td>Participate in Educational Innovation curriculum renewal workshops Series I (Part B) Developing undergraduate course and curriculum component learning outcomes</td>
<td>April - June</td>
<td>Course and curriculum component</td>
</tr>
<tr>
<td></td>
<td></td>
<td>coordinators</td>
</tr>
<tr>
<td>Faculty Board to approve learning outcomes for undergraduate course or curriculum component (degree/stream/program/major)</td>
<td>Faculty Board</td>
<td>Faculty</td>
</tr>
<tr>
<td>Collate approved learning outcomes for all undergraduate degrees and course components in the faculty for submission to the Education portfolio</td>
<td>June</td>
<td>Faculty</td>
</tr>
<tr>
<td>Submit learning outcomes for all undergraduate degrees and course components in your faculty to the Education Strategy team in the Education Portfolio to submit to committees.</td>
<td>20 June</td>
<td>Faculty</td>
</tr>
<tr>
<td>Committees of the Academic Board to provide feedback and endorsement for Learning Outcomes</td>
<td>10 – 17 July</td>
<td>Education portfolio</td>
</tr>
<tr>
<td>Assessment Working Group to agree model for faculties to trial graduate quality rubrics in 2019</td>
<td>1 August</td>
<td>Academic Board/Education portfolio</td>
</tr>
<tr>
<td>Revise learning outcomes (degree/stream/program/major) according to committee feedback (as required) and resubmit to the Education portfolio for submission to the Academic Board for approval before the agenda deadline.</td>
<td>17 – 20 July</td>
<td>Course and curriculum component</td>
</tr>
<tr>
<td>Academic Board to approve revised Learning Outcomes</td>
<td>7 August</td>
<td>Education portfolio</td>
</tr>
<tr>
<td>Academic Board to approve graduate quality rubrics for use by faculties in the development of assessment plans</td>
<td>7 August</td>
<td>Education portfolio</td>
</tr>
<tr>
<td>Participate in Educational Innovation curriculum renewal workshops, Series I (Part B) – see below schedule</td>
<td>July – November</td>
<td>Course and curriculum component</td>
</tr>
<tr>
<td>Assessment plans developed for all undergraduate degrees and relevant curriculum components and disciplinary interpretations, to ensure that the developmental expression of University Graduate Qualities is assessed.</td>
<td>7 August – December</td>
<td>Course and curriculum component</td>
</tr>
<tr>
<td>Interpret common University rubrics for measuring attainment of the graduate qualities to a disciplinary rubric, if necessary*, and faculties to submit these to Academic Board for approval by the final meeting of 2018.</td>
<td>7 August – 13 November</td>
<td>Faculties</td>
</tr>
</tbody>
</table>

*Development of disciplinary rubrics based on common University rubrics is optional but any disciplinary rubrics must be approved by the Academic Board prior to use.*
<table>
<thead>
<tr>
<th>management template</th>
<th>portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Board to approve assessment plans for all undergraduate degrees and relevant</td>
<td>2019</td>
</tr>
<tr>
<td>curriculum components and disciplinary interpretations (through course management</td>
<td>Faculties</td>
</tr>
<tr>
<td>and approval processes)</td>
<td></td>
</tr>
<tr>
<td>Trial and verify common University rubrics to ensure they provide valid, reliable</td>
<td>2019</td>
</tr>
<tr>
<td>and consistent measurement of student attainment of the graduate qualities</td>
<td>Faculties</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Attachment 6 – Schedule of Educational Innovation curriculum renewal workshops

<table>
<thead>
<tr>
<th>Series</th>
<th>Structure and time of workshop</th>
<th>Target user</th>
<th>Repeats</th>
<th>Timeframe</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Series I (Part A)</strong> Developing course and curriculum component learning outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop 1: Understanding and planning curriculum (2hrs) <em>Break in between (a month)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop 2: Reviewing and improving curriculum design (1 hr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>150-60 undergraduate course and curriculum component coordinators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance highly recommended</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5 repeats of the series i.e. both workshops</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April – June 10 April, 10am-12pm 12 April, 2-4pm 16 April, 10am-12pm 18 April, 10am-12pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This workshop series is to support all coordinators of undergraduate courses and curriculum components (includes streams, programs, majors and standalone minors) in working on curriculum design in line with the University of Sydney curriculum. This series will be composed of two hands on workshops that will assist you in reworking your own major, program or course so as to embed graduate qualities in learning outcomes and the wider curriculum design.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Series II</strong> Embedding graduate qualities in your unit level learning outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop 1: Embedding graduate qualities in your unit (1-2 hr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All UoS Coordinators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On demand</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Throughout the year</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>This hands-on workshop is for all unit of study coordinators. The workshop will guide you through thinking about how a graduate quality might be best embedded in your unit and how this can be expressed in your learning outcomes, learning activities and assessments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Series I (Part B)</strong> Developing assessment plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop 1: Developing assessment plans (1-2 hr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>150-60 undergraduate course and curriculum component coordinators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance highly recommended</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5 repeats of the series</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2 10 May, 2-4pm 14 May, 10am-12pm 17 May, 10am-12pm 14 June, 2-4pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This workshop supports all coordinators of undergraduate courses and curriculum components (includes streams, programs, majors and standalone minors) in working on assessment plans in line with the University of Sydney curriculum. This workshop will assist you in developing an assessment plan so as to demonstrate where in the curriculum graduate qualities are developed and assessed.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
RECOMMENDATION

That the Academic Board note the timetable for the resumption of annual amendments to the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 ("Administrative Delegations") and University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 ("Academic Delegations").

BACKGROUND

The usual annual process of amending the Administrative Delegations was suspended during the organisational design project and will recommence this year. As the Academic Delegations are now set out in Rule form they will be included in this process.

Senate has requested that delegations amendments come to it mid-year rather, so it is intended that the annual amendments to both Rules will be considered at Senate’s 27 June meeting. A set of amendments relating only to the establishment of the Faculty of Medicine and Health will be taken to the March meeting of Senate, but this is outside the annual amendment process.

The organisational design process, now focussed on the establishment of the Faculty of Medicine and Health, continues to make large workload and resource demands on the Policy Management Unit, with the result that a very tight consultation process is required in order to meet the mid-year deadline.

The following are the key dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 March</td>
<td>Call for requests for amendments made at Academic Board meeting</td>
</tr>
<tr>
<td>8 March</td>
<td>Call for requests for amendments made at UE meeting</td>
</tr>
<tr>
<td>30 April</td>
<td>Last day for requests for amendments</td>
</tr>
<tr>
<td>31 May</td>
<td>Draft of Administrative Delegations to UE meeting</td>
</tr>
<tr>
<td>12 June</td>
<td>Draft of Academic Delegations to Academic Board meeting</td>
</tr>
<tr>
<td>27 June</td>
<td>Proposed amended Academic Delegations and Administrative Delegations to Senate</td>
</tr>
</tbody>
</table>
Submission To: Academic Board
Date: 6 March 2018
Item No: 4.7

Non-Confidential

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

RECOMMENDATION

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

HONOURS AND DISTINCTIONS

Professor Gerard Goggin, Faculty of Arts and Social Sciences
Elected to the Australian Academy of the Humanities.

Professor Yingjie Guo, Faculty of Arts and Social Sciences
Elected to the Australian Academy of the Humanities.

Professor Yixu Lu, Faculty of Arts and Social Sciences
Elected to the Australian Academy of the Humanities.

Professor Pippa Norris, Faculty of Arts & Social Sciences
Awarded the Sir Isaiah Berlin Prize by the Political Studies Association (PSA) for her lifetime contribution to political studies.

Professor Dacheng Tao, Faculty of Engineering and Information Technologies
Named a Fellow of the American Association for the Advancement of Science.

AUSTRALIA DAY HONOURS

OFFICER (AO) IN THE GENERAL DIVISION

Professor Creswell Eastman, Sydney Medical School
For distinguished service to medicine, particularly to the discipline of pathology, through leadership roles, to medical education, and as a contributor to international public health projects.

Professor David Handelsman, Sydney Medical School
For distinguished service to medicine, particularly to reproductive endocrinology and andrology, as a clinician, author and researcher, to the science of doping in sport, and to medical education.

Emeritus Professor Russell Lansbury, The University of Sydney Business School
For distinguished service to industrial relations education as an academic, researcher and author, through contributions to international arbitration foundations, and as a mentor of young academics.

Professor Paul Mitchell, Sydney Medical School
For distinguished service to ophthalmology as a clinician, particularly in the management of age-related macular degeneration, through research into public health and ophthalmic epidemiology, and as an educator.

Respect is a core value of the Academic Board

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Non-Confidential

Associate Professor Diana O'Halloran, Sydney Medical School
For distinguished service to medicine in the field of general practice through policy development, health system reform and the establishment of new models of service and care.

MEMBER (AM) IN THE GENERAL DIVISION

Dr Michael Bellemore, Sydney Medical School
For significant service to medicine in the field of paediatric orthopaedics as a surgeon, to medical education, and to professional medical societies.

Professor Fiona Blyth, Sydney Medical School
For significant service to medical research and education in the field of public health, pain management and ageing, and to health policy reform.

Adjunct Associate Professor Elsina Wainwright, United States Studies Centre
For significant service to international affairs, through Australian defence, foreign policy and conflict prevention studies, as an analyst and academic.

Professor Tony Weiss, Faculty of Science
For significant service to science in the field of biotechnology, as an academic, researcher, author and mentor, and through executive roles with scientific institutions.
RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on 13 February 2018;

(1) adopt the revised undergraduate and postgraduate course resolutions templates, as presented, with immediate effect; and

(2) note the report on the implementation of anonymous marking, as presented.

ITEMS FOR DECISION

7.1 **Education Portfolio**: Proposed Revisions to Course Resolution Templates

This proposal was endorsed for presentation to the Academic Board and has also been endorsed by the Undergraduate and Graduate Studies Committees (for the undergraduate and postgraduate course resolution templates respectively).

ITEMS FOR NOTING

7.2 **Implementation of Anonymous Marking**

The committee received an update from the Director, Education Strategy, on the implementation of anonymous marking. Members were reminded that anonymous marking was approved by the Academic Board in late 2016 but due to implementation issues, it had subsequently been agreed to delay implementation until 2018. This delay has enabled Canvas to be configured to accommodate anonymous marking by enabling the submission of written assessments that are identified only by Student ID (SID).

A number of concerns were raised at the meeting, including possible mistranscription of SID by students sitting exams and confirmation that the Examinations Office can allocate exam seating by SID. The committee was supportive of a trial of anonymous marking using several medium-sized units of study before broader rollout across the entire institution. The possible impact of anonymous marking on assessment-related processes such as Special Consideration and accommodation of registered disabilities was also flagged as being of concern. Clarification of the communication mechanism for implementation was also sought, with some members who are also Unit of Study Coordinators advising that they were unaware of the implementation for Semester 1 2018. The Director, Education Strategy, undertook to follow up these concerns.

The Committee also noted the report of the Academic Board meeting held on 28 November 2017.

Full agenda papers are available from the Academic Standards and Policy Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/academic-standards/2018/20180213%20ASPC%20Agenda%20Pack.pdf

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Georgie Wheadon, Senior Policy and Projects Officer, Education Strategy</th>
</tr>
</thead>
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<tr>
<td>Reviewer/Approver</td>
<td>Peter McCallum, Director, Education Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>PROPOSED REVISIONS TO COURSE RESOLUTION TEMPLATES</td>
</tr>
<tr>
<td>Purpose</td>
<td>To propose revisions to the undergraduate and postgraduate course resolutions templates</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board adopt the revised undergraduate and postgraduate course resolutions templates, as presented, with immediate effect.

EXECUTIVE SUMMARY

As part of the curriculum mapping and management projects, the Education portfolio has revised the current templates for course resolutions. Suggestions to improve the templates are included in Attachment 1 (undergraduate courses) and Attachment 2 (postgraduate courses). These updates were endorsed by the Undergraduate Studies Committee on February 6 2018 and the Graduate Studies Committee on February 13 2018.

Once the revised structure of the templates has been approved, the intention is to incorporate the revised templates into Sydney Curriculum, the online system being used for the curriculum mapping project. Faculties will be asked to populate the new templates and phase out use of the current templates. An implementation schedule for this work will be advised later by the Education portfolio.

The Education portfolio will work with the vendor of Sydney Curriculum (Akari) on any modifications that are needed to embed the templates in the online system. This may necessitate changes to the format of template, with any additional issues returned to UE Education for discussion and endorsement.

BACKGROUND

‘Award course resolutions’ (course resolutions) are defined in the Coursework Policy 2014, as the ‘resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate’. They are also described in cl 2.3 of the Coursework Rule 2014.

Course resolutions must specify admission, degree requirements and related matters in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. In general, course resolutions should not re-state rules at a higher level of resolutions, such as faculty or Senate resolutions. They should list additions or enhancements to those rules only, where required or permitted.

Course resolutions templates are included in the course proposal and course review template. Faculties have been using the templates and customising them to some degree, but there is a growing need for course information to be available in a consistent format. There is also a need for the templates to reflect the requirements of the new undergraduate curriculum including the categorisation of types of undergraduate degree (liberal studies, specialist, professional and vertically integrated research-track), and the elements in Table S (the shared pool of majors and minors, the Dalyell stream) and Table O (the Open Learning Environment).

Following the finalisation of course resolution templates, faculty and Senate resolution templates will also be revised with changes to be brought forward for consideration of the Committee.
ISSUES

New sections, edits and suggested instructions to faculties added in tracked changes (Attachments 1 and 2). The instructions have been written with intention that faculties should fill in as little ‘free text’ as possible, and to complete only the sections relevant to their degree. Where possible, the faculty will be asked to select the relevant response for a section from a drop-down menu of choices, including the option ‘X is not available in this degree’. The main suggestions for changes to the template are listed below.

Undergraduate resolutions:
- added ‘Student Mobility Policy 2018’ (policy name to be confirmed) (preamble)
- updated references to coursework and learning and teaching policies (preamble)
- added degree type (section 3);
- added Bachelor type (section 4);
- renumbered sections (section 5 – 17);
- refined Faculty Management section to apply to all degrees (section 6);
- added statements about prerequisites to admission requirements (section 7);
- added (as optional content) award requirements for degree core, programs, streams, majors, minors, Open Learning Environment units and combined Bachelor of Advanced Studies (sections 8 and 9);
- added (as optional content) progression rules for program, major, minor and Dalyell stream (section 10);
- added (as optional content) Bachelor of Advanced Studies with Honours to options for the award of the degree (section 11);
- revised honours requirements to include honours in the combined Bachelor of Advanced Studies, as appropriate (section 11);
- added requirement to specify the formula used to calculate the honours mark, and/or where it is recorded (section 11);
- revised wording to emphasise credit-transfer arrangements must be consistent with the Coursework Policy 2014 (section 16);
- renamed ‘Transitional Arrangements’ with ‘Commencement of these resolutions’ (section 17); and
- nominated the Student Centre as the appropriate contact for people wishing to transfer streams or enquire about exchanges (section 5 and section 14).

Postgraduate resolutions:
- added ‘Student Mobility Policy 2018’ (policy name to be confirmed) (preamble);
- revised definition of Master’s -Research Pathway Master’s as a class award option (section 7);
- added new section on recognition of prior learning (section 10);
- renumbered sections (sections 11- 16);
- deleted section on credit for previous study (formerly section 14);
- added new section on award of the master’s degree, graduate diploma and graduate certificate (section 14); and
- renamed ‘Transitional Arrangement’ with ‘Commencement of these resolutions’ (section 16).

CONSULTATION

The Education portfolio consulted the Chair of the Academic Board and the Office of General Counsel about the proposed changes to the templates, and the intention to introduce them as a replacement for all current course resolution templates. This proposal was also endorsed by the Undergraduate Studies Committee on February 6 2018 and updates made based on their feedback; and the Graduate Studies Committee on February 13 2018.
IMPLEMENTATION

Feedback from the Information Management Officer, Brand and Marketing Services, will be sought to update the Content Management System to reflect the new templates and relevant stakeholders including the Office of General Counsel consulted when designing an implementation schedule for updating existing resolutions.

ATTACHMENTS

Attachment 1 – Revisions to the undergraduate course resolutions template
Attachment 2 – Revisions to the postgraduate course resolutions template
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe **admission, its requirements and related matters** in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. 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 **requirements prescribed rules** at a higher level – they should list additions or enhancements to those **requirements 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.
Bachelor of XXX
Bachelor of XXX/Bachelor of Advanced Studies
Bachelor of XXX/Master of XXX (Honours)
Advanced Diploma in XXX
Diploma in XXX

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 20140 (the ‘Coursework Rule’), the Coursework Policy 2014 (the ‘Coursework Policy’), the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), and the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up-to-date current versions of all such documents and Rules are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
</table>

2. Attendance pattern

(1) If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode. The attendance pattern for this course is [list] full time or part time according to candidate choice / full time only / part time only [list ends].

(2) State whether the course is available full time, part time or both. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode. Visa requirements commonly restrict international students to full time study only.

(3) Some/all units of study are available/only available in distance mode.

Visas normally restrict international students studying within Australia to taking a maximum of 25% of a course via distance mode.

3. Degree type

[Select the applicable option from the drop-down list]
- Single
- Combined
- Double

4. Bachelor type

[Select the applicable options from the drop-down list]
- Liberal Studies
- Specialist
- Professional
- Combined Bachelor (please specify the degree types for the Bachelor degrees)
- Vertically integrated Bachelor/Masters (professional or specialist)
- Vertically integrated Bachelor/Masters (research track)
- Double Liberal Studies/Professional Masters

5. Streams
The [Insert name of Diploma, Advanced Diploma, Bachelor, Combined Bachelor, Vertically integrated Bachelor/Master/Double degree Bachelor, Bachelor/Bachelor of Advanced Studies/Advanced Diploma in / Diploma in/of XXX] is available in the following streams: [insert names].

Completion of a stream is/ is not a requirement of the course.

Candidates wishing to transfer between streams should contact the faculty/Student Centre.

64. Cross-faculty management

[Required content] This degree is managed by XXX.

[Optional content – delete or adjust if not relevant] Candidates in this a combined or combined double degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Bachelor of XXX. They will then be under the supervision of the Faculty of YYY.

For combined and double degrees, The Deans of the Faculty of XXX and the Faculty of YYY shall jointly exercise authority in any matter concerned with the combined or double degree course not otherwise dealt with in these resolutions.

75. Admission to candidature

[Required content - admission to candidature for bachelor’s degrees and most diplomas and advanced diplomas is covered by the Coursework Rule and the Coursework Policy2014. In most cases the generic text below will suffice. You may wish to highlight some of the special features or schemes that apply to your course but should avoid detail that is likely to duplicate (or potentially contradict) the content of the Coursework Policy Rule 2014. Make sure the Coursework Rule 2014 accurately reflect your admission rules, including the information in the course specific schedules such as tests, interviews, auditions etc. accurately reflect the requirements of the Coursework Rule and the Coursework Policy.

If these rules are for a diploma or advanced diploma where admission to candidature is not via the UAC and admission is on some basis other than that specified in the Coursework Rule 2014, specify the admission criteria here.

Admission to candidature for honours degrees is dealt with under the heading ‘Requirements for the Honours degree’.

[Required content] Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit according to the category of admission and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy.

In addition, admission to this course requires the applicant to sit a STAT test / participate in an interview/ attend an audition. The results of this process will form part of the ranking or applicants.

Students who have undertaken a year 12 qualification in Australia need to achieve a Band 4 in the HSC Mathematics (not Mathematics General) or similar result in equivalent interstate year 12, IB or GCE A Level subjects or
other year 12 qualifications as determined by the Admissions Committee, to be eligible for admission to XXXX.

86. Requirements for award

[Specify requirements in terms of total credit points and subsets of credit points. For the purposes of the Sydney Student re-writing exercise, the requirements will be expressed in the terms of the 2010 Faculty resolutions, except where these are incomplete or otherwise indeterminate. In these cases, the requirements will be determined in cooperation with the relevant Faculty and re-written.

Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree, i.e. how many majors/minors/programs streams the candidate must complete and whether the degree has a mandatory degree core (maximum 24 credit points for Liberal Studies Degrees), the number of credit points for a major/stream, the maximum number of junior/senior credit points etc. Avoid expressing requirements in terms of numbers of units of study, i.e. ‘12 credit points’ rather than ‘two units of study’.

Units of study should be listed separately in a table, and it is good practice to embed the course rules into the table in a way that guides a candidate through the requirements. However, the tables of units of study should be labelled according to the degree or degrees to which they apply (e.g. Table A for the Bachelor of XXXX) and referred to consistently by that label. Detailed requirements for curriculum components (degree core, streams, programs, majors and minors) should be listed in the relevant Tables under suitable ordered headings to facilitate navigation. The table of units is part of the resolutions and does NOT replace the expression of the requirements in the resolutions. The Shared Pool for Undergraduate degrees should be referred to as Table S. The Open Learning Environment should be referred to as Table O.

Requirements for streams should be specified in 8 (4). Requirements for programs, majors and minors should be specified in the relevant Tables (Table A for the degree, Table S).

Choose the appropriate options from the pulldown menus.]

(1) [Required content] The units of study that may be taken for the course/s XX are set out in:
(a) [Required content] Table XA for the degree XX and [Optional content — delete as necessary] combined degrees (e.g. Bachelor of XX/Bachelor of Advanced Studies);
(b) [Optional content — delete as necessary] Table S of the shared pool of undergraduate degrees;
(c) [Optional content — delete as necessary] Table O for the Open Learning Environment;

(2) [Required content] In these resolutions, except where otherwise specified, ‘Table A’, ‘Table S’ and ‘Table O’ mean Table A for the degree XX and combined degrees, and Table S and Table O as specified here.

(3) [Required content] XX degree

To qualify for the award of the pass degree/advanced diploma/diplomadegree XX, a candidate must complete XXX credit points, comprising:
(a) [Optional content — delete as necessary] degree core units of study as set out in Table A (XX credit points)
(b) [Optional content — delete as necessary] A a program (XX credit points)
(c) [Optional content — delete as necessary] a major (48 credit points)—as listed in section 7 below;
(d) [Optional content — delete as necessary] a second major/minor (36XX credit points) or second major as listed in Table S;
(e) [Optional content — delete as necessary] a minimum of 12 credit points of units of study from the Open Learning Environment as listed in Table O; and a stream (XX credit points) selected from the available list of majors STREAMS or
(f) [Optional content – delete as necessary] where appropriate, A major and elective units of study selected from any of the majors, from Table A of the XX degree, Table S or Table O.

(4) [Optional content – delete as necessary] Bachelor of XX/Bachelor of Advanced Studies combined degree

To qualify for the award of the degree combined XX, a candidate must complete XXX credit points, comprising:

(g) [Optional content – delete as necessary] XX credit points of core units of study as set out in Table A

(h) [Optional content – delete as necessary] a stream (XX credit points) as listed in section 3 above;

(i) [Optional content – delete as necessary] a program (XX credit points) or a major (XX credit points) as listed in section 7 below;

(j) a major from Table A and a second major (48 credit points) as listed in Table S;

(k) a minimum of 24 credit points at 4000-level from Table A for the XX degree or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 credit points; and

(l) [Optional content – delete as necessary] a minimum of 12 credit points of units of study from the Open Learning Environment as listed in Table O; and

(m) where appropriate, elective units of study from Table A of the XX degree or Table S.

(5) Requirements for streams

(a) The requirements for the completion of each stream are as specified in Table A for the Bachelor of X and OR Bachelor of X/Bachelor of Advanced Studies or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.

(b) Candidates wishing to transfer between streams should contact the faculty. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream

(a) And ensuring:

- no more than XX credit points in junior (ZZZZ level) units of study
- at least XX credit points in units of study from the Faculty of YYY (no more than ZZ credit points in units from any other faculty)

97. Program, Majors and Minors

[Required content where there are majors – delete if no majors. List the majors of the course. State whether a major is a requirement or not. Define the minimum requirements for a major and the maximum number of majors one candidate can complete. Modify the model text as appropriate.]

[Optional content – choose the appropriate content from the pulldown menus where there is a program, major and/or minor.]

(1) Requirements for programs, majors and minors

(a) Programs, majors and minors are as defined in the Learning and Teaching Policy 2015.

(b) The requirements for completion of programs, majors and minors are as set out in Table A or Table S as appropriate.

(2) Programs

(a) Completion of a program major is/ is not a requirement of the course.

(b) A program requires the completion of XX credit points chosen from units of study listed in Table A.

(c) The programs available in the [insert degree, combined or double degree name] are:

[List]

(3) Majors

(a) Completion of a major is/ is not a requirement of the course.

(b) Candidates have the option of completing up to two majors. A major requires the completion of XX senior credit points chosen from units of study listed in the [table for that major]. Requirements for completion of majors are as set out in Table A or Table S as appropriate.
(c) Units of study counted towards one major may not count toward any other major completed. The majors available in the [insert degree, combined or double degree name] are:

[List]

(2) Minors

(a) Completion of a minor is/ is not a requirement of the course

(b) A minor requires the completion of XX36 credit points chosen from units of study listed for the minor in Table A/Table S. Requirements for completion of majors and minors are as set out in Table A or Table S as appropriate.

(a)(c) The minors available in the [insert degree, combined or double degree name] are:

[List]

108. Progression rules

[Required content. Delete if not applicable. Specify rules for about progression from one stage of the degree or diploma to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite rules. Specify any consequences of failure to meet progression rules, such as transfer to a non-advanced stream, or repeat of a year. Note that the process of exclusion from a course is specified in subject to the procedures of the Coursework Policy 2014 progression policy and exclusion should not be a direct consequence of the rules stated here.]

(1) [Required content] Progression within a program, major or minor

Enrolment and progression within a major, minor or program is governed by the progression requirements specified for that component in the relevant Table.

(1)(2) [Required content – Select the applicable option from the drop-down menu] Progression within the [degree]

E.g. Candidates must pass all 1000-level year one units of study (Units of Study with a numeric value of 1xxx) before proceeding to 2000-level year two (units with a numeric value of 2xxx). Failure in any single unit results in a failure of the year and requires the candidate to retake the entire year without credit or exemption for work previously completed.

Or Candidates must pass UNITXXXX before proceeding to the core units in year three.

Or Candidates must maintain a Distinction average in all core units in each year of study to continue in the Advanced combined degree. Candidates who do not maintain a distinction average will be transferred to the pass degree Bachelor of XXXX.

(3) [Optional content] Progression within the Dalyell stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt units at higher levels than the usual sequence through a program, major or minor.

(b) Candidates must achieve a Weighted Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell stream.

(c) Candidates who do not maintain a Weighted Average Mark at a level determined by the Board of Interdisciplinary Studies will continue in the Bachelor of Commerce XXXX but will not remain in the Dalyell stream.

119. Requirements for the Honours degree or Bachelor of Advanced Studies with honours

[Required content where integrated Honours, appended hHonours or Bachelor of Advanced Studies with integrated embedded honours is/are available. Choose the applicable option from the dropdown menu and then Specify requirements for admission to candidature and total credit points or specific units of study required. Where there is a limit on the number of honours places available this must be stated along with the criteria for selection. For the purposes of the Sydney Student re-writing exercise, the requirements will be expressed in the terms of the 2010]
Faculty resolutions, except where these are incomplete or otherwise indeterminate. In these cases, the requirements will be determined in cooperation with the relevant Faculty and rewritten.

Conditions should be specific rather than general. If useful, refer to units of study listed separately in a table. Honours units of study should be listed in the relevant Tables for the degree. It may be useful to embed the honours rules into the table in a way that guides a candidate through the requirements. However, a table does NOT replace the expression of the requirements for honours in the resolutions.

There are two three typical patterns of honours: integrated honours, integrated embedded honours within the combined Bachelor of Advanced Studies, and appended honours. You may find the model clauses below useful starting points. Remember that the Faculty resolutions may contain rules requirements about the way the grade of honours is determined and the classes of honours awardable.

For additional information and suggestions see the Faculty Resolutions template.

Integrated honours [Optional content]
(1) Honours, involving a research project, is available to meritorious students who complete an alternative set of units of study in the final XXX year of their program/course.
(2) Admission to the integrated honours program is by permission of the program coordinator after the completion of third xxx year. Admission requires a WAM of at least 65 in units of study completed to that point.
(3) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative XX credit point honours pathway described in the table of units for the degree. Completion of the degree is required in the minimum standard full-time duration.
(4) The grade of honours will be determined by the honour mark which is calculated according to the following formula... (complete) [indicate the honours mark formula is specified].

Embedded honours within the combined Bachelor of Advanced Studies [Optional content]
(1) An embedded honours component involving a research project is available to meritorious students in the Bachelor of XXX/Bachelor of Advanced Studies who complete an alternative set of units of study in the Bachelor of Advanced Studies.
(2) Candidates undertaking an honours component within the Faculty of XX must complete the requirements for the honours component full-time over two consecutive semesters. If the Faculty of XX is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.
(3) For candidates undertaking an honours component with the Faculty of XX, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of XX.
(4) For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to these resolutions and the relevant resolutions of the faculty in which the honours component is undertaken.
(5) Admission to the embedded honours component is by permission of the relevant honours program coordinator after the completion of the following:
   (a) 144 credit points including a major or program, a minor, degree core, and 12 credit points from the Open Learning Environment;
   (b) a Weighted Average Mark of at least 65 in units of study completed to that point;
   (c) a major or study of equivalent depth in the area of the proposed Honours component and
   (d) any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.
(6) To qualify for the award of the Bachelor of XXXX/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree and 36–48 credit points of
honours units at 4000-level or above, including an honours research project of 12–36 credit points, and 12–36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. Honours subject areas and units of study for honours within the Business School are listed in Table A for the relevant faculty or Table S of the Shared Pool for Undergraduate Degrees.

(7) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component as specified in [indicate where the Honours mark formula is specified for each discipline in which honours is available in Table A and Table S].

Appended honours [Optional content]

(2) Honours, involving a research project, is available to meritorious students who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the Head of Department/Discipline/Program Coordinator is satisfied the candidate cannot undertake full-time study.

(3) To qualify for admission to the honours year a student should:

(a) have qualified for, or been awarded, the pass degree or an equivalent degree from another university, including a major/s in the intended area/s of study;

(b) have a WAM of at least 65; and

(c) have the permission of the relevant Head of Department/Discipline/Program Coordinator.

(4) To qualify for the award of the honours degree, a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the Head of Department/Discipline/Program Coordinator.

(5) The grade of honours will be determined by the honour mark which is calculated according to the following formula... /Table A/ as indicated in the resolutions of the faculty in which the honours component is undertaken [indicate the formula or where the honours mark formula is specified].

120. Award of the degree/advanced diploma/diploma
[Optional content if required – define the classes of award available in this diploma/degree and the level of achievement that defines them. Diplomas and advanced diplomas may be awarded in either Pass or Pass with Merit. Bachelor’s degrees may be awarded in either or both Pass and Honours. Modify the model text as required for the particular course. It is not a requirement of Academic Board that any grade other than Pass be awarded.]

(1) [Optional content] The Diploma/Advanced Diploma in XXX is awarded in the grades of either Pass with Merit (with a WAM of at least 75) or Pass (with a WAM below 75). OR

(1) [Optional content] The Bachelor of XXX or Bachelor of XXX/Bachelor of Advanced Studies with Honours is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to XXX Class according to the rules specified in the Resolutions of the Faculty of XXX.

(2) [For appended or embedded Honours] Honours in the Bachelor or Bachelor of XXX/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the Honours mark as set out in the following table and rules specified in the Resolutions of the Faculty of XXX or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range</th>
<th>will be awarded honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2 75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3 70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4 65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

[Amend table according to classes of Honours offered]
[For integrated Honours, amend table if Honours mark ranges differ]
Candidates for the award of the Bachelor or Bachelor of XX/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of XX, or the Bachelor of XX/Bachelor of Advanced Studies will be awarded the bachelor degree(s) for which they qualify.

OR

Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

Highly meritorious candidates who receive first class honours may be awarded the University medal according to rules specified in the Resolutions of the Faculty of XXXX.

OR

Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

Cross-institutional study

Cross-institutional study is not available in this course.

International exchange

International exchange is not allowed in this course.

The faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the International OfficeStudent Centre.

Course transfer

A candidate may abandon the combined program and elect to complete either the Bachelor of XXX or the Bachelor of YYY in accordance with the resolutions governing that degree.

OR

A candidate may abandon the combined course program and elect to complete the Bachelor of XXX in accordance with the resolutions governing that degree. Completion of the Bachelor of YYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

Credit for previous study

Credit for previous study is not available in this course.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe admission, its requirements and related matters in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. 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-requirements prescribed at a higher level – they should list additions or enhancements to those rules-requirements 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 XXX
Graduate Diploma in XXX
Master of XXX

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 'Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016 Academic Board policies and procedures on Academic Honesty in Coursework. Up to date Current versions of all such documents policies and Rules are available from the Policy Register: http://www.sydney.edu.au/policies.

Course Resolutions

1. Course codes
[List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
</table>

2. Attendance pattern
[Required content – state whether the course is available as full time, part time or both. -If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode]

The attendance pattern for this course is full time or part time according to candidate choice / full time only / part time only. [Some/all units of study are available/only available in distance mode. Visa restriction normally restrict International students studying within Australia to taking a maximum of 25% of courses via distance mode]

3. Master’s type
[Required content for coursework master’s degrees.]

The master’s degree in these resolutions is [a professional/ an advanced learning/research pathway/extended] master’s course, as defined by the Coursework Rule 2014 and the Coursework Policy 2014.

Or

This master’s degree is [a professional/ an advanced learning/research pathway/extended] master’s course, as defined by the Coursework Rule 2014 and the Coursework Policy 2014.

4. Embedded courses in this sequence
[Required content for embedded courses.]

(1) The embedded courses in this sequence are:
- the Graduate Certificate in XXX
- the Graduate Diploma in XXX
- the Master of XXX

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

5. Streams
[Required content where there are streams – delete if no streams. List the streams of the course. State whether a stream is a requirement or not, and the procedures for transferring between streams.]
(1) The Graduate Certificate in/ Graduate Diploma in/ Master of XXX is available in the following streams: [free text]

[List]

(2) Completion of a stream is/ is not a requirement of the course.

(3) Candidates wishing to transfer between streams should contact the Faculty student office.

6. Cross-faculty management

[Required content for combined degrees delivered by two or more faculties. Delete for non-combined courses or combined courses delivered by only one faculty. Specify the faculty responsible for administration of candidature for this course. Modify the standard clause as appropriate.]

(1) Candidates in this combined degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Master of XXX. They will then be under the supervision of the Faculty of YYY.

(2) The Deans of the Faculty of XXX and the Faculty of YYY shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

7. Admission to candidature

Postgraduate requirements for admission to candidature should be specified in detail and should be compliant with the minimum entry standards for postgraduate courses specified in the Coursework RulePolicy. Conditions should be specific rather than general and include names of degrees or disciplines of study required for admission as well as other criteria (if any) e.g. minimum WAM requirements, interviews, auditions or entrance tests. Include the generic statement about available places – modify only if places are allocated on some other basis.]

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

Or

(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

Admission to candidature requires...

- [cut and paste the relevant section from the table below. ]

<table>
<thead>
<tr>
<th>Select the appropriate class of award and paste above</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Certificate</strong></td>
</tr>
<tr>
<td><strong>Graduate Diploma</strong></td>
</tr>
</tbody>
</table>
undertake the award.

| Master's-Advanced Learning | A master’s degree in [SPECIFY DISCIPLINE]; or  
|                           | A pass bachelor’s degree with a credit average, or an honours bachelor’s degree from the University of Sydney, in [SPECIFY DISCIPLINE], or qualifications deemed by the faculty to be equivalent; or  
|                           | Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the faculty to be equivalent. |

| Master's-Professional Master's | A master’s degree in [SPECIFY DISCIPLINE]; or  
|                               | A bachelor’s degree in [SPECIFY DISCIPLINE] from the University of Sydney, or qualifications deemed by the faculty to be equivalent; or  
|                               | Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the faculty to be equivalent; and  
|                               | [other professional requirements – specify if required].  
|                               | In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award. |

| Master's-Research pathway Master's | A master’s bachelor’s degree with a major in [SPECIFY SPECIALISATION] or with study of comparable depth. |

8. Requirements for award

[Required content- specify the requirements in terms of total credit points and subsets of credit points. Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree i.e. how many majors/ majors/streams the candidate must complete, the number of credit points for a major/ stream etc. Avoid expressing requirements in terms of numbers of units of study, i.e. ‘12 credit points’ rather than ‘two units of study’.]

Units of study should be listed separately in a named table, which should also contain detailed requirements for any streams, majors or specialisations, and it is good practice to embed the course rules into the table in a way that guides a candidate through the requirements, however, a table does NOT replace the expression of the requirements in the resolutions.]

The units of study that may be taken for the course/s are set out in Table X.

To qualify for the award of the XXXX a candidate must complete XX credit points, including:

| Select the appropriate class of award and paste above | Candidates must complete XX credit points [minimum 24, maximum 36] including:  
|                                                       | o Core units of study.  
|                                                       | Additional requirements may include:  
|                                                       | o Elective units of study offered by the Faculty of enrolment or another Faculty. |

| Graduate Diploma | Candidates must complete XX credit points [minimum 36, maximum 48] including:  
|                 | o Core units of study.  
|                 | Additional requirements may include:  
|                 | o Elective units of study offered by the Faculty of enrolment or another Faculty. |

| Master’s - Advanced Learning including: Master of Arts | Candidates must complete XX credit points [minimum 48, maximum 96] including:  
|                                                       | o Core advanced units of study; and  
|                                                       | o Core advanced units of study; and  
|                                                       | Additional requirements may include:  
|                                                       | o Elective units of study offered by the Faculty of enrolment or another Faculty. |
### Master of Science
#### Other Advanced Learning
- A capstone experience.

Additional requirements may include:
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units of study offered by the Faculty of enrolment or another Faculty.
  - Optional elective units involving a professional / industry project;
  - Optional international exchange.

### Master’s - Professional
Candidates must complete XX credit points [minimum 48, maximum 96] including:
- Core units of study.

Additional requirements may include:
- A capstone experience where appropriate;
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units of study offered by the Faculty of enrolment or another Faculty.
  - Optional elective units involving a professional / industry project;
  - Optional international exchange.

### 9. Specialisations

[Required content where there are specialisations – delete if no specialisations. List the specialisations of the course. State whether a specialisation is a requirement or not. Define the minimum requirements for a specialisation and the maximum number of specialisations one candidate can complete. Modify the model text as appropriate.]

Completion of a specialisation is/ is not a requirement of the course. Candidates have the option of completing up to two specialisations. A specialisation requires the completion of XX credit points chosen from units of study listed in the table for that specialisation as specified in Table xxxx. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:

[List]

### 10. Recognition of prior learning

[Optional content. Insert any specific details for credit or reduction in the volume of learning in this degree that are not covered in the Coursework Policy 2014.]

1. Waivers may be granted or the volume of learning may be reduced in recognition of prior learning in accordance with the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).

2. Candidates for the Master of xxxx may be eligible for a reduction in the volume of learning of up to 48 credit points, subject to the following:
   a. A reduction in the volume of learning to a maximum of 24 credit points for a bachelor degree in a cognate discipline as determined by Faculty of XXXX;
   b. A reduction in the volume of learning to a maximum of 24 credit points for an honour bachelor degree, Graduate Certificate or Graduate Diploma;
   c. The maximum reduction in the volume of learning on the basis of prior learning is 48 credit points.

3. Candidates for the Graduate Diploma in xxxx may be eligible for a reduction in the volume of learning of up to 24 credit points for relevant postgraduate studies where no award has been or will be made.

4. Candidates for the Graduate Certificate in xxxx may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been or will be made.
(5) Notwithstanding any reduction in the volume of learning granted on the basis of work completed or prior learning, in order to qualify for an award a student must complete at least 50 per cent of the requirements prescribed for the award course at the University of Sydney.

110. Progression requirements
[Required content: Delete if not applicable. Specify rules requirements for about progression from one stage of the degree, diploma or certificate to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite rules. Specify any consequences, such as transfer to a shorter course, or repeat of a year. Note that the process of exclusion from a course is specified in the Coursework Policy subject to the procedures of the progression policy and exclusion should not be a direct consequence of the rules stated here.

e.g. Candidates must pass all stage one units of study before proceeding to stage two. Failure in any single unit results in a failure of the stage and requires the candidate to retake the entire stage without credit or exemption for work previously completed.

Or
Candidates must pass UNITXXXX before proceeding to the core units in year two.

Or
Candidates who fail any clinical placement unit will be identified as not meeting academic progression requirements and become subject to the progression provisions of the Coursework Policy. Candidates who subsequently fail the clinical placement for a second time will be excluded from the course if they cannot show cause. Any further failures will result in automatic exclusion from the course.]

124. Cross-institutional study
[Required content for courses where cross-institutional study is NOT an option, or where course specific restrictions apply. Otherwise, delete.]
Cross-institutional study is not available in this course.

132. International exchange
[Required content for courses where the exchange policy is different from the Faculty rule. Otherwise, delete. If international exchange is a requirement of the course, make that statement under ‘Requirements for award.’]
International exchange is not allowed in this course.

Or

The Faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the International Office.

14. Award of the master's degree, graduate diploma and graduate certificate
[required content: specify that the degree will be awarded at pass level and whether the major or specialisation will appear on the testamur. The permissible class for the award of degrees, diplomas and certificates are specified in the Coursework Rule 2014]

(1) The master’s degree will be awarded in the pass grade
(2) The testamur for the Master of xxxx will specify:
a. The specialisation(s) completed

153. Course transfer
[Required content for combined degrees and embedded courses. Specify whether candidature can be transferred to either one of the single degrees in the event that the candidate does not wish to finish the combined program. Specify transfer rules from longer embedded courses to shorter embedded courses. Transfer between streams is dealt with under the heading ‘Streams’. Forced transfer arising out of a progression problem is dealt with under the heading ‘Progression Rules’.]
(1) A candidate may abandon the combined program and elect to complete either the Master of XXX or the Master of YYY in accordance with the resolutions governing that degree.

Or

(1) A candidate may abandon the combined program and elect to complete the Master of XXX in accordance with the resolutions governing that degree. Completion of the Master of YYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

Or

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

14. Credit for previous study
[Optional content – specify only if there are course specific rules. Variation from the Coursework Rule, or a consistent Faculty policy, is discouraged. Adapt the model text as required]
Credit transfer is subject to the provisions of the Coursework Rule and the Resolutions of the Faculty of XXX. All candidates for the Master of XXX, notwithstanding any credit transfer, must complete...

165. Commencement of these resolutions
Transitional provisions
[Required content when an existing course changes its requirements.]
(1) These resolutions apply to students who commenced their candidature after 1 January, 20XX and students who commenced their candidature prior to 1 January, 20XX who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Credit transfer is subject to the provisions of the Coursework Policy and Rule and the Resolutions of the Faculty of XXX, or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty. All candidates for the Bachelor of XXX, notwithstanding any credit transfer, must complete ...(free text describe).

175. Transitional provisions
Commencement date of these resolutions/Transitional provisions
[Required content when an existing course changes its requirements.]

(1) These resolutions apply to students who commenced their candidature after 1 January, 20XX and students who commenced their candidature prior to 1 January, 20XX who elect to proceed under these resolutions.

(2)(1) Candidates Students who commenced their candidature prior to 1 January, 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
IMPLEMENTATION OF ANONYMOUS MARKING

To inform the Committee that anonymous marking in written assessments and formal examinations will commence at the beginning of Semester 1 2018. To remind faculties that they are required to ensure that anonymous marking is ready to commence with the first written assessments of Semester 1.

RECOMMENDATION

That the Academic Standards & Policy Committee note that anonymous marking of written assessments and formal examinations will commence at the beginning of Semester 1 2018.

EXECUTIVE SUMMARY

In 2016, following a discussion paper by the SRC, consultation with student groups and faculties, the Academic Board approved changes to the Assessment Procedures 2011 to introduce anonymous marking. The change was the introduction of Clause 5(7) of the Assessment Procedures 2011 which states:

In examinations, test or other assessments consisting of written elements, students should be identified on scripts, essay books or answers sheets by Student Identification Number only. Names should not be used.

In February 2017 the Academic Board noted that, to allow for the adaptation of a number of local practices and University systems to be adapted, the Registrar had determined that anonymous marking would commence at the beginning of Semester 1, 2018.

This paper informs the University Executive Education Committee of the steps that are being taken to ensure that anonymous marking is ready to commence with the first written assessments in Semester 1, and that University systems have been adapted accordingly. It also clarifies how anonymous marking is used in the assessment and feedback process.

Finally, the paper will outline the communications process which will be undertaken by the Education Portfolio to ensure compliance with clause 5(7) of the Assessment Procedures 2011 across the University.

BACKGROUND / CONTEXT

In order to address student concerns about the absence of an explicit policy on anonymous marking, the Academic Board approved the amendment of the Assessment Procedures 2011 to facilitate the use of anonymous marking in ‘examinations, tests and other assessments consisting of written elements’ at its meeting of 2 November 2016, to take effect from 2017. Given the implementation of this approach required a number of local practices and University systems to be adapted, the procedures provided, in clause 2(2), for the Registrar to determine the date by which anonymous marking was to commence. At its meeting on 28 February 2017, the Academic Standards and Policy Committee (ASPC) of the Academic Board noted that the Registrar had determined that the practice of anonymous marking would commence at the beginning of Semester 1 2018. Faculties were asked to seek to implement anonymous marking approaches sooner wherever possible, with full compliance being required by Semester 1, 2018. The Examinations Office were also asked to synchronise implementation of anonymous marking with other major systemic changes to the management of formal examinations in 2017. At the same time, the Educational Innovation Team in the
Non-Confidential

Education Portfolio were asked to investigate and develop further changes to the current enterprise learning systems and tools e.g. Turnitin, Canvas.

ISSUES

Anonymous marking is the allocation of a mark based on piece of work presented by a student as either a written assessment item or during a formal examination in which the student is identified by Student Identification Number (SID) not by name. It is recognised that academic staff need to be reassured that anonymity is only at the time of marking and that this process will not interfere with their ability to provide feedback to students.

The Educational Innovation Team have identified issues in implementation of anonymous marking in the Canvas LMS. A verbal report will be made at the meeting and guidelines for anonymous marking in Canvas will be created and publicised.

The Deputy Registrar reports that the Examinations Office are currently working on the changes required to implement anonymous marking for formal exams held in the formal exam period (in weeks 15 and 16 of the semester).

CONSULTATION

This paper was developed through consultation with the Deputy Registrar and the Director, Education Strategy.

COMMUNICATION

Communication to ensure that faculties have local processes in place to implement anonymous marking, and are informed about the relevant policy requirement includes:

- This paper to University Executive, Education Committee
- Emails to all Associate Deans, Education
- An item in the staff news which will include the background and policy implications
RECOMMENDATION

That the Academic Board note the report from meeting of the Undergraduate Studies Committee held on 6 February 2018 and the meeting starting 21 February by circulation and:

(1) approve the proposal from the Faculty of Arts and Social Sciences to introduce the Bachelor of Education (School and Community Education) / Bachelor of Arts combined degree; 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 Faculty of Arts and Social Sciences; and approve the introduction of course resolutions arising from this proposal, with effect from 1 January 2019;

(2) approve the proposal from the Faculty of Science to amend the Bachelor of Science / Bachelor of Advanced Studies to introduce a stream in Taronga Wildlife Conservation; recommend that Senate approve the amendment of the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Science; request that the Academic Model Team create the new stream in Sydney Student and make it available for enrolment in 2019 for both first and second-year students; and approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019; and

(3) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Project Management; and associated changes to the course resolutions, with effect from 1 January 2019.

ITEMS FOR DECISION

8.1 **Arts and Social Sciences**: Bachelor of Education (School and Community Education) / Bachelor of Arts combined degree 2-80
8.2 **Science**: Bachelor of Science / Bachelor of Advanced Studies (Taronga Wildlife Conservation) 81-145
8.3 **Engineering and Information Technologies**: Bachelor of Project Management 146-191

ITEMS FOR NOTING

The Undergraduate Studies Committee also:

- received a report from the Chair;
- noted the report of the Academic Board meeting of 28 November 2017;
- noted and provided feedback on proposed revisions to course resolution templates as presented by the Education Portfolio.


Dr Melissa Hardie
Interim Chair, Undergraduate 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.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at:

## For all purposes, please complete these key details:

<table>
<thead>
<tr>
<th>This submission relates to the following</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New course</td>
<td>New Resolutions are 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 a course</td>
<td>Amended Resolutions are appended to this submission</td>
</tr>
</tbody>
</table>

### Name of course

**Bachelor of Education (School and Community Education)/Bachelor of Arts**

- School/department: Education and Social Work
- Managing faculty: Faculty of Arts and Social Sciences
- Name of proponent: Dr Kelly Freebody
- Telephone: 93516903
- Email: Kelly.freebody@sydney.edu.au
- Version date: 1 February 2018

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Postgraduate coursework</th>
<th>Postgraduate research</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature**

- Dean
- Date
- Faculty Manager
- Date
- Deputy Vice-Chancellor (Education)
- Date
- Divisional Finance Director
  - Part 2
  - Date
- Head of Recruitment
  - Section 1.5
  - Date
- Library Director
  - Appendix 4
  - Please see Appendix 4 for signature
  - Date
About the course management template

This template combines and replaces the University’s New Course Proposal and Course Amendment templates. You should also complete relevant sections of this template if you are requesting the deletion of a course. For each purpose, relevant sections are marked on the Contents page overleaf.

The proposal of any new course of study is a significant addition to the academy. Before starting on a new course proposal using this template, please submit your Expression of Interest to the Curriculum and Course Planning Committee at pio.ccpc@sydney.edu.au

As a proponent you are required to describe in detail the pedagogical aims and outcomes of the course, and provide thorough details of its content and structure. You must also evidence consultation within the University and, if necessary, outside the University, with relevant professional or industrial bodies. Evidence that you have undertaken analysis supporting the long-term financial viability of the proposed course, and aligning the course with the University's broader strategy and place in the sector, must be provided with your proposal. This template sets out guidelines relating to each of these requirements.

An amendment to an existing course may be made for various reasons. In most cases an amendment impacts the delivery of the course – whether the addition of a new major or area of specialisation, or the creation of new capstone or professional experience integral to completion requirements, or a change in the structure of the course – and for this reason it is necessary that you provide as part of your amendment proposal the same level of detailed analysis, review and consultation required for new course proposals.

The course management template includes components supporting course creation and course structure in Sydney Student. Your proposal will include details about defined collections of Units of Study to be offered in the course. Collections inform online Unit of Study selection by students, provide the basis for results processing and progression rules, and are essential for the publication of handbooks.

This requirement applies equally to new courses and course amendments. If you are proposing the introduction of a new major or specialisation, or the distinction of a stream or streams of study, or changes to the award requirements for a course, you must also provide details of Unit of Study collections affected or required by the amendment.

The deletion of a course may impact or be perceived to impact commencing students and applicants as well as continuing (enrolled) students. It is important that consideration is given to whether there are promotional documents in circulation or applications in train for the course, whether offers have already been made and tuition fee deposits paid by commencing international students, or whether they are already enrolled in related, preparatory English language courses or foundation studies. Continuing students may have valid questions about the viability of the award for which they are enrolled; the faculty should be prepared to provide appropriate advice or guidance to continuing students, and must provide evidence of satisfactory arrangements to ensure students can complete their course of study or transition to an alternative course.

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.

Approved by the Academic Board, 3 December 2014
## Contents

<table>
<thead>
<tr>
<th>PART</th>
<th>NAME</th>
<th>ADVICE CONTACT</th>
<th>NEW</th>
<th>AMEND</th>
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Approved by the Academic Board, 3 December 2014
| 7.3 | Assessment procedures | Y | Y |
| 7.4 | Assurance of learning | Y | Y |
| 7.5 | Quality assurance arrangements and course review | Y | Y |
| 7.6 | Student workload Academic advice, support and student representation | Student Services | Y | Y |
| 7.7 | Academic advice, support and student representation | Student Centre | Y | Y |
| 7.8 | Remediation of assessment | Student Centre | Y | Y |
| 7.9 | Combined degrees and inter-faculty arrangements | Y | Y |
| 7.10 | Influence of external accreditation or other professional requirements | Student Centre | Y | Y |
| 7.11 | Joint ventures with other universities | Y | Y |
| 7.12 | Resolutions | Student Centre | Y | Y | Y |

8 **Resources**

| 8.1 | Teaching and support staff | Y | Y |
| 8.2 | Teaching space and related facilities | Y | Y |
| 8.3 | IT requirements | Y | Y |
| 8.4 | Library resources | University Library | Y | Y |

**Appendix 1** Resolutions of the Senate | Y | Y | Y |
**Appendix 2** Resolutions of the Faculty | Y | Y | Y |
**Appendix 3** Course Resolutions | Y | Y | Y |
**Appendix 3A** Undergraduate courses |
**Appendix 3B** Postgraduate courses |
**Appendix 4** Library impact statement | University Library | Y | Y |
**Appendix 5** Reference: Session codes | Student Centre |
**Appendix 6** Reference: Campus codes | Student Centre |
**Appendix 7** AQF compliance |

**Abbreviations**

FPA = Financial Planning and Analysis
MC = Marketing and Communications (Office of the Vice-Chancellor)
PIO = Planning and Information Office (Provost and DVC)
SRA = Student Recruitment and Admissions (DVC and Registrar)
Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

1.1 Strategic purpose (use this space, to a maximum one page)

The strategic directions of the Sydney School of Education and Social Work (SSES)W identify a commitment to community engagement, social justice, and equity through the provision of research-led teacher education and social work education. Aligning with this core vision, a Bachelor of Arts combined with a Bachelor of Education in School and Community Education provides opportunities for building social justice movements with teachers and schools working as advocates for, partners with, and learning from the communities they serve.

The combined degree Model provides an opportunity to develop a boutique course that allows a student to complete an the Education minor (EDUF) in their Arts studies, providing space in their Bachelor of Education to engage in coursework in community development and community education. Unlike similar community or popular education courses, this program would be distinctive in its ability to provide students with community education coursework and experiences, as well as a nationally recognised teaching qualification*. Once NESA accreditation has been approved, graduates from this degree will be qualified to work as teachers in schools, as well as in the field of community and cultural development more broadly.

The course is structured to be a boutique, experimental offering, catering initially to one cohort of students. The size of the program not only ensures the delivery of learning experiences that are manageable and of high quality, but also encourages students to build rapport with their colleagues and lecturers as well as develop deep relationships with the organisations and communities in which they will be working. The accelerated program allows students to complete 240 credit points in 4.5 years, with units each year well suited to flexible (OLE) or intensive (professional placements) delivery. To ensure students are working at a level that would allow them to succeed in the accelerated format, and the program graduates are high-quality, engaged teachers and community educators, students will be required to maintain an average mark of 65 throughout the first three years component of the combined degree to continue in accelerated mode. Students achieving an average mark less than 65 will be required to enrol complete the course in the regular 5 years.

This program relates to the University’s commitment to initiate a University-wide program of curriculum renewal and to promote Indigenous participation, engagement, education and research. The course has strong potential to build industry and community partnerships to differentiate our teaching and research programs locally and globally.

At a school level, the program aligns with SSES’s vision outlined in the Strategic Directions and Operational Planning document to be known for

1) High-quality, research-led professional education that is innovative and distinctive in its focus on equity and social justice
2) Global engagement designed to transform communities and individual lives in socially just ways

This course provides excellent opportunities within FASS to work across Arts curriculum more broadly, combined with Education and Social Work theory, research and practice. There is the potential for shared units, collaborative teaching, supervision and research, engagement with the Glebe Community Development Project, the Indigenous Research Collaboration, Aboriginal Studies Association, combined field experiences, and other linkages.

*Subject to NESA Initial Teacher Education Accreditation approval

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>
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<tbody>
<tr>
<td>19/07/2017</td>
<td>Nerida Olson (Recruitment) &amp; Michaela Dunworth (Marketing and Communications)</td>
<td>Email and meeting</td>
<td>See Appendix C</td>
</tr>
<tr>
<td>05/07/2017</td>
<td>Kristian Adamson (Academic planning and Internationalisation)</td>
<td>Email and Meeting</td>
<td>See Appendix C</td>
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<tr>
<td>09/08/2017</td>
<td>Christine Tennent (Academic Liaison Librarian)</td>
<td>Phone call and email</td>
<td>See Appendix C</td>
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</table>

Approved by the Academic Board, 3 December 2014
10/08/2017  Undergraduate Committee FASS  Agenda item for discussion  See Appendix D

26/07/2017  Postgraduate Committee FASS  Agenda item for discussion  See Appendix E

*Evidence of the consultation process and outcome(s) achieved should be attached

1.3 Market Analysis (use this space, to a maximum one page)

This combined Bachelor of Arts and Bachelor of Education (School and Community Education) is a unique offering. There is no other Australian university with an equivalent course at the pre-service course level as this. Drawing on the combined discipline expertise of staff from across the Faculty of Arts and Social Sciences, including those from education, humanities and social work, the delivery of the new area of specialisation in School and Community Education will ensure that the University continues to be at the forefront of educational leadership and advocacy, providing opportunities for building social justice movements among teachers and social workers, as they become advocates for, partners with, and learn from the communities they serve.

The course has been developed in careful consultation with the education sector and communities more broadly around Australia and abroad. As a result of the overall demand expressed by both communities and those working within and leading policy for the education sector, it is evident that there is increasing demand for education specialists who are trained to work across a range of diverse communities and groups to effect change, including disadvantaged communities, broadly conceived, Australian and international Indigenous communities, refugees, global education organisations (e.g. international NGOs), and non-formal and wellbeing programs in alternative education settings (such as prisons or youth services).

The course will also ensure that the University continues to deliver on a number of strategic objectives, including the commitment to expand opportunities for Aboriginal and Torres Strait Islander peoples’ access to tertiary study opportunities, and opportunities for non-Aboriginal students to confidently engage in inquiry about and discussion of issues relevant to Aboriginal and Torres Strait Islander people. It is anticipated that the course will attract Aboriginal and Torres Strait Islander applicants who are interested in embarking upon a career in education and leadership. The course will be extremely valuable to the advancement of the University’s Wingara Mura – Bunga Barrabagyu strategic targets. Students studying the combined degree who aspire, through their careers, to improve Indigenous education outcomes in schools and community settings, will have the opportunity to develop skills through the Indigenous culture, community and education stream offered at Sydney. In addition, pre-service teachers will develop deep knowledge, understanding and skills in culturally responsive relationships-focused curriculum and pedagogy to engage Indigenous people in the educative process. They will apply the Australian Professional Standards for Teaching in order to become proactive change agents and embark upon professional and personal reflexivity on their life-long learning experiences in Indigenous contexts.

The accelerated, combined undergraduate coursework delivery mode proposed for the new specialisation will appeal to the key prospective student audience: recent and non-recent school leavers who are passionate not only about becoming educators, but effecting change in the broader community. The proposed course structure will allow students to further focus their studies with a stream of particular interest, including: Indigenous culture, community and education; global education; education in non-traditional settings; and education in diverse communities.

Graduates of the course will be highly employable, which is likely to be an added incentive to prospective students, as graduates will not only develop their areas of teaching specialisation within the humanities, but will be at a unique advantage having also developed a specialisation in community education. Through this they will be able to draw on the discipline strengths of social work, making them well equipped to meet the demands of an evolving education sector, where teaching beyond the classroom and schools acting as community hubs is becoming increasingly the norm. Graduates will likely go on to work in domestic and international schools as well as youth, disability, reform, health and refugee services, among many other community education settings.

With a significant national education focus on meeting and servicing the needs of communities simultaneously with the provision of education services, and the increasing demand for experts and leaders within this sector, the new specialisation will support the advancement of community education and research within all schools across the country, and more broadly around the world, and continue to see Sydney positioned as an education leader – number two in Australia and 11th in the world*. 

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1.4 Recruitment strategy* (use this space, to a maximum one page)

The University of Sydney’s undergraduate student recruitment strategy is structured around a series of major recruitment events, attendance at careers markets, pipeline conversion campaigns, schools outreach programs, presentations, industry engagement opportunities and distribution of promotional materials in-market. The strategy promotes all undergraduate courses University-wide based on a tiered prioritisation system, developed in consultation with key faculty stakeholders, including Deans.

The Faculty of Arts and Social Sciences’ courses, including the new, combined Bachelor of Arts and Bachelor of Education (School and Community Education), will be included in the Faculty’s 2019 student recruitment strategy and associated campaigns and events.

The key messages will be delivered through all major undergraduate recruitment channels, which include, but are not limited to the following:

- Open Day
- December/January Campaign
- Info Day
- School visits and Careers Market (NSW and the ACT, and other select interstate events)
- Careers Advisers and Teachers’ Conference
- Undergraduate Guide
- Faculty of Arts and Social Sciences’ Undergraduate Guide
- Sydney Courses
- UAC Guide
- University website
- Panel presentations and talks at schools
- Parents Information Evening
- Year 10 Info Evenings
- Life @ Sydney
- Your Path to Sydney Uni
- Open Day
- Student Ambassador, Student Administration Services, Student Centre and Global Student Recruitment and Mobility curriculum training sessions
- High Schools’ newsletters
- Meet Sydney events (held in all capital cities across Australia and New Zealand)
- Industry engagement
- Pipeline conversion campaign, including email communications with enquirers and offer holders, both conditional and unconditional

In consultation with the Faculty’s Marketing and Communications team, key messages outlining the following points of differentiation will be developed:

- the degree provides opportunities for building social justice movements among teachers and schools working as advocates for, partners with, and learning from the communities they serve;
- students are in contact with the industry throughout their studies and develop specialised, community focussed education expertise;
- the professional placement components of the degree advances the leadership qualities of students prior to graduation, in both community and school settings;
- students will have the ability to select areas of interest within School and Community Education, expanding their capacity to provide leadership and develop research across a broad range of community education settings, alongside their humanities specialisms;
- potential scholarships and placement opportunities offered by TeachNSW and the Department of Education (available scholarships TBC);
- the degree offers a learning environment that addresses real-world applications of skills developed;
- students studying the combined degree who aspire to through their careers to improve Indigenous student outcomes in primary and high schools, will have the opportunity to develop skills to do so

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through the Indigenous culture, community and education stream offered at Sydney;
• graduates of the course will be highly employable, as students will not only develop their areas of
teaching specialisation within the humanities, but they will be at a unique advantage having also
developed a specialisation in community education and drawing on the discipline strengths of
social work, making them well equipped to meet the demands of an evolving education sector,
where teaching beyond the classroom and schools acting as community hubs is becoming
increasingly the norm.

In consultation with the Faculty’s Marketing and Communications team, messages outlining the unique
selling points of the program will be further developed for market-facing publications and presentations. The
Global Student Recruitment and Mobility team will work closely with the Marketing and Communications
team to support the implementation of the undergraduate student recruitment strategy and reputation
building to ensure the successful launch of the new combined degree.

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.

1.5 Marketing and communications strategy (use this space, to a maximum one page)

The marketing and communications strategy is aimed at supporting the reputational and recruitment
objectives of the University of Sydney.

The combined Bachelor of Arts and Bachelor of Education (School and Community Education) offers a
unique experience and broader education focus—currently the only degree in market that offers an
accelerated humanities education, a comprehensive teaching qualification and the opportunity to specialise
in robust community-building skills. The primary objective of our strategy is to ensure the successful launch
of this new degree by building awareness with the key target audiences.

An innovative response to the modern realities of the education sector: our messaging will express the
previously outlined increased demand for teachers who are trained to work across a range of diverse
communities (at-risk; disadvantaged; indigenous; refugee) and alternative education settings (international
NGOs, wellbeing programs in prisons or youth services, etc.); and highlight the COMBINED DEGREE’s
positive employment prospects. This will appeal to both:

• Recent school leavers aiming to become teachers with a passion for social justice and enquiry
• Non-recent school leavers who are planning a career in education and leadership in their own
  communities (e.g. Indigenous; refugee)

Through the promotion of the combined degree, we will also embrace the opportunity to enhance the
perception of the University as both an institution that develops the country’s best teachers and also an
incubator for exceptional community leaders.

Marketing and communication channels
To ensure the successful launch of this new combined degree qualification, the faculty marccoms team will
utilise a range of digital, print, social and offline channels.

OWNED

Digital
• A promotional video will be created to build brand awareness. Emphasising the COMBINED
  DEGREE’s benefits and differentiators, it will act as our key piece of marketing collateral and be
distributed on as many of the relevant platforms outlined in the rest of this communications plan.
• Sydney Courses—the online portal for all University of Sydney course information and links to
  application process.
• Career Advisor Newsletter
• Bespoke EDM’s to high-schools, industry and community groups accessing department database
• Illuminate alumni eNewsletter (ESW edition; spread awareness amongst our graduates)
• SAM extra (wider University alumni and friends)
• Department and Faculty channels such as websites

Social
• School of Education and Social Work Facebook page + Twitter account
• Faculty of Arts and Social Sciences Facebook + Twitter + Instagram
• University of Sydney Facebook + Twitter + Instagram

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Print:
- University of Sydney undergraduate guide
- Faculty specific undergraduate guide
- Other collateral to support University of Sydney schools/recruitment events.

Offline
- Work with the School to identify key academics to act as spokespeople at school/recruitment events (i.e. Kelly Freebody and Wayne Cotton)

EARNED
- Work closely with the Widening Participation and Outreach program to identify promotional opportunities through their social channels, newsletter and school events (including the Wingara Mura - Bungarrabugu program).
- Promote the degree to the Australian Indigenous Education Foundation (AIEF); Indigenous Lecturers in Teacher Education Association (AILTEA) and Australian Indigenous Mentoring Experience (AIME) networks; AIME founder is a University of Sydney alum (Jack Manning Bancroft); would look to identify more USYD connections in these groups.
- Promote the degree to academic societies such as the Australian Association of Research in Education, and professional teaching bodies.
- Explore opportunities for collateral to be circulated during related Sydney Ideas, Education Dean’s Lectures; Raising the Bar and Outside the Square events.
- Consult with the media team re media pieces. A potential news release or other content could be circulated to:
  - 2SER radio
  - FBI radio
  - NITV
  - Buzzfeed
  - Junkee
  - Koori Mail newspaper/site
  - Koori Mail Education supplement (biannual)
  - Koori Radio

PAID
- Natural platforms to consider paid hosting of the promotional video (online). Paid might also include paid boosts of social content on relevant industry and community groups to reach the more dispersed audience of Non-recent school leavers.
  - 2SER radio
  - FBI radio
  - NITV
  - Buzzfeed
  - Junkee
  - Koori Mail newspaper/site
  - Koori Mail Education supplement (biannual)
  - Koori Radio

- Sponsorships of relevant events/initiatives that might assist in reaching the NRSL audience.

Scholarships
As previously noted, potential scholarships and placement opportunities offered by Teach NSW and the Department of Education would also form part of our marketing strategy to drive applications (TBC).
### 1.6 Domestic and international competitors (if applicable)

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<th>Institution</th>
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<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
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<tr>
<td>La Trobe University</td>
<td>Bachelor of Teaching (Outreach and Community Education) *Phased out from 2017</td>
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<tr>
<td>Federation University Australia</td>
<td>Bachelor of Community and Human Services/ Bachelor of Education</td>
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<td>National Exceptional Teaching for Disadvantaged Schools. Operates out of QUT; Newcastle University; UNE; Deakin; UniSA; Victoria University; Western Sydney University</td>
<td>Across all teaching degrees *School-based experiences only</td>
<td>various</td>
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<tr>
<td>University of Wisconsin</td>
<td>Community Engagement and Education *Qualified to teach in private schools only</td>
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### 1.7 Course(s) to be closed as a consequence of this proposal (use this space, to a maximum one page)

No courses will be closed as a consequence of this proposal

---

## PART 2: Financial viability analysis

An analysis of financial viability should be undertaken and the summary page inserted in this section. The Divisional Finance Director should sign on the front page of this proposal as formal approval of the analysis, confirming that the course is financially viable and its introduction is financially viable for the faculty. (Use the commencing numbers included in Section 3.26.) – See Appendix F

The financial viability template can be found [here].

## PART 3: Course details

<table>
<thead>
<tr>
<th>3.1 Course name:</th>
<th>Bachelor of Arts/ Bachelor of Education (School and Community Education)/ Bachelor of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Course abbreviation:</td>
<td>BArts/BEd (School and Community)/BArts (School and Community)</td>
</tr>
<tr>
<td>3.3 Start year:</td>
<td>2019</td>
</tr>
<tr>
<td>Start semester:</td>
<td>1</td>
</tr>
<tr>
<td>3.4 Name of award:</td>
<td>Bachelor of Arts, Bachelor of Education, Bachelor of Arts</td>
</tr>
<tr>
<td>3.5 Combined degree?</td>
<td>☑ Yes □ No</td>
</tr>
<tr>
<td>3.6 Combined type: (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</td>
</tr>
<tr>
<td></td>
<td>☑ 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</td>
</tr>
<tr>
<td></td>
<td>☐ 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 Honours offered?</td>
<td>☑ Yes □ No</td>
</tr>
<tr>
<td>3.8 Honours type: (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</td>
</tr>
<tr>
<td></td>
<td>☐ Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course</td>
</tr>
<tr>
<td>3.9 Course group:</td>
<td>☑ Undergraduate □ Postgraduate coursework □ Postgraduate research</td>
</tr>
<tr>
<td>3.10 Field of Education (ASCED) codes:</td>
<td>Primary code: Education, Secondary code: (Combined courses only) Arts</td>
</tr>
</tbody>
</table>
3.11 Course AQF Level
Click the link to view approved accreditation criteria before nominating a Level
- 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

3.12 Short course description:
for the UAC Guide, Good Universities Guide
This Bachelor of Arts, combined with a Bachelor of Education (School and Community Education) provides students the opportunity to obtain a teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community development and education.

3.13 Full course description:
for Sydney Courses
The combined Bachelor of Arts, Bachelor of Education (School and Community Education)/ Bachelor of Arts provides opportunities for building social justice movements with teachers and schools working as advocates for, partners with, and learning from the communities they serve. It provides students who complete an undergraduate minor in Education the opportunity to obtain a teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community development and education. This community education specialisation may include working in disadvantaged communities to effect change, working with Australian and international Indigenous communities, working with refugees, global education including work with international NGOs, or working on education and wellbeing programs in non-traditional education settings.

3.14 Australian Higher Education Statement (AHEGS)
Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal

Detail
The Bachelor of Arts/Bachelor of Education (School and Community Education)/Bachelor of Arts is a combined undergraduate coursework qualification, taught in English, requiring the accumulation of 240 credit points over four years and a half years of accelerated full-time study or 5 years of regular full-time study. Admission is normally on the basis of a senior secondary qualification; alternative pathways exist for non-recent school leavers

Outcomes
Graduates have a broad and coherent body of technical and theoretical knowledge essential to pedagogy, curriculum and community education, in school and community settings, which includes skills in Special and Inclusive Education, ICT, specific curriculum content knowledge, and educational and behavioural philosophy. They also have strong interpersonal, critical and reflective skills to improve their professional practice.

Features
The course structure requires the completion of Arts units in their teaching areas and education, followed by a cohesive sequence of units in Education and community engagement. All students complete at least 80 days of professional experience in schools and communities from their third year of study onwards.

Accreditation
Accreditation approval is currently being sought from the NSW Educational Standards Authority (NESA) for graduates to be registered to teach in primary or secondary schools.

3.15 Expected normal length of candidature:
- Full-time
  - Min: 4.5
  - Max: 8
- Part-time
  - Min: N/A
  - Max: N/A

3.16 Minimum credit points for completion:
240

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

3.18 Mode of delivery:
- Face-to-face teaching
  - Yes
  - No 80 %

Will international students be able to study in ‘face-to-face’ mode for at least 75% of the time each semester?
- Yes
- No

Distance education
- Yes
- No ___%
12

| 3.19 | Offshore delivery | ☐ Yes ☒ No ___% |
| 3.20 | Does the course involve clinical or industrial placement/experience? | ☒ Yes ☐ No |
| | Students will undertake four placements in schools and communities in the final three years of the program. This aligns with accreditation requirements for initial teacher education programs. |
| 3.21 | Does the course involve internships or overseas study? | ☒ Yes ☐ No |
| | Students will have the option of undertaking an overseas professional experience placements. |
| 3.22 | Other course enrolment requirements: | ☐ Yes ☒ No |
| | 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 |
| | NESA – NSW Educational Standards Authority Currently in discussion with NESA. Accreditation will be completed post course approval, prior to commencement of the course in 2019. |
| 3.24 | Prohibition (if applicable) | Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University’s coursework policy or, at a course level, any pre-requisites or co-requisites) |
| 3.25 | Articulation pathway (if applicable): | |
| Code | Course name | Credit given |
| 3.26 | Proposed commencing year course fee per 1 EFTSL | |
| Domestic fee-paying: | $25,000 | International fee-paying: | $39,500 |
| HECS (Student contribution) | $6,349 |
| 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. |
| Description: | There will be opportunities for students to engage with rural, remote and international communities. Some of these opportunities will incur additional costs and where possible the School will source funding from the Department of Education, Global Student Recruitment and Mobility Office, Fee HELP to support students wishing to take part in these optional experiences. Cost is dependant to the availability of the experiences, and the type and number of experiences students opt into. | Cost: |
| | | $ |
| 3.28 | Estimated commencing enrolments (match commencing enrolments with those in Part 2) | |
| | Proposed enrolments in first three years of the course | |
| | Year One | Year Two | Year Three | Max Quota |
| Student Type | S1 | S2 | S1 | S2 | S1 | S2 | S1 | S2 |
| Commonwealth Supported Place (CSP) | 30 | 30 | 30 | N/A |
| Domestic fee paying (PG only) | |
| International fee-paying (Onshore) | |
| International fee-paying (Offshore) | |
| Research Training Scheme (RTS) | |
| Total | |
| * 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 train? | N/A |
## PART 4: Admission details

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

<table>
<thead>
<tr>
<th>4.1</th>
<th>Admission pathway:</th>
<th>☑ UAC</th>
<th>☑ Direct</th>
<th>☑ Flexible Entry (UG only)</th>
<th><em>(provide details of new or amended flexible entry requirements)</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.2</th>
<th>Areas of study:</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.3</th>
<th>Assumed knowledge:</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.4</th>
<th>Minimum education requirements:</th>
</tr>
</thead>
</table>

- Year 12 (senior secondary certificate) or equivalent | ☑ Graduate Certificate | ☑ |
- Relevant employment or professional experience | ☑ Graduate Diploma | ☑ |
- Bachelor’s (Pass) | ☑ Master’s – advanced learning | ☑ |
- Bachelor’s (Hons) | ☑ Master’s – professional | ☑ |

- Additional information: | | ☑ Master’s – research |

<table>
<thead>
<tr>
<th>4.5</th>
<th>Estimated or target minimum ATAR (for UG only):</th>
</tr>
</thead>
</table>

- 2019 | 80 |
- 2020 (e.g. 2017) | 80 |
- 2021 | 80 |
- 2022 (e.g. 2019) | 80 |

<table>
<thead>
<tr>
<th>4.6</th>
<th>Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):</th>
</tr>
</thead>
</table>

- Written statement approx. 1500 words |

<table>
<thead>
<tr>
<th>4.7</th>
<th>If the proposal is for a postgraduate award course, please indicate the application closing date: N/A</th>
</tr>
</thead>
</table>

- For domestic students, closing date for applications is: | dd/mm/yyyy |
- For international students, closing date for applications is: | dd/mm/yyyy |

<table>
<thead>
<tr>
<th>4.8</th>
<th>Second semester admission:</th>
</tr>
</thead>
</table>

- ☑ Yes ☑ No |

*If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase*

<table>
<thead>
<tr>
<th>4.9</th>
<th>International student admission:</th>
</tr>
</thead>
</table>

- ☑ Yes ☑ No |

*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)?*

- ☑ Yes ☑ No |

*If yes, please indicate IELTS equivalent:*

- 7.5 IELTs, 8 Speaking and Listening (NESA requirements) |

Other international student entry requirements:

- Written statement approx. 1500 words (required for all commencing students) |

## PART 5: External registration codes

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

<table>
<thead>
<tr>
<th>5.1</th>
<th>CRICOS Code:</th>
</tr>
</thead>
</table>

- ☑ Application pending | ☑ Not applicable |

*International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.*

<table>
<thead>
<tr>
<th>5.2</th>
<th>UAC Code:</th>
</tr>
</thead>
</table>

- ☑ Application pending | ☑ Not applicable |

*The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.*
PART 6: Academic purpose

6.1  Academic rationale

Provide an academic rationale for the course or the amendment to the course. This statement will explain the reason for the course’s existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

Samples:

"The course exists in order to provide foundational education for students of outstanding ability in xxx to the standard necessary for entry to the xxx profession and professional accreditation."

or

"The course exists to provide a broadly-based liberal arts education to students from a range of backgrounds to a level that will prepare them for a broad range of employment options or postgraduate study at the masters level."

or

"The course exists to provide specialist postgraduate training in the emerging field of xxx to medicine graduates with a minimum of five years professional experience."

This course exists to provide students with a broadly-based arts education, accompanied by specialist coursework in initial teacher education and community development. It aims to graduate high-quality teaching professionals able to work in schools and communities to effect change.

6.2  Academic aims and objectives

State the academic aims of the course or the amendment to the course. In general terms, objectives are statements about what teachers intend a course do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty’s and the University’s educational strategy, for example, by identifying aspects of the education that will be distinctive in terms of quality, the faculty’s approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

The core aim of this course is to be an innovative degree in social justice, graduating community educators and qualified teachers. More specifically, through participation in this program candidates will gain experience working in, and a genuine understanding of, the communities they serve.

The course aims to establish strong academic and professional connections across the university in the fields of education and social work, and within the profession including schools, government institutions, and community development sites. This provides opportunities for academics and students to integrate and expand existing work in the community development and social inclusion areas to create a powerful presence for the School of Education and Social Work, the Faculty of Arts and Social Sciences, and the University of Sydney more broadly.

6.3  Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course. Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in the Australian Qualifications Framework. Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole. Faculties should demonstrate and amplify, if it is not immediately apparent from the stated outcomes, how the outcomes relate to generic attributes of University graduates.

1. Understand, evaluate and demonstrate attainment of the Australian Graduate Teacher Standards.

2. Develop a professional identity as a teacher with knowledge, skills and experience in school environments, as well as in the fields of community and cultural development more broadly.

3. Critically analyse the role of schools and community organisations as institutions involved in both

Approved by the Academic Board, 3 December 2014
contributing to and alleviating social exclusion and social inequality.

4. Develop specialised expertise in complex decision-making processes involved in matching pedagogical strategies to diverse student learning needs, in rural/remote communities, Aboriginal communities, non-traditional school settings, and/or global education contexts.

5. Demonstrate culturally appropriate protocols through high-level communication and advocacy skills with a range of relevant stakeholders in the community education sector including parents and families, government and non-government organisations, policy advisers, and community groups.

6. Synthesise community development and education research and theory to inform pedagogical strategies with diverse student populations.

7. Apply specialised knowledge in education to transform conventional classroom settings and pedagogical approaches in order to achieve equity and social justice outcomes.

8. Design innovative responses to real-world challenges involving children and young people both within and outside traditional school settings.


6.4 Statement of generic attributes

Provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.

Please refer to the University policy Generic Attributes of Graduates for explanations on the five clusters of abilities and skills.

6.4.1 Research and Inquiry: Graduates of the Sydney School of Education and Social Work will be able to create new knowledge and understanding through the process of research and inquiry.

- be knowledgeable about and skilled in subject matter, that is central concepts, tools of inquiry, structure of the disciplines engaged in, and the links between these
- be able to demonstrate research-based knowledge of the discipline, pedagogy, and community education
- be able to engage with and understand the nexus between practice, theory and research
- demonstrate sound, research-based knowledge through the use of critical judgement and thinking
- be able to use research methodologies to understand and explore complex ideas
- be able to generate new knowledge and critique the knowledge claimed by others

6.4.2 Information literacy: Graduates of the Sydney School of Education and Social Work will be able to use information effectively in a range of contexts.

- recognise and determine information needs
- access and analyse pertinent information effectively and efficiently
- evaluate and critique information and the credibility of its sources, and place it in context
- initiate and conduct research using relevant information sources such as archives, library databases, internet and other contemporary media sources.
- utilise retrieved information for the purposes of critical and creative thinking, and for application within professional fields
- understand the need for ethical, social, legal and cultural appropriateness of use of retrieved information
- recognise information literacy as a prerequisite for lifelong learning

6.4.3 Personal and intellectual autonomy: Graduates of the Sydney School of Education and Social Work will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.
- demonstrate the capacity to develop, implement and evaluate experiences
- be able to develop the capacity to critically analyse and reflect on professional practice and policy developments
- to demonstrate knowledge of the professional standards and their impact on the professional life of a teacher
- engage in personal and collegial professional development to aid ongoing professional learning to contribute to the development of the knowledge base of the professional community to act as a strong advocate for the profession/s and the public interest

<table>
<thead>
<tr>
<th>6.4.4</th>
<th><strong>Communication</strong>: Graduates of the Sydney School of Education and Social Work will recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• communicate with confidence using oral, written and visual techniques, for the purposes of future learning and professional practice</td>
</tr>
<tr>
<td></td>
<td>• utilise sound communication skills to ensure appropriate interaction</td>
</tr>
<tr>
<td></td>
<td>• negotiate and relate to others from a diverse range of backgrounds and experiences</td>
</tr>
<tr>
<td></td>
<td>• collaborate with others in professional practice, with the capacity to be a team leader as well as an effective team member</td>
</tr>
<tr>
<td></td>
<td>• be an empathetic and reflective listener, especially within the professional environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4.5</th>
<th><strong>Ethical, social and professional understanding</strong>: Graduates of the Sydney School of Education and Social Work will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• understanding of and respect for the diverse social, cultural, ethnic and religious contexts of professional practice</td>
</tr>
<tr>
<td></td>
<td>• demonstrate sound research-based knowledge of physical and intellectual growth and development</td>
</tr>
<tr>
<td></td>
<td>• acknowledge responsibility for personal values and their effect upon professional practice</td>
</tr>
<tr>
<td></td>
<td>• demonstrate a commitment to the role of teacher as a responsible, just and ethical practitioner</td>
</tr>
<tr>
<td></td>
<td>• recognise the interrelatedness of professional practice and policy</td>
</tr>
</tbody>
</table>

*Approved by the Academic Board, 3 December 2014*
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system’s management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

See overleaf for template

[Pivot diagram and sample table (following two pages) to be provided as appendix or as a link to permanent Student Centre web page that may be updated as required]
<table>
<thead>
<tr>
<th>Year</th>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>2</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>3</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
<tr>
<td>4</td>
<td>[Data]</td>
<td>[Data]</td>
<td>[Data]</td>
</tr>
</tbody>
</table>

**Notes:**
* Where pass units replaced in HR pathway **[Blank]**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Year</th>
<th>Credits</th>
<th>Hours</th>
<th>Requirement</th>
<th>Grade</th>
<th>Grade point</th>
<th>Reading Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 101</td>
<td>Calculus 1</td>
<td>1</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>MTH 202</td>
<td>Calculus 2</td>
<td>2</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>ENG 103</td>
<td>English 1</td>
<td>3</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English</td>
</tr>
<tr>
<td>HIS 101</td>
<td>History 1</td>
<td>4</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>History</td>
</tr>
<tr>
<td>SCI 102</td>
<td>Science 1</td>
<td>5</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Science</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
| Bachelor of Arts/Bachelor of Education (School and Community Education)/Bachelor of Arts |
|---------------------------------|----------------|-----------------|-----------------|-----------------|------------------|-----------------|-----------------|-----------------|-----------------|
| **Primary Stream**              |                |                |                |                |                  |                |                |                |                |
| UoS collection name             | UoS code       | UoS name        | Core = CO      | Elective = EL  | Existing = YES  | New = provide   | ASCED 2 and Level | Session(s)  | Course year first offered | Campus | Credit points | Teaching department |
| e.g., Year One Cores            | ABCD1234       | The Sociology of Consumption | CO             |                 | 909301 Junior   | S1C and S2CIAU |                  | 2016           |                          | CC     | 6              | Sociology and Social Policy |
| EDUF Minor                      | EDUF1018       | Education, Teachers and Teaching | CO             | YES             | S1C             | 2019            | CC              | 6              | Various Arts and Social Sciences |
| Arts Major and First Teaching Method in KLA | See Appendix A | See Appendix A | EL             | YES             | S1C             | 2019            | CC              | 6              | Various Arts and Social Sciences |
| Arts Second Area and Additional Teaching Method elective | See Appendix A various | See Appendix A various | EL             | YES             | S1C             | 2019            | CC              | 6              | Various Arts and Social Sciences |
| Arts Elective                   | various         | Various         | EL             | YES             | S1C             | 2019            | CC              | 6              | Various Arts and Social Sciences |
| EDUF Minor                      | EDUF1019       | Human Development and Education | CO             | YES             | S2C             | 2019            | CC              | 6              | Education and Social Work |
| Arts Major and First Teaching Method in KLA | See Appendix A | See Appendix A | EL             | YES             | S2C             | 2019            | CC              | 6              | Various Arts and Social Sciences |
| Arts Elective Arts Second Area and Additional Teaching Method | various See Appendix A various | See Appendix A various | EL             | YES             | S2C             | 2019            | CC              | 6              | Various Arts and Social Sciences |
| Arts Elective                   | various         | Various         | EL             | YES             | S2C             | 2019            | CC              | 6              | Various Arts and Social Sciences |
| OLE                             | OLE             | Various         | EL             | YES             | S1NSEA          | 2019            | CC              | 6              | Various USyd  |
| EDUF Minor                      | EDUF2006       | Educational Psychology | CO             | YES             | S1C             | 2020            | CC              | 6              | Education and Social Work |
| Arts Major in KLA and First Teaching Method | See Appendix A | See Appendix A | EL             | YES             | S1C             | 2020            | CC              | 6              | Various Arts and Social Sciences |
| Arts Elective Arts Second Area and Additional Teaching Method | various See Appendix A various | See Appendix A various | EL             | YES             | S1C             | 2020            | CC              | 6              | Various Arts and Social Sciences |
| Arts Elective                   | various         | Various         | EL             | YES             | S1C             | 2020            | CC              | 6              | Various Arts and Social Sciences |
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| Arts Major and First            | See Appendix A  | See Appendix A  | EL             | YES             | S2C             | 2020            | CC              | 6              | Various Arts |

Approved by the Academic Board, 3 December 2014
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#### Bachelor of Arts/Bachelor of Education (School and Community Education)

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Approved by the Academic Board, 3 December 2014
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<td>1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.</td>
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<td>2. A full list of ASCED codes can be found on the Planning and Information Office website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.</td>
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<td>3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.</td>
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<td>4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.</td>
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<td>5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.</td>
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Approved by the Academic Board, 3 December 2014
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

Units of study in the course range in their delivery mode from online (OLEs), face-to-face (Arts/Science units and most Advanced Coursework units), and onsite placements. Units of study delivered in the Education components are based on a mixture of lectures, tutorials, facilitated workshops, online activities, experiential learning and professional placements. These units of study provide a diverse range of learning experiences in order to develop both personal and professional competence.

Lectures allow the delivery of new information that will be scaffolded appropriately to ensure that learning is progressive. However some of the units will use a ‘flipped classroom’ mode where students will watch the video lecture or read the slides prior to coming to the lecture. The lecture will then be used to reiterate the main aspects of the material, offer opportunities for clarifications, and engage in critical discussions of applications of course content across a range of examples.

Tutorials often reinforce the material delivered in lectures usually through practical implementation. They provide the opportunity for discussion, clarification, reflection and debate of principles, policies, opinions and hypothetical application to different classroom and community situations. They also allow observation of good teaching practice and opportunities for students to enhance their own teaching practices and capabilities though peer teaching.

Facilitated workshops allow students to work in groups on inquiry based learning projects (often introduced in lectures or flipped classroom mode). Facilitators will be available to groups to guide the process of unpacking and presenting solutions to community education issues.

A ‘Learning on Country’ pedagogical approach will be available to provide students with deep knowledge and understanding of local Aboriginal communities, peoples and cultures in order to position their work as community educators within diverse community settings. This includes the development and application of skills in consultation, collaboration and culturally responsive school and community education.

All students undertake at least 80 days of professional placement in schools and communities. Experiential learning in these sites provide opportunities for students to engage in embodied, place-based experiences to construct their own learning and enhance their practice. The model for supervision used is that of a triad involving the pre-service teacher, supervisor in the school or community, and the tertiary mentor. Placements are managed by the Division of Professional Experience. Any issues can be referred to the Director of Professional experience or the unit of study coordinator.

7.3 Assessment procedures

Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors will be used and describe any benchmarking role or reporting role that such assessors will play in the faculty.

<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>Lesson plans/unit and program development</td>
<td>20%</td>
<td>No</td>
</tr>
<tr>
<td>Essays and reports</td>
<td>20%</td>
<td>No</td>
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<tr>
<td>Portfolios</td>
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<td>No</td>
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<td>Peer teaching and presentations</td>
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<td>No</td>
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<tr>
<td>Exams and quizzes</td>
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<td>No</td>
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<tr>
<td>Online tasks and discussions</td>
<td>5%</td>
<td>No</td>
</tr>
<tr>
<td>Placements – schools and communities</td>
<td>10%</td>
<td>Yes, use of supervising teachers and mentors in community placements</td>
</tr>
</tbody>
</table>
Professional experience placements are assessed as ‘satisfies requirements’ or ‘fail’. Such grading is considered appropriate given the challenges of assuring consistency of grading judgment across multiple school sites and cooperating teachers, despite explicit grading criteria supplied. All reporting documents related to school placements are structured to reflect the Australian Professional Standards Framework for the graduate teacher. Non-graduating pre-service teachers are assessed at a level that acknowledges the developmental nature of the Education program – as working towards graduate standards.

7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above.

The units with the degree employ a variety of assessment tasks and techniques that will ensure the wide range of learning outcomes and standards will be achieved. The variety of assessment regimes listed in 7.3 ensures the full range of communication, analytical, reflective and practical skills and attributes are measurable and outcomes assured.

The course will be monitored and evaluated by means of student evaluations, inter and intra faculty meetings of relevant staff, regular meetings of teaching teams, monitoring of assessment outcomes and levels of student retention. The program director will undertake regular consultation with professionals in the field and former graduates to continuously enhance the relevance of the program to the needs of the profession.

7.5 Quality assurance arrangements and program review

All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.

Provide details of practices and processes to be implemented to:

| MONITOR, MEASURE AND ACHIEVE QUALITY LEARNING AND TEACHING | THROUGH A COMBINATION OF USS AND OTHER SURVEYS, IN-CLASS OBSERVATIONS, FAMILIARITY WITH CONTEMPORARY PEDAGOGY, REFLECTIVE PRACTICE, AND PARTICIPATION IN L&T WORKSHOPS. |
| REVIEW CONTENT, DELIVERY AND RESOLUTIONS OF THE COURSE | ANNUAL REVIEWS OF THE COURSE IN THE FIRST 5 YEARS ARE TO BE CONDUCTED BY THE PROGRAM DIRECTOR IN CONSULTATION WITH TEACHING STAFF. FIVE YEARLY EXTERNAL REVIEWS OF THE COURSE AS PER UNIVERSITY POLICY ARE ALSO SCHEDULED. |
| REVIEW AND RATIONALISE UNITS OF STUDY FOR THE COURSE | ANNUAL REVIEWS OF THE COURSE ARE TO BE CONDUCTED BY THE PROGRAM DIRECTOR IN CONSULTATION WITH TEACHING STAFF. MODIFICATIONS OR DEVELOPMENTS IN THE UNITS OF STUDY WILL BE DISCUSSED AND APPROVED AT SCHOOL AND FACULTY COURSEWORK COMMITTEES (ESW COURSEWORK, FASS UG). |

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

All new units will be discussed and approved by SSESW Coursework Committee and FASS UG committee prior to inclusion in the handbook. SSESW uses SUMO (Study Unit Manager and Organiser) – all UoS outlines are standardised and must be peer reviewed prior to being ‘published’ and accessible to students in the week prior to each semester. The system allows the monitoring of assessment type, due dates for assessment tasks.
across a year group, and the mapping of assessment tasks and learning outcomes to graduate attributes, Australian Professional standards for teachers and National priority areas.

All LMS sites will be developed in Canvas, with the support of Faculty Education Designers.

7.6 Student workload
Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a twenty-four credit point load for a semester should equate on average to 35 – 45 hours work per week, including preparation time. It is accepted that students may make greater contributions of time voluntarily and during peak periods.

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<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
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<td>Lectures</td>
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<tr>
<td>Tutorials</td>
<td>6 (1-2 hours per unit)</td>
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<tr>
<td>Practical experience</td>
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<td>Independent study</td>
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<tr>
<td>Reading and work for assessment</td>
<td>12 (3 hours per unit)</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>Professional experience units require students to undertake full days of work experience off site. There are a minimum of 75 Professional Experience days required in the course.</td>
</tr>
</tbody>
</table>

Workload for assessment tasks
Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

No changes will be made to existing procedures for student workload per unit. These procedures adhere to the University of Sydney guidelines. All units are 6 credit points and have the equivalent of 4500-6000 words of assessment. Academic staff coordinate the type of assessment tasks and due dates across the program.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

This combined degree is offered in accelerated mode, with students completing 6 cps in summer or winter, totalling 54 cps per year for years 1-4. For on-campus units, in general, each unit has 2-3 assessment tasks totalling the equivalent of 4500-6000 words of assessment.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

To minimise the workload implications of the accelerated load, summer/winter units are a combination of OLE, electives, or Professional Experience offerings. These units lend themselves to a summer offering as many professional placements take place in November or February. Across units, student workload is considered in terms of the pace and breakdown of assessment tasks and due dates. Students have all due dates and marking criteria from the start of semester which enables them to manage their own workloads.

7.7 Academic advice, support and student representation
Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.
The Program Director regularly informs the students about the program, what to expect and any opportunities that arise. The Program Director is available for individual consultation to help advise students on their pathway through the program. The unit of study coordinator (and any additional teaching staff) are available for individual consultation at scheduled times each week. Each unit of study is supported by an online learning site for the distribution of learning materials, announcements and discussion of issues relevant to the whole class.

The administrative staff of the Education and Social Work Program Support office provide assistance and advice to academic staff to ensure student progression, accreditation and professional experience requirements are met. The various School and Faculty committees (e.g. Coursework, Education, Undergraduate and Postgraduate) meet monthly and have elected representation from students across the Faculty.

7.8 Remediation and reassessment

What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression. Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

This does not change from the existing degree procedures in SSESW.

Special consideration procedures apply to all students who experience unforeseen circumstances during their study.

The course is structured with consideration of the workload of particular units, including professional experience, to ensure students have optimal time for learning. Despite studying 9 subjects per year (6 cps over regular load), the course is structured to ensure these intensive units are appropriate to their place in the course. In the first two years, students will engage in their flexible, Online Learning Environment (OLE) units at a time suitable to them. In year three and four, these units are professional experience units, and will take place intensively in June/July, November or February. It is not unusual for students to undertake school and/or community placements in these months.

7.9 Combined degrees and inter-faculty arrangements

If this is a combined degree, an inter-faculty committee should be established. Please indicate if such arrangements have been made and provide information on the extent of joint planning and consultation processes, mechanisms used to gain approval of faculties involved, and how the proposed course is to be managed administratively and operationally.

This course resides within the Faculty of Arts and Social Sciences. School-level and Faculty-level coursework committees and Faculty Board have discussed and endorsed this course.

7.10 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the University of Sydney Coursework Rule, all Advanced Learning Masters degrees and all Professional Masters degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.
Accreditation of the Bachelor of Arts/Bachelor of Education (School and Community Education)/Bachelor of Arts will be sought from NESA (NSW Education Standards Authority) as per the accreditation guidelines. Documentation will be submitted in late 2017. Course content is substantially influenced by NESA requirements and The Head of School and Dean of Education and Social Work have been in communication with NESA regarding this program.

### 7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

N/A

### 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.

| 7.12.1 | 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 | No |
| 7.12.2 | Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2 | No |
| 7.12.3 | 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) | Yes |

#### Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and Bachelor’s degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

| 7.12.4 | 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) | No |

#### Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (E.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

| 7.12.5 | Last semester intake under existing Resolutions | Domestic | N/A |
| | | International | N/A |
PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current 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. (It is not necessary to provide detailed information on the names or qualifications of individual staff members)

Existing staff; no additional staff required.

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

The School of Education and Social Work has research and teaching expertise in:
- Pedagogy and curriculum;
- Social Work and community development;
- Special and inclusive education;
- Aboriginal education;
- International and comparative education;
- Social Justice theory and practice;
- The role of professional Experience practicums in tertiary education.

In addition, the School’s Glebe Community Development Project and the Social Justice Learning Lab are key areas of strength within SSESWS, which are of high relevance to the development of a community education specialisation.

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. Please include in this section the use of supervisors for professional placements.

Supervisors of school placements will be managed in the same way as for existing degrees in SSESWS; while there will be additional field supervisors attached to the community placements in the proposed new degree, these supervisors will not be paid staff on the University payroll.

8.2 Teaching space and related facilities

9.2.1 Teaching rooms

No additional required

9.2.2 Lecture theatres

N/A

9.2.3 Laboratories

No additional required

9.2.4 Staff offices

No additional required

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

No additional required

9.2.6 Professional placement locations

Schools for placements will be used as per existing degrees within SSESWS; in addition, there will be new
8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

<table>
<thead>
<tr>
<th>9.3.1</th>
<th>Computer technology</th>
<th>Existing computer technology will be used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.2</td>
<td>Other equipment</td>
<td></td>
</tr>
</tbody>
</table>

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix 4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

There is likely to be a small increase in new resources required for the new degree. However, it is expected that the library will be able to cope with a slight increase in student numbers, and current library resources will be sufficient.
BACHELOR OF ARTS/BACHELOR OF EDUCATION (School and Community Education)/BACHELOR OF ARTS

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 ‘Coursework Policy’), the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Arts and Social Sciences, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policy and procedures on Academic Honesty in Coursework.

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

Code Course title

Bachelor of Arts/Bachelor of Education (School and Community Education)/Bachelor of Arts

2. Attendance pattern

The attendance pattern for this course is full time only.

3. Streams

(1) The Bachelor of Arts / Bachelor of Education (School and Community Education)/Bachelor of Arts is available in the following streams:

(a) Dalyell.

(3) Completion of a stream is not a requirement of the Bachelor of Arts / Bachelor of Education (School and Community Education)/Bachelor of Arts. The requirements for the completion of the Dalyell stream are in Table S of the Shared Pool for Undergraduate Degrees.

4. Cross-faculty management

(1) Candidates in the Bachelor of Arts / Bachelor of Education (School and Community Education)/Bachelor of Arts will be under the supervision of the Faculty of Arts and Social Sciences.

(2) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Education (School and Community Education)/Bachelor of Education.

5. Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are also open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.

(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6. Requirements for award
(1) The units of study that may be taken for the Bachelor of Arts/Bachelor of Education (School and Community Education)/Bachelor of Arts/Bachelor of Education:

(a) Table A for the Bachelor of Education (School and Community Education)/Bachelor of Arts/Bachelor of Education;

(b) Table S of the Shared Pool for Undergraduate Degrees;

(c) Table O of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.

(2) To qualify for the award of the Bachelor of Arts/Bachelor of Education (School and Community Education)/Bachelor of Arts, a candidate must complete 240 credit points, comprising:

(a) A major in a first teaching area (48 credit points) as listed and defined in Section 7 below and specified in Table A;

(b) A minor (36 credit points) in Education Foundations (EDUF) and as specified in Table A;

(c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;

(d) 24 credit points in a second teaching area (Secondary Stream Education Specialisation only) as defined in Section 7 below and specified in Table A. The second teaching area cannot be the same as the first teaching area, and must align with professional accreditation requirements;

(e) Where appropriate, Elective units from Table A or Table S.

(f) 96 credit points of postgraduate coursework including a specialisation defined in Section 7 below and specified in Table A;

(g) Requisite number of professional experience days as required for professional accreditation.

(3) Candidates must ensure all requirements for professional accreditation are met before the final placement in year five.

7. Programs, majors and minors

(1) The completion of a specialisation is a requirement of the Bachelor of Education (School and Community Education)/Bachelor of Arts.

The majors for the Bachelor of Arts available to candidates are determined by the requirements for professional accreditation. Available majors are listed in ...XXXXX.

(a) Available majors as a first teaching area for Secondary Education are:

- Ancient History
- Arabic Language and Cultures
- Australian Literature
- Biblical Studies and Classical Hebrew
- Chinese Studies
- English
- French and Francophone Studies
- Germanic Studies
- Hebrew
- History
- Indigenous Studies
- Indonesian Studies
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin
Modern Greek Studies
Political Economy
Socio-legal Studies
Spanish and Latin American Studies
Theatre and Performance Studies

(b) Candidates selecting Ancient History as a first teaching area may not choose Modern History as a teaching area and vice versa.

(c) Majors available as a first teaching area for Primary Education are:

Listed in Table A

(2) Second teaching areas for Secondary Education

Ancient History
Arabic Language and Cultures
Biblical Studies and Classical Hebrew
Chinese Studies
English
French and Francophone Studies
Germanic Studies
Hebrew
History
Indigenous Studies
Indonesian Studies
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin
Linguistics
Modern Greek Studies
Political Economy
Sanskrit
Socio-legal Studies
Spanish and Latin American Studies
Theatre and Performance Studies

(3) Specialisations for the Bachelor of Education (School and Community Education)

Primary Education
Secondary Education

(3) Candidates with a specialisation in Primary Education must complete a Major in Table A of Bachelor of Arts

(4) Candidates with a specialisation in Secondary Education must complete a First Teaching Area (major sequence) from Table A for the Bachelor of Arts that aligns with accredited teaching curriculum areas offered by the Faculty.

Candidates with a specialisation in Secondary Education must also complete a major from Table A for the Bachelor of Arts that aligns with accredited teaching curriculum areas offered by the Faculty.

(5) Candidates with a specialisation in Secondary Education must also complete a second teaching area from Table A or Table S that aligns with accredited teaching curriculum areas offered by the Faculty.
(6) Requirements for majors are as specified in the Learning and Teaching Policy and in the degree resolutions and Table A for the Bachelor of Arts.

(7) Selection of teaching areas, as well as units of study within majors and minors, may also be subject to additional restrictions and/or conditions as mandated by professional accreditation requirements.

8. Progression rules

(1) Progression within a major, program or minor

(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units.

(b) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(c) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Arts/Bachelor of Education (School and Community Education)/ Bachelor of Arts

(a) Candidates must maintain a weighted average mark (WAM) of 65 in each year of study for the first three years in order to progress undertake the accelerated full-time program.

   (i) The WAM will be calculated at the end of each semester after all results for enrolled units of study have been submitted.

   (ii) Except where permission is granted by the Associate Dean, candidates who do not maintain the specified WAM will undertake the regular full-time program (5 years) or be transferred to the Bachelor of Arts with full credit.

(b) Except with the permission of the Associate Dean, candidates must complete all unit of study requirements specified for year four including professional experience units, before proceeding to year five.

(c) The Faculty reserves the right not to place candidates in a school or other professional experience or field education setting for practicum in any instance where the performance, personal or professional conduct of the candidate does not meet the required professional standard, regardless of the fact that the candidate may be enrolled in units of study with a practicum requirement.

(3) Progression within the Dalyell Stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt advanced units at higher levels than the usual sequence through a program, major or minor.

(b) Candidates must achieve a Weighted Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a Weighted Average Mark at the level determined by the Board of Interdisciplinary
Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

11. Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Arts and Social Sciences.

12. International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Arts and Social Sciences.

13. Course transfer

A candidate may transfer from the Bachelor of Education (School and Community Education)/Bachelor of Arts Bachelor of Arts/Bachelor of Education (School and Community Education) to the Bachelor of Arts and elect to complete the Bachelor of Arts/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Arts. A candidate may abandon the Bachelor of Arts/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Arts in accordance with these resolutions.

14. Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

The Faculty will not grant credit towards field education, internships or work experience units of study.

15. Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019

APPENDIX 4: LIBRARY IMPACT STATEMENT

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See http://www.library.usyd.edu.au/contacts/subjectcontacts.html.

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?</td>
</tr>
<tr>
<td></td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>2.</td>
<td>Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service? Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.</td>
</tr>
<tr>
<td></td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>3.</td>
<td>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. This COMBINED degree uses existing units of study which are being repurposed into a new structure. 75% of the units are currently being taught in the School, and of the 25% new units to be taught we feel the content and structure is such that current library resources are sufficient.</td>
</tr>
</tbody>
</table>
This section to be completed by library staff

Library resources required

<table>
<thead>
<tr>
<th>Does the Library already collect resources in this area?</th>
<th>Yes ☒ No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes the Library has an abundance of resources in this area and is also constantly updating the collection in the discipline of Education.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial costs of acquiring basic resources (digital and non-digital)</th>
<th>$AUD</th>
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</thead>
<tbody>
<tr>
<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
<td></td>
</tr>
<tr>
<td>New journal titles (including back-runs)</td>
<td></td>
</tr>
<tr>
<td>Additional databases / digital resources</td>
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</tr>
</tbody>
</table>

Initial resources costs

<table>
<thead>
<tr>
<th>Ongoing costs of resources</th>
<th>$AUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual costs of maintain new subscriptions (journals and databases)</td>
<td></td>
</tr>
</tbody>
</table>

Ongoing information resources costs

Additional resource requirements

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

The Academic Liaison Librarian for the SSESW will liaise with the SSESW to update the information and research learning skills programs according to the school's requirements with graduate attributes of information literacy and digital literacy in mind. The existing library guides and e-learning materials are adequate and will be modified and updated as required.

Comments

Specify opportunities for developing research and learning resources.

Research and learning resources will be developed as opportunities arise.

Implications

Include issues regarding staff / time to develop and deliver the programs and other support materials.

The existing staffing is adequate.

Estimated number of hours

Library Director's comments*

* The Library Director should sign on the front page.

APPENDIX 5: REFERENCE – SESSION CODES

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1C</td>
<td>Semester 1</td>
</tr>
<tr>
<td>S1CG</td>
<td>Session 1 early census</td>
</tr>
<tr>
<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CIJA</td>
<td>Int January*</td>
</tr>
<tr>
<td>S1CIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIMR</td>
<td>Int March*</td>
</tr>
<tr>
<td>S1CIAP</td>
<td>Int April*</td>
</tr>
<tr>
<td>S1CI MY</td>
<td>Int May*</td>
</tr>
<tr>
<td>S1CIJN</td>
<td>Int June*</td>
</tr>
<tr>
<td>S2C</td>
<td>Semester 2</td>
</tr>
<tr>
<td>S2CG</td>
<td>Session 2 early census</td>
</tr>
<tr>
<td>S2CRA</td>
<td>Semester 2a (first seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CRB</td>
<td>Semester 2b (last seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CI JL</td>
<td>Int July*</td>
</tr>
<tr>
<td>S2CIAU</td>
<td>Int August*</td>
</tr>
<tr>
<td>S2CISE</td>
<td>Int September*</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>S2CIOC</td>
<td>Int October*</td>
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<tr>
<td>S2CINO</td>
<td>Int November*</td>
</tr>
<tr>
<td>S2CIDE</td>
<td>Int December*</td>
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<tr>
<td>S1NSEA</td>
<td>Summer School Early</td>
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<td>S1NSMA</td>
<td>Summer School Main</td>
</tr>
<tr>
<td>S1NSLA</td>
<td>Summer School Late</td>
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<td>Summer Law 4</td>
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<td>S2CRS3</td>
<td>Summer Law 3</td>
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<tr>
<td>S2NWMA</td>
<td>Winter School</td>
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<td>Winter Law</td>
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<td>Research period 1</td>
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<tr>
<td>S1CRR2</td>
<td>Research period 2</td>
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<td>S2CRR3</td>
<td>Research period 3</td>
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<td>S2CRR4</td>
<td>Research period 4</td>
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<td>SSAFS1</td>
<td>SSAF Semester 1</td>
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<tr>
<td>SSAFS2</td>
<td>SSAF Semester 2</td>
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</table>
### APPENDIX 6: REFERENCE – CAMPUS CODES

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>AM</td>
<td>Amsterdam</td>
</tr>
<tr>
<td>BS</td>
<td>Burren Street</td>
</tr>
<tr>
<td>CC</td>
<td>Camperdown/Darlington</td>
</tr>
<tr>
<td>CD</td>
<td>Concord Clinical School</td>
</tr>
<tr>
<td>CE</td>
<td>Central Clinical School</td>
</tr>
<tr>
<td>CF</td>
<td>Camden</td>
</tr>
<tr>
<td>CH</td>
<td>Children’s Hospital at Westmead Clinical School</td>
</tr>
<tr>
<td>CN</td>
<td>China</td>
</tr>
<tr>
<td>CS</td>
<td>Surry Hills</td>
</tr>
<tr>
<td>DB</td>
<td>Distance Education Burren Street</td>
</tr>
<tr>
<td>DE</td>
<td>Distance Education Camperdown/Darlington</td>
</tr>
<tr>
<td>DF</td>
<td>Distance Education Camden</td>
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<td>Distance Education Lidcombe</td>
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<td>Distance Education Mallett Street</td>
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<td>DO</td>
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<td>DR</td>
<td>Distance Education Rozelle</td>
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<tr>
<td>DS</td>
<td>Distance Education Surry Hills</td>
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APPENDIX 7: AQF COMPLIANCE

Attach AQF documentation here.

N/A
APPENDIX A. Teaching Areas

Ancient History

For major:
6 credit points from Collection A,
6 credit points from Collection B,
12 credit points from Collection C,
18 credit points from Collection D,
and FASS3999 Interdisciplinary Project

For minor Second Teaching Area:
6 credit points from Collection A,
6 credit points from Collection B,
12 credit points from Collection C,
12 credit points from Collection D

Collection A:
ANHS1600 Foundations for Ancient Greek History
ANHS1601 Foundations for Ancient Roman History
ANHS1602 Greek and Roman Myth

Collection B:
ARCO1000 Ancient People
ARCO1001 Civilisations of the Ancient World

Collection C:
ANHS2622 Herodotus and His World
ANHS2603 Ancient Greek Democracies
ANHS2605 Ancient Greek Religion
ANHS2613 Greece and Rome on Film
ANHS2609 Alexander
ANHS2610 SPQR The Senate and People of Rome
ANHS2635 Augustus and the Roman Revolution
ANHS2606 City of Rome: History and Landscape
ANHS2614 The Emperor in the Roman World
ANHS2618 The Later Roman Empire
ANHS2615 Comedy and Society in Greece and Rome
ANHS2616 Tragedy and Society in Greece and Rome
ANHS2619 The World of Ancient Epic
ANHS2617 Love, Sex and Poetry
HSTY2677 Australia – Politics and Nation
HSTY2700 Australia’s People Since 1901
ARCO2007 Ancient Greece
ARCO2008 Ancient Italy – Etruscans and Romans

Collection D
ANHS3635 Historiography Ancient and Modern
ANHS3632 Livy: Republics Past and Present
ANHS3608 Peloponnesian War and Culture
ANHS3636 Hannibal
Arabic Language and Culture

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
30 credit points from Collection A
6 credit point from Collection B

Collection A:
ARBC1611 Introductory Arabic 1A
ARBC1612 Introductory Arabic 1B
ARBC2613 Intermediate Arabic 2A
ARBC2614 Intermediate Arabic 2B
ARBC3615 Advanced Arabic 3A
ARBC3616 Advanced Arabic 3B

Collection B:
ARBC2680 Artistic Expressions of Arab Diasporas
ARBC2681 Gender and Politics in the Arab World
ARBC2210 Screening the Arab World
ARBC2671 Transnational Muslim Women and Veiling
ARBC3200 Arab and Middle East Politics
ARBC3201 Arab Cities: Texts and Contexts
Australian Literature

For major:
Major does not exist for Australian Literature.

For Second Teaching Area:
For minor:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C

Collection A:
ENGL1002 Narratives of Romance and Adventure
ENGL1007 Language, Texts and Time
ENGL1008 Australian Texts: International Contexts
ENGL1011 Introduction to Film Studies
ENGL1012 The Gothic Imagination
ENGL1013 Global English Literatures
ENGL1026 Constructing the Fictive Self

Collection B:
ASLT2602 Revolutionary Writing: 1960s and beyond
ASLT2609 Australian Writing in the Postmodern Age
ASLT2616 Australian Stage and Screen
ASLT2619 Australian Gothic
ASLT2620 Writing Australian Nature

Collection C:
ASLT3607 Literature, Nation, Location
ASLT3608 Major Authors: Depth Study
KOCR3605 Writing Country: Indigenous Ecopoetics
Biblical Studies and Classical Hebrew

For major:
30 credit points from Collection A
12 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
30/24 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
HBRW1101 Hebrew Modern B1
HBRW1102 Hebrew Modern B2
HBRW2603 Hebrew Modern 3
HBRW2604 Hebrew Modern 4
HBRW2623 Hebrew Classical 3
HBRW2625 Hebrew Classical 5
HBRW2631 Hebrew Accelerated C1
HBRW2632 Hebrew Accelerated C2

COLLECTION B:
HBRW3601 Hebrew Classical Advanced 4
HBRW3602 Hebrew Classical Advanced 6
HBRW3610 Advanced Hebrew Modern 7
HBRW3611 Advanced Hebrew Modern 8
HBRW3612 Advanced Hebrew Modern 9
HBRW3613 Advanced Hebrew Modern 10
Business Studies (Industrial Relations & HR Management)

For major:
Not Available for Major

For Second Teaching Area:

For minor:
6 credit points from Collection A
6 credit points from Collection B
12 credit points from Collection C
12 credit points from Collection D

Collection A:
BUSS1030 Accounting, Business and Society

Collection B:
WORK1003 Foundations of Work and Employment
WORK1004 Foundations of Management

Collection C:
WORK2203 IR Policy & Processes
WORK2205 HR Processes and Strategies
WORK2210 Strategic Management
WORK2218 Managing Organisational Behaviour

Collection D:
WORK3201 International Human Resource Management
WORK3202 Leadership
WORK3203 Managing Diversity at Work
WORK3204 Managing Organisational Sustainability
WORK3205 Organisational Communication
WORK3206 Regulation at Work
WORK3207 Future of Work
WORK3601 Management in Practice
Chinese Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
30/24 credit points from Collection A
6 credit point from Collection B

Collection A:
CHNS1101 Chinese 1A
CHNS1102 Chinese 1B
CHNS2001 Chinese 2C (Advanced Beginners)
CHNS2002 Chinese 2D (Advanced Beginners)
CHNS2601 Chinese 2A
CHNS2602 Chinese 2B
CHNS3000 Chinese for Native Speakers 1
CHNS3001 Chinese for Native Speakers 2
CHNS3601 Chinese 3A
CHNS3602 Chinese 3B
CHNS3603 Chinese 4A
CHNS3604 Chinese 4B
CHNS3605 Chinese 5A
CHNS3606 Chinese 5B

Collection B:
CHNS2003 Gender and Women in Chinese Literature
CHNS2004 Introduction to Chinese Literature
CHNS2011 Religion and Martial Arts Fiction
CHNS2613 Communication and Social Change in China
CHNS2614 Understanding News about China
CHNS2641 Reading Chinese Philosophy
CHNS2650 Chinese In-Country Study A
CHNS2651 Chinese In-Country Study B
CHNS2652 Chinese In-Country Study C
CHNS2653 Chinese In-Country Study D
CHNS2654 Chinese In-Country Study E
CHNS2655 Chinese In-Country Study F
CHNS2656 Chinese In-Country Study G
CHNS2657 Chinese In-Country Study H
CHNS3111 Global Chinese Literatures
CHNS3607 Chinese Buddhist Texts
CHNS3610 Chinese Translation
CHNS3611 Chinese for Special Purposes 1
CHNS3612 Chinese for Special Purposes 2
CHNS3621 Case Studies in Translation
CHNS3633 Stories for a Modern China
CHNS3634 Gender in Modern Chinese Literature
CHNS3639 Chinese Cinema
CHNS3640 Chinese History: Fact and Fiction
CHNS3645 Classical Chinese Prose
CHNS3646 Classical Chinese Fiction
CHNS3647 Classical Chinese Poetry
CHNS3650 Chinese Translating and Interpreting
CHNS3651 Chinese Drama and Theatre
CHNS3680 Multilingualism in the Sinosphere
English

For major:
12 credit points from Collection A,
12 credit points from Collection B,
18 credit points from Collection C,
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C.

Collection A:
ENGL1002 Narratives of Romance and Adventure
ENGL1007 Language, Texts and Time
ENGL1008 Australian Texts: International Contexts
ENGL1011 Introduction to Film Studies
ENGL1012 The Gothic Imagination
ENGL1013 Global English Literatures
ENGL1014 Creative Writing
ENGL1026 Constructing the Fictive Self

Collection B:
ENGL2670 Revolutionary Writing: 1960s and beyond
ENGL2671 Australian Writing in the Postmodern Age
ENGL2669 Australian Stage and Screen
ENGL2668 Australian Gothic
ENGL2603 Imagining America
ENGL2605 Literary Theory: An Introduction
ENGL2611 Jane Austen, Then and Now
ENGL2613 Literature, Politics and Modernity
ENGL2617 Postmodernism
ENGL2627 Screening Sexuality
ENGL2638 Literature and Cinema
ENGL2640 Shakespeare
ENGL2650 Reading Poetry
ENGL2651 Transatlantic Negotiations
ENGL2653 Western Theories of Language
ENGL2654 Novel Worlds
ENGL2657 Myths, Legends and Heroes
ENGL2660 Reading the Nation: American Literature
ENGL2661 Imagining Camelot
ENGL2662 Deceit, Disguise and Medieval Narrative
ENGL2665 The Victorian Novel
ENGL2666 Creative Writing: Theory and Practice
ENGL2672 Postcolonial Modernisms/Modernities

COLLECTION C:
ENGL3702 Australian Modernism
ENGL3704 Literature, Nation, Location
ENGL3701 Major Authors: Depth Study
ENGL3603 Contemporary British Literature
ENGL3604 Cinematic Modernism
ENGL3607 Modern Irish Literature
ENGL3608 Transpacific American Literature
ENGL3609 Mapping American Literature
ENGL3611 Issues in the Semiotics of Language
ENGL3612 Metaphor and Meaning
ENGL3615 Street Narratives
ENGL3616 Reading Contemporary America
ENGL3623 The 18th Century: Scandal & Sociability
ENGL3633 Introduction to Old English
ENGL3635 Old Norse
ENGL3642 Medieval Literature: Dreams and Visions
ENGL3643 The Canterbury Tales
ENGL3651 Christopher Marlowe
ENGL3655 The Literary in Theory
ENGL3657 The Brontes
ENGL3695 Medieval Tales of Wonder
ENGL3696 Advanced Creative Writing
ENGL3706 African American Literature
ENGL3697 Imagining Jerusalem
ENGL3703 Writing Australian Nature
ENGL3705 Writing Country: Indigenous Ecopoetics
ENGL3707 Text, Action and Ideology
French and Francophone Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:
For minor:
30-24 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
FRNC1601 Introductory French 1
FRNC1602 Introductory French 2
FRNC2001 Intermediate French 1
FRNC2002 Intermediate French 2
FRNC2603 Introductory French 3
FRNC2604 Introductory French 4
FRNC3001 Advanced French 1
FRNC3002 Advanced French 2
FRNC3605 Introductory French 5
FRNC3606 Introductory French 6
FRNC3623 Intermediate French 3
FRNC3624 Intermediate French 4
FRNC3625 Intermediate French 5
FRNC3636 Intermediate French 6
FRNC3633 Advanced French 3
FRNC3634 Advanced French 4

COLLECTION B:
FRNC2010 Franco/Asian Encounters
FRNC2625 Textes et Société 1: Identités en France
FRNC2626 Textes et Société 2: Théâtre
FRNC2627 French Contemporary History and Culture
FRNC2628 French Contemporary Text and Culture
FRNC2644 Pédagogie du Français Langue Étrangère
FRNC2651 Linguistique Fonctionnelle
FRNC2656 French Sociolinguistics
FRNC2657 Que peut la littérature?
FRNC2666 Research in French and Francophone Studies
FRNC2671 Francophone Studies 1: Le Maghreb
FRNC2675 Nouveaux médias et Francophonie
FRNC2680 French Popular Culture
FRNC2681 French Narrative Cinema
FRNC2688 Nouvelles Textualités
FRNC2689 Le Polar à Paris
FRNC2693 Le Quotidien: writing the daily
FRNC3652 Linguistique textuelle
FRNC3672 Francophone Studies 2
FRNC3684 Reflets de vie: Life Writing in French
FRNC3644 Pédagogie du Français Langue Étrangère
FRNC3693 Intellectual Movements since 1945
Germanic Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:
For minor:
24 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
GRMN1001 German 1 (A1)
GRMN1002 German 2 (A2)
GRMN2003 German 3 (B1/1)
GRMN2004 German 4 (B1.2)
GRMN3005 German 5 (B2/1)
GRMN3006 German 6 (B2.2)
GRMN3007 German 7 (C1/1)
GRMN3008 German 8 (C1/2)
GRMN3009 German Language and Society
GRMN3010 Translating German Culture

COLLECTION B:
GRMN2005 Reading German Culture
GRMN2006 Topics in German Film
GRMN2007 Writing Composition
GRMN2638 Gender and Sexuality in German Literature
GRMN3011 Power and Protest: 20th Century Germany
GRMN3012 Early 20th Century German Culture
GRMN3013 Contemporary German Fiction
GRMN3014 Foreign and Exotic in German Literature
GRMN3015 Gender and Sexuality in German Literature
GRMN3016 Myth in German Culture
GRMN3017 German Culture and Society 1806-1914
GRMN3018 Art and Ideology
GRMN3019 Teaching and Learning Methods in German
GRMN3020 Research in German as a Foreign Language
Hebrew (Modern)

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:
For minor:
24 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
HBRW1101 Hebrew Modern B1
HBRW1102 Hebrew Modern B2
HBRW2603 Hebrew Modern 3
HBRW2604 Hebrew Modern 4
HBRW3610 Advanced Hebrew Modern 7
HBRW3611 Advanced Hebrew Modern 8
HBRW3612 Advanced Hebrew Modern 9
HBRW3613 Advanced Hebrew Modern 10

COLLECTION B:
HBRW2631 Reading Hebrew 1
HBRW2632 Reading Hebrew 2
HBRW2623 Hebrew Classical 3
HBRW2625 Hebrew Classical 5
JCTC3001 Israel in Modern Middle East
JCTC3003 The Modern Jewish Experience
JCTC3602 Contemporary Jewish Identities
History (Modern)

For major:
12 credit points from Collection A,
6 credit points from Collection B,
6 credit points from Collection C,
18 credit points from Collection D,
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
12 credit points from Collection A,
6 credit points from Collection B,
6 credit points from Collection C,
12 credit points from Collection D

COLLECTION A
HSTY1001 The History Workshop
HSTY1002 Age of Empires
HSTY1003 Forging the Modern World

COLLECTION B
HSTY2094 Australia: Conflict and Transformation
HSTY2677 Australia: Politics and Nation
HSTY2700 Australia's People since 1901

COLLECTION C
HSTY2099 The Middle Ages
HSTY2098 Early Modern Europe: Age of Reform
HSTY2097 Twentieth-Century Europe
HSTY2096 Revolutionary Europe 1789-1920
HSTY2095 American History from Lincoln to Obama
HSTY2093 The Chinese World
HSTY2304 Imperialism, 1815-2000
HSTY2606 China in the Nineteenth-Century World
HSTY2607 Palestine, Israel and the Middle East
HSTY2608 European Film and History
HSTY2609 African-American History and Culture
HSTY2611 America in World Affairs: A History
HSTY2612 High Renaissance
HSTY2613 Russia's Revolutions: 1905 to Present
HSTY2616 The Human Rights Revolution
HSTY2618 Age of the Crusades
HSTY2619 Convicts and Capitalists
HSTY2628 BOOM! The History of War
HSTY2629 Sex and Scandal
HSTY2631 Sin City? A History of Sydney
HSTY2634 Emerging Giant: The Making of America
HSTY2640 Twentieth-Century China
HSTY2647 Renaissance Italy
HSTY2652 Genocide in Historical Perspective
HSTY2659 Nationalism
HSTY2662 Atlantic World in the Age of Empire
HSTY2666 American Revolutions
HSTY2672 Britain and the World: C.1837-1914
HSTY2673 Lived Experience in Modern China
HSTY2692 International and Global History
HSTY2696 The Empire Strikes Back
HSTY2698 Free Speech: An International History
HSTY2699 Global Epidemics: From Black Death to Ebola
HSTY2706 France in Modern Europe and Beyond
HSTY2702 Gender and Medicine in Modern America
HSTY2703 Convicts and Capitalists
HSTY2704 Vikings of the Sunrise
HSTY2705 History of Capitalism
HSTY2701 Reading History, Writing Histories
ANHS2001 Travel, Migration and Refugees in the Ancient World
ANHS2002 Herodotus and His World
ANHS2003 Ancient Greek Religion
ANHS2004 Ancient Greek Democracies
ANHS2006 Science, Exploration and Discovery in Ancient Greece
ANHS2007 Alexander
ANHS2101 SPQR The Senate and People of Rome
ANHS2103 Augustus and the Roman Revolution
ANHS2104 City of Rome
ANHS2105 Slavery
ANHS2106 The Emperor in the Roman World
ANHS2107 The Later Roman Empire

COLLECTION C
HSTY3001 Tablet to iPad: A History of Information
HSTY3002 Contemporary Europe
HSTY3003 Australia: Environment, Place & History
HSTY3004 The Origins of Human Rights
HSTY3005 Culture and Society in Modern Britain
HSTY3006 Fascism and Antifascism
HSTY3007 Modern China's Wars, 1895-1953
HSTY3008 China's Last Dynasty: The Great Qing
HSTY3009 Venice Floating City: Myth and History
HSTY3010 A House Divided: The American Civil War
HSTY3011 France in Modern Europe and Beyond
HSTY3012 Violence in Italy
HSTY3013 American Indian Holocaust?
HSTY3014 Law and Order in Modern America
HSTY3015 Australia's World
HSTY3016 Colonialism in Modern Asia
HSTY3017 Food, Environment and Culture
HSTY3018 Civility and Squalor: 18 C. British Isles
HSTY3019 Australia's Underworld: Stories & Method
HSTY3020 Frontier Violence in Modern Memory
HSTY3021 The American City
HSTY3022 Reconquest? A History of Medieval Spain
HSTY3023 Gender and Medicine in Modern America
HSTY3024 Spies in the Archive
HSTY3025 Black Manhattan
HSTY3026 Cultures of Empire
HSTY3027 The History of Fat
HSTY3028 Global Intellectual History
HSTY3029 New World Political Leaders
HSTY3030 Terror in Historical Perspective
HSTY3031 Histories of the Future
HSTY3032 Histories of Time
HSTY3033 Empire and Legal Pluralism
HSTY3034 The East is Red: Building the PRC
HSTY3910 History Unbound: Conversations Across Disciplines
HSTY3911 Case Histories
HSTY3912 The History of Disciplines
HSTY3901 History in the Making
HSTY3902 History Beyond the Classroom
HSTY3903 History and Historians
ANHS3000 History and Theory
JCTC3002 The Holocaust: History and Aftermath
JCTC3003 The Modern Jewish Experience
Indigenous Studies

For major:
12 credit points from Collection A,
12 credit points from Collection B,
18 credit points from Collection C,
and FASS3999 Interdisciplinary Project

For Second Teaching Area:
For minor:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C

COLLECTION A
INDG1001 Introduction to Indigenous Cultures
INDG1002 Introduction to Indigenous History

COLLECTION B
INDG2001 Indigenous Land and Culture
INDG2002 Indigenous Art and Culture
INDG2003 Indigenous Political History
INDG2004 Indigenous Wellbeing
INDG2005 Learning an Australian Language
ANTH2605 Aboriginal Australia: Cultural Journeys
ANTH2630 Indigenous Australians and Modernity
ARHT2636 Contemporary Australian Art
HSTY2693 Frontier Violence in Modern Memory
HSTY2696 The Empire Strikes Back
LNGS2611 Australia’s Indigenous Languages
SPAN2615 Indigenous Movements in Latin America

COLLECTION C
INDG3001 Indigenous Studies Methodologies
INDG3002 Indigenous Studies Research Project
INDG3003 Race, Racism and Indigenous Australia
INDG3006 De-colonising Indigenous Education
INDG3005 Re-awakening Australian Languages
ARHT3636 Issues in Indigenous Art
ENGL3705 Writing Country: Indigenous Ecopoetics
GOVT3998 Aboriginal and TSI Politics and Policy
Indonesian Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A
INMS1101 Indonesian 1A
INMS1102 Indonesian 1A
INMS2601 Indonesian 2A
INMS2602 Indonesian 2B
INMS3601 Indonesian 3A
INMS3602 Indonesian 3B

COLLECTION B
INMS3607 Indonesia Challenges of Development
INMS3608 Indonesia In Search of Modernity
INMS3609 Indonesia's Slow Road to Democracy
INMS3610 Dealing with Indonesia's Diversity
INMS3611 Autonomy and Human Rights in Indonesia
ASNS2661 History of Modern Indonesia
ASNS2663 Social Activism in Southeast Asia
ASNS2660 Islam Trade & Society: Arabia to SE Asia
ASNS3664 Transforming Southeast Asia
Italian Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:
For minor:
30-24 credit points from Collection A
6 credit point from Collection B

COLLECTION A
ITLN1611 Italian 1
ITLN1612 Italian 2
ITLN2611 Intermediate Italian 3
ITLN2612 Intermediate Italian 4
ITLN2631 Senior Italian 3
ITLN2632 Senior Italian 4
ITLN3611 Senior Italian 5
ITLN3612 Senior Italian 6
ITLN3631 Senior Italian 7

COLLECTION B
ITLN2001 Introduction to Italian Culture
ITLN2002 Love in Italian Culture
ITLN3403 19th-century Italy: Writers and Society
ITLN3601 Made in Italy. Language at Work
ITLN3662 Machiavelli and Renaissance Italy
ITLN3667 Images of Contemporary Italy
ITLN3668 Issues of Language and Society in Italy
ITLN3679 Filming Fiction: The Italian Experience
ITLN3681 Representations of Southern Italy
ITLN3682 Fiction of Youth
ITLN3691 History of Italian Literature
ITLN3694 Dante and the Middle Ages
ICLS2626 Words and Pictures Across Cultures
Japanese Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
30/24 credit points from Collection A
6 credit point from Collection B

Collection A:
JPNS1611 Japanese 1
JPNS1612 Japanese 2
JPNS2611 Japanese 3
JPNS2612 Japanese 4
JPNS2621 Japanese 5
JPNS2622 Japanese 6
JPNS3621 Japanese 7
JPNS3622 Japanese 8
JPNS3631 Japanese 9
JPNS3632 Japanese 10

Collection B:
JPNS2670 Love and Death in Japanese literature
JPNS2672 Japanese Media and Popular Culture
JPNS3002 Historical texts (Project unit)
JPNS3637 Japanese Society
JPNS3650 Japanese Language and Identity
JPNS3676 Monsters and Ghosts - Japanese fantasy and SF
JPNS3677 Behaving the Japanese Way
Jewish Civilisation, Thought and Culture

For major:
Not possible as a major

For Second Teaching Area:

For minor:
24 credit points from Collection A
12 credit point from Collection B

COLLECTION A

JCTC1003 Jewish History from Rome to New Diaspora
JCTC1004 People of the Book: Judaism Unbound
JCTC2100 Expulsion and Renewal: Medieval Jews
JCTC2XXX Medieval Jewish Thought
JCTC2XXX The Idea of Israel: A History of Zionism
HSTY2607 Palestine, Israel and the Modern Middle East
HSTY2624 The Origins of Human Rights
HSTY2652 Genocide in Historical Perspective

COLLECTION B

JCTC3602 Contemporary Jewish Identities
JCTC3002 The Holocaust: History and Aftermath
JCTC3001 Israel in the Modern Middle East
JCTC3003 The Modern Jewish Experience
Korean Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
30-24 credit points from Collection A
6 credit point from Collection B

COLLECTION A
KRNS1621 Korean 1
KRNS1622 Korean 2
KSRN2621 Korean 3
KSRN2622 Korean 4
KRNS3621 Korean 5
KRNS3622 Korean 6

COLLECTION B
KRNS2671 Translation and Interpretation
KRNS2672 Issues in Korean Language
KRNS2673 Korean Phonology
KRNS2674 Korean Grammar
KRNS3670 Korea in Literature and Popular Culture
KRNS3675 Contemporary Korean Society and Culture
ASNS2641 Traditional Korea
ASNS2642 Modern Korea
ASNS3670 Mass Media in East Asia
Latin Studies

For major:
24 credit points from Collection A
18 credit point from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:
For minor:
24 credit points from Collection A
12 credit points from Collection B

COLLECTION A
LATN1600 Introduction to Latin 1
LATN1601 Introduction to Latin 2
LATN2600 Intermediate Latin 1
LATN2601 Intermediate Latin 2
LATN2620 Learn to Read Latin 1
LATN2621 Learn to Read Latin 2

COLLECTION B
LATN3001 Latin Imperial Prose
LATN3002 Latin Republican Prose
LATN3003 Latin Republican Poetry
LATN3004 Latin Imperial Poetry
LATN3007 Literature in the Ancient World
Modern Greek

For major:
24 credit points from Collection A
18 credit points from Collection B
and FASS3999 Interdisciplinary Project

For Second Teaching Area:
For minor:
24 credit points from Collection A
12 credit points from Collection B

COLLECTION A
MGRK1601 Junior Modern Greek 1
MGRK1602 Junior Modern Greek 2
MGRK2601 Modern Greek 3
MGRK2602 Modern Greek 4

COLLECTION B
MGRK3603 Modern Greek Politics
MGRK3604 Contemporary Art in Modern Greece
MGRK3001 Greek Modernism in European Context
MGRK3002 Theory of Translation B
MGRK3607 The Art of Translating
MGRK3633 Greekness and Hellenism
MGRK3692 Theories of Literature
Political Economy

For major:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C,
ECOP3XXX Disciplinary Project in Political Economy
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
6 credit points from Collection C,
and ECOP3XXX Disciplinary Project in Political Economy

COLLECTION A
ECOP1001 Economics as a Social Science
ECOP1003 International Economy and Finance

COLLECTION B
ECOP2011 Economic Theories of Modern Capitalism
ECOP2012 Social Foundations of Modern Capitalism
ECOP2612 Economic Policy in Global Context
ECOP2613 Political Economy of Global Capitalism
ECOP2616 Inequality and Distribution
ECOP2617 Globalisation and Labour
ECOP2618 Neoliberalism: Theory, Practice, Crisis
ECOP2619 Development in Emerging Economies
ECOP2911 Class: Exploring Theory and Method

COLLECTION C
ECOP3015 Political Economy of the Environment
ECOP3017 Human Rights in Development
ECOP3019 Political Economy of Money and Finance
ECOP3601 Cyclical Fluctuations
ECOP3911 Theories in Political Economy
ECOP3912 Research in Political Economy
ECOP3022 Political Economy of Gender
Spanish and Latin American Studies

For major:
24 credit points from Collection A
12 credit points from Collection B
6 credit points from Collection C
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
24 credit points from Collection A and/or B
6 credit points from Collection B
6 credit points from Collection C

COLLECTION A
SPAN1621 Level 1
SPAN1622 Level 2
SPAN2611 Level 3
SPAN2612 Level 4
SPAN2613 Level 5
SPAN2614 Level 6

COLLECTION B
SPAN3611 Level 7
SPAN3612 Level 8
SPAN3613 Spanish Level 9
SPAN3702 Spanish Level 10

COLLECTION C
SPAN2615 Indigenous Movements in Latin America
SPAN2616 Citizenship in Spain and Latin America
SPAN2621 Spanish Film and Literature
SPAN2622 Latin American Popular Culture
SPAN2631 Cultural and Social Change in Spain
SPAN2641 Filmmaking in the Latin American Context
SPAN3621 Latin American Film and Literature
SPAN3622 Introduction to Spanish Translation
SPAN3623 From Argentine to Latin American Icons
SPAN3624 Spain: A Nation of Nations?
SPAN3625 New Latin American Geopolitics of Power
SPAN3671 The Stories of Spain: Texts and Contexts
SPAN3680 The Spanish-Speaking World
Theatre and Performance Studies

For major:
24 credit points from Collection A,
12 credit points from Collection B,
PRFM3961 Rehearsal Studies
and FASS3999 Interdisciplinary Project

For Second Teaching Area:

For minor:
24 credit points from Collection A,
6 credit points from Collection B,
and PRFM3961 Rehearsal Studies

Collection A:
PRFM1601 Performance: Process and Collaboration
PRFM1602 Dangerous Performances
PRFM2601 Being There: Theories of Performance
PRFM2602 Performance: Production & Interpretation

Collection B:
PRFM3621 Ritual, Play and Performance
PRFM3602 Performance Histories
PRFM3603 Playing Politics
PRFM3604 Embodied Histories
PRFM3606 Approaches to Acting
PRFM3607 Production Strategies for Performance
PRFM3611 Dramaturgy
PRFM3619 Documenting Performance
CHNS3651 Chinese Drama and Theatre
**APPENDIX B. COMBINED DEGREE Overview**

<table>
<thead>
<tr>
<th>Bachelor of Arts, Bachelor of Education (School and Community Education) / Bachelor of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The combined Bachelor of Arts, Bachelor of Education (School and Community Education) provides opportunities for building social justice movements among teachers and schools working as advocates for, partners with, and learning from the communities they serve. It provides students with the opportunity to obtain an accredited teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community education. This community education specialisation may include working in disadvantaged communities to effect change, working with Australian and international Indigenous communities, working with refugees, global education including work with international NGOs, or working on education and wellbeing programs in alternative education settings (such as prisons or youth services).</td>
</tr>
</tbody>
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**Proposed structure:**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>EDFU</td>
<td>Arts</td>
</tr>
<tr>
<td>Year 2*</td>
<td>EDFU</td>
<td>Arts</td>
</tr>
<tr>
<td>Year 3</td>
<td>EDFU</td>
<td>Arts</td>
</tr>
<tr>
<td>Year 4</td>
<td>AdCw</td>
<td>Curric</td>
</tr>
<tr>
<td>Year 5</td>
<td>AdCw</td>
<td>Curric</td>
</tr>
</tbody>
</table>

*a 0 cp barrier unit will be added to ensure students have passed the Government’s Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

**Areas of Interest:**

Students in this course will be given the opportunity to focus their studies in an area of particular interest. All students in the course will enrol in the same units, however the inquiry-based coursework will allow students to opt into a particular area that will guide their engagement with on-campus coursework and school and community placements. The following areas of interest will be offered in the initial years of the course, with options to modify or add new areas of interest depending on staff expertise and community/profession-led consultation.

**Indigenous culture, community and education:** Pre-service teachers selecting the Indigenous culture, community and education area will develop deep understanding of the significance of Aboriginal community cultural wealth, diversity and leadership in school and community educational contexts. Contingent to this will be critical analysis of various representations of Indigenous people, culture and communities, the impact this has on relationships between Indigenous and non-Indigenous peoples and the importance of rejecting deficit discourses about Indigenous peoples and communities. In this process pre-service teachers will develop culturally responsive ethical research and communication skills including appropriate protocols for community collaboration. They will apply these skills to comparative experiences in local Australian and international Indigenous communities in the context of global human rights and social justice imperatives.

Improving Indigenous student outcomes is a key priority in this area of interest. To achieve this, pre-service teachers will develop deep knowledge, understanding and skills in culturally responsive relationships-focussed curriculum and pedagogy to engage Indigenous people in the educative process. Further they will apply the Australian Professional Standards for Teaching in order to become proactive change agents and embark upon professional and personal reflexivity on their life-long learning experiences in Indigenous contexts.

**Global Education:** The Global Education area of interest aims to cultivate in students a deep understanding of global education both within and beyond Australia. The units provide a critical comparative perspective to help students analyse the purposes, pedagogies, and policies of education across contexts. The area of interest captures multiple aspects of global education and prepares students for engagement in various sectors, including but not limited to the following: contributing to education in low-, middle-, and high-income countries around the world; working with international non-governmental organisations (INGOs) as well as bilateral and multilateral organisations (e.g. UN agencies); teaching in international schools;
analysing educational policies and global education movements; incorporating global themes into Australian curricula; and working with international education exchange programs. In sum, the Global Education area of interest prepares University of Sydney students for work across a variety of sectors within the broader field of global education by exploring the diverse ways in which countries, schools, teachers, and students approach education from global perspectives.

Education in non-traditional settings: This area of interest invites pre-service teachers to consider teaching opportunities that extend outside of a traditional classroom setting. Possible settings include (but are not limited to) hospitals, prisons and correctional systems, disability service settings, and flexible learning sites. Working within such settings involves working with children and young people who have been labelled as unable to manage the demands of everyday schooling, or who have been excluded from mainstream schooling opportunities. Often such exclusion has occurred in combination with other forms of social exclusion that may have affected both the students as individuals, as well as their families and broader communities, including poverty, racism and ableism. Rather than making children and young people fit into preconceived notions of what it means to be a ‘good’ student, teachers working within non-traditional settings are challenged to consider how aspects of conventional classroom settings can be reconceptualised in order to actively incorporate and respond to a broad range of student identities and experiences.

Education in diverse communities: This area of interest allows students to follow their interests in education in particular communities. It considers the diverse and varied ways Australian children engage in school – including but not limited to, urban education in housing estate districts, rural and remote education services, distance education, and boarding schools. Students undertaking this area will have the option to experience a broad range of education and community sites and coursework (for example, by doing professional experience in a variety of settings), or to focus their coursework and experiences to one kind of community (such as rural boarding schools). The area aims to engage students in a critical exploration of the different roles schools play in different communities, the particular ‘lived effects’ of education policy in different sites, and the potential opportunities for building positive school-community relationships.

**Proposed structure – unit detail:**

<table>
<thead>
<tr>
<th>Secondary Education Accelerated program:</th>
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<tbody>
<tr>
<td>Semester 1</td>
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<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 3</td>
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<td>Year 4</td>
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<td>Year 5</td>
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<th>Regular full-time program:</th>
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<tbody>
<tr>
<td>Semester 1</td>
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<tr>
<td>Year 1</td>
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<td>Year 2</td>
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<tr>
<td>Year 3</td>
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<tr>
<td>Year 4</td>
</tr>
</tbody>
</table>
All Arts and Science units, including EDUF, are existing offerings.

**Detail of Advanced Coursework:**
All units are 6 cps unless otherwise stated.

**Secondary Education Program:**
Year 3, Semester 2:
- EDBA3XXX: Pedagogy and Practice in Community Development
- EDBA3XXX: Literacy and diversity
- EDBA3XXX: Professional Experience 1 – Community placement (10 days community, 5 days school)

Year 4, Semester 1:
- EDBA4XXX: Pedagogy and practice in classrooms
- EDBA4XXXX: Professional Experience 2 - School and community placement (10 days school, 5 days community)
- Curriculum 1 units – 12 cps existing secondary curriculum units (e.g., History Curriculum 1 and English Curriculum 1)

Year 4, Semester 2:
- EDBA4XXX: Integrated perspectives 1: Special and Inclusive Education
- EDBA4XXX: Integrated perspectives 2: Inquiry Project
- EDBA4XXX: School placement (20 days)
- Curriculum 2 units – 12 cps existing secondary curriculum units (e.g., History Curriculum 2 and English Curriculum 2)

Year 5, Semester 1:
- EDBA5XXX: Research project
- Curriculum 3 units – 12 cps existing secondary curriculum units (e.g., History Curriculum 3 and English Curriculum 3)
- EDBA5XXX: Final internship and TPA

**Primary Education Program:**
Note – Primary students do not need a second teaching area so all Arts 2nd area units become elective spaces.

Year 3, Semester 2:
- EDBA3XXX: Pedagogy and Practice in Community Development
- EDBA3XXX: Literacy and diversity
- EDBA3XXX: Professional Experience 1 – Community placement (10 days community, 5 days school)

Year 4, Semester 1:
- EDBA4XXX: Pedagogy and practice in classrooms
- EDBA4XXX: Professional Experience 2 - School and community placement (10 days school, 5 days community) (4 cps)
- EDBA4XXX: English 1 K-6 (4 cps)
- EDBA4XXX: Human Society and its Environment K-6 (4 cps)
- EDBA4XXX: Primary Mathematics 1

Year 4, Semester 2:
- EDBA4XXX: Integrated perspectives 1: Special and Inclusive Education
- EDBA4XXX: Integrated perspectives 2: Inquiry Project
- EDBA4XXX: School placement (20 days) (4 cps)
- EDBA4XXX: Creative Arts K-6 (4 cps)
- EDBA4XXX: Personal Development, Health & PE K-6 (4 cps)
- EDBA4XXX: Science, Technology and Toys K-6

Year 5, Semester 1:
- EDBA5XXX: Research project
- EDBA5XXX: English 2 K-6 (4 cps)
- EDBA5XXX: Programming across the K-6 Curriculum (2 cps)
- EDBA5XXX: Primary Options (2 cps)
EDBA5XXX: Primary Mathematics 2
EDBA5XXX: Final internship and TPA (4 cps)
Hi Kelly,

I hope all is going well, and that you had a fabulous weekend! Apologies for not having an opportunity to reply to your email earlier.

I am on leave this week, returning to the office on Monday 31 July. Would sometime the week of 31 July be convenient to meet to discuss the student recruitment strategy for the new degree? I will also extend an invitation to the Faculty of Arts and Social Sciences’ Marketing and Communications Manager, Michaela Dunworth, to join our meeting. Michaela will be able to prepare the marketing strategy, and I will prepare the student recruitment strategy. We normally work very closely together to support the two strategies associated with new course proposals.

I’ll be keeping an eye on my emails this week, and if sometime the week of 31 July will work for you, I’ll circulate a calendar invitation this week to confirm the meeting.

All the best,

Nerida

NERIDA OLSON | Recruitment Manager (Faculty of Arts and Social Sciences)

Global Student Recruitment and Mobility
DVC Registrar Portfolio

THE UNIVERSITY OF SYDNEY
Level 4, Room 412, Jane Foss Russell Building G02 | The University of Sydney | NSW | 2006
T +61 2 8627 0619 | F +61 2 9351 7334 | M +61 413 314 590
E nerida.olson@sydney.edu.au | W sydney.edu.au

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.
Hi Nerida,

I’m working with some people in the faculty to put up a full proposal for a new VIM degree, MTeach (Community Education). Quite exciting. Our EOI was accepted and now we are working towards a full proposal.

Could we have a meeting to discuss the marketing case and ways we could work together on this?

The sooner the better from my perspective but I realise that you’re probably really busy. Any chance 1pm this Friday or 10am next Tuesday work for you?

All best,
Kelly
From: Kristian Adamson  
<kristian.adamson@sydney.edu.au>  
Date: Monday, 24 July 2017 at 5:21 pm  
To: Kelly Freebody <kelly.freebody@sydney.edu.au>  
Subject: RE: tomorrow

That’s fine. My office is just outside our committee meeting room so we can come by whenever the meeting finishes.

Kristian Adamson | Acting Director, Academic Planning and International Cooperation  
Faculty of Arts and Social Sciences, The University of Sydney  
J3.16, Quadrangle A14 | The University of Sydney | NSW | 2006 T +61 2 9351 6676  
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody  
Sent: Monday, 24 July 2017 5:16 PM  
To: Kristian Adamson <kristian.adamson@sydney.edu.au>  
Subject: Re: tomorrow

Great. Ok if I invite Maria McQuilty too?

11.30 on Wednesday. Do you want to come to my office or go to yours?

Kelly

From: Kristian Adamson  
<kristian.adamson@sydney.edu.au>  
Date: Wednesday, 19 July 2017 4:37 pm  
To: Kelly Freebody <kelly.freebody@sydney.edu.au>  
Subject: RE: tomorrow

Let’s do just after? 9

Kristian Adamson | Acting Director, Academic Planning and International Cooperation  
Faculty of Arts and Social Sciences, The University of Sydney  
J3.16, Quadrangle A14 | The University of Sydney | NSW | 2006 T +61 2 9351 6676  
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody  
Sent: Wednesday, 19 July 2017 3:31 PM  
To: Kristian Adamson  
<kristian.adamson@sydney.edu.au>  
Subject: Re: tomorrow

How about either Just before or just after UG on Wednesday?
From: Kristian Adamson
<kristian.adamson@sydney.edu.au>
Date: Wednesday, 19 July 2017 at 3:15 pm
To: Kelly Freebody <kelly.freebody@sydney.edu.au>
Cc: Maria McQuilty <maria.mcquilty@sydney.edu.au>
Subject: RE: tomorrow

Hi Kelly, happy to do so, but I’m out of the office on Tuesdays. Monday and (most of) Wednesday is all good.

Kind regards,

Kristian Adamson | Acting Director, Academic Planning and International Cooperation
Faculty of Arts and Social Sciences, The University of
Sydney J3.16, Quadrangle A14 | The University of Sydney |
NSW | 2006 T +61 2 9351 6676
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody
Sent: Wednesday, 19 July 2017 2:51 PM
To: Kristian Adamson
<kristian.adamson@sydney.edu.au>
Cc: Maria McQuilty <maria.mcquilty@sydney.edu.au>
Subject: Re: tomorrow

Hi Kristian,

Wondering if there was an opportunity early next week (Tuesday would be perfect) to have a 30 min chat about processes for the development of the VIM? I’m starting to move things forward at ESW level but want to get a sense of timelines and expectations more broadly as well.

Thanks,
Kelly
From: Kristian Adamson  
<kristian.adamson@sydney.edu.au>  
Date: Wednesday, 5 July 2017 at 12:14 pm  
To: Kelly Freebody  
To: Kelly Freebody <kelly.freebody@sydney.edu.au>  
Cc: Emma Doyle <emma.doyle@sydney.edu.au>, Gaby Ramia <gaby.ramia@sydney.edu.au>, Melissa Hardie <melissa.hardie@sydney.edu.au>  
Subject: RE: tomorrow  

Hi Kelly,

I think that’d be great to have it tabled for the next meeting and have you there for discussion. It would be worthwhile bringing it to both the UG and PG committees, since it covers coursework at both levels. Once we’ve had that initial briefing, and if we’re got the go-ahead, process, and work on the actual full proposal.

I had hoped to bring the issue of VIMs more generally to our last PCB but most members were apologies, so didn’t have the opportunity. I’ll raise the issue again as I think it will be important we have a clear Faculty position and process in place since this is uncharted territory for most, and it doesn’t seem like the University has finalised its own expectations of what a VIM should look like.

Kind regards,

Kristian Adamson | Acting Director, Academic Planning and International Cooperation  
Faculty of Arts and Social Sciences, The University of Sydney |  
NSW | 2006 T +61 2 9351 6676  
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody  
Sent: Tuesday, 4 July 2017 4:57 PM  
To: Emma Doyle  
Subject: tomorrow  

Hi Emma,

Concerning tomorrow’s meeting. Lots of people are on leave at the moment in my School so struggling to find someone to come in my place. If you’re circulating change proposals is it ok if I send responses via email?

Also, an EOI for a new degree in SSESWSW was approved through CCPC today – a Vertically Integrated Masters of teaching (Community Education). VIMs are considered UG degrees, not PG so I’ll send information to the UG committee for noting next meeting answer any questions?

I was in communication with Alyson Simpson as head of FASS Education portfolio during the development of the EOI.
Thanks.
Kelly
Hi Christine

Great to chat to you yesterday. As discussed I have attached a 2-page doc page and Appendix 4 (Library Impact Statement) of the Course Management Template for Kelly Freebody’s VIM application (Bach Arts/Science, MTeach (School and Community Education)). If you could return the completed appendix and signed cover page to us as soon as you are able to we would really appreciate it. Thank you again for your assistance and input with this.

Kind regards
Rebecca

REBECCA RATHBONE | Project Administrator, Research Partnerships Sydney School of Education and Social Work

THE UNIVERSITY OF SYDNEY
Room 328, Dean’s Unit | Education Building A35 | The University of Sydney |
NSW 2006 T +61 2 9351 7008 E rebecca.rathbone@sydney.edu.au | W http://sydney.edu.au
NOTICE OF MEETING

A meeting of the Undergraduate Programs Committee will be held at 9:30am on Wednesday 26 July in the Faculty Meeting Room N301. Apologies for absence may be given by email to emma.doyle@sydney.edu.au

The attendance of the entire committee is requested.

AGENDA

1. Apologies
2. Minutes of the previous meeting
3. Matters Arising
4. Chair’s Report
5. Embedding Graduate Qualities in the UG Curriculum (John Hardie)
6. Vertically Integrated Masters of Teaching (Community Education)
7. Work Health and Safety
8. Any Other Business
APPENDIX E. Postgraduate Programs Committee Agenda

Postgraduate Coursework Programs Committee
Curriculum Support & Scholarships Officer T: 9351 2580
Faculty of Arts and Social Sciences E: emma.doyle@sydney.edu.au

NOTICE OF MEETING
A meeting of the Postgraduate Coursework Committee will be held at 10:30am on Thursday 10 August in the Faculty Conference Room, N301. Apologies for absence may be given by email to emma.doyle@sydney.edu.au

The attendance of the entire committee is requested.

AGENDA

1. Apologies
2. Work Health and Safety
3. Minutes from the last meeting
4. Matters Arising
5. Chairs Report
6. Low EFTSL courses (departmental responses)
8. EOI Master of Education in Leadership in Indigenous Studies
9. The text/script for PG admissions staff
10. The informal extensions/spec con system/late penalties/appeals provisions/attendance/anonymous marking – a PG difference in voice?
11. Specialisations – strategy from here
12. Recognition of prior learning assessment model
13. UAS guidelines for 2018
14. Enrolment figures
15. Any other business
   - Updates from ESW
## APPENDIX F. Financial Viability Analysis

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<td>0.0</td>
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<td>78.8</td>
<td>96.6</td>
<td>107.2</td>
<td>107.2</td>
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<td>International - Fee paying</td>
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<td>Gross Revenue</td>
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<tr>
<td>CSP / HECs</td>
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<td>505,103</td>
<td>968,157</td>
<td>1,394,028</td>
<td>1,787,066</td>
<td>1,991,449</td>
<td>2,041,235</td>
<td>2,092,266</td>
<td>2,144,573</td>
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<td>Domestic fee</td>
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<td>30.0</td>
<td>96.1</td>
<td>78.8</td>
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<td>Total</td>
<td>505,103</td>
<td>968,157</td>
<td>1,394,028</td>
<td>1,787,066</td>
<td>1,991,449</td>
<td>2,041,235</td>
<td>2,092,266</td>
<td>2,144,573</td>
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<td>2,041,235</td>
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### Assumptions:

1. Student intake of 30 per year
2. Student retention rate 1st yr 87%, 2nd Yr 93% and third Yr 87%
3. No international student enrolment in the cohort
4. CGS rate based on average fee for Education & Humanities
5. Fee rate increase of 2.5%pa
6. Teaching delivery - 70% by continuing academics and 30% by casual PTT staff
7. CPI / salary increase of 2%pa
8. UEM charges are based on 2017 cost drivers
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
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<tr>
<td>Reviewer/Approver</td>
<td>Professor Trevor Hambley, Dean of Science</td>
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<td>Purpose</td>
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RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Bachelor of Science / Bachelor of Advanced Studies to introduce a stream in Taronga Wildlife Conservation;
2. recommend that Senate approve the amendment of the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Science;
3. request that the Academic Model Team create the new stream in Sydney Student and make it available for enrolment in 2019 for both first and second-year students; and
4. approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

The Taronga Wildlife Conservation stream will be a new specialist offering, co-created with academic staff from the University of Sydney and Taronga Conservation Society Australia (Taronga). This partnership has been formalised through a competitive tender process.

The proposed new stream brings together Veterinary Animal Biosciences units with Ecology and Evolution units turning the Wildlife Conservation minor into a major with minimal requirements for additional resources. We propose to develop a specialist 4 year stream of the Bachelor of Science/Bachelor of Advanced Studies (Taronga Wildlife Conservation) for high-achieving students.

This new stream is distinctive to Wildlife Conservation offerings from other institutions across Australia primarily because of two aspects:

1. It combines disciplinary understandings from ecology and conservation with animal and veterinary science. This provides students with an interdisciplinary understanding of two fields.
2. The structure of the stream allows significant space for students to study a second major. This second major can strengthen their disciplinary expertise if completed in “Animal Health Disease and Welfare” or “Genetics and Genomics”, or students can combine a second major in areas such as “Education”, “Philosophy” or “Business” to create a multidisciplinary degree. These factors will make the new stream attractive to the market.

Both first and second-year entry would be permitted in 2019. This will allow a small cohort to progress through the first iterations of the 3000 and 4000 level units. Students who have nominated Wildlife Conservation as a minor in 2018 will be contacted about the new course to advise on the 1000-level requirements for the new program to ensure they are able to transition smoothly if they are interested.

IMPLEMENTATION

For implementation commencing 1 January 2019.
Non-Confidential

**ATTACHMENTS**

1. Bachelor of Science/Advanced Studies (Taronga Wildlife Conservation) and attachments, including resolutions
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/ccpc/index.php#meetschd

For all purposes, please complete these key details:

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<td>Name of proponent</td>
<td>Pauline Ross</td>
</tr>
<tr>
<td>Telephone</td>
<td>15026</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Pauline.ross@sydney.edu.au">Pauline.ross@sydney.edu.au</a></td>
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**Dean T W Hambley**

**Dean, Faculty of Science**

**Mrs Jas Chambers**

**General Manager,**

**Date 1/2/18**

**Deputy Vice-Chancellor (Education)**

**Date 8/2/18**

**Divisional Finance Director**

**Part 2**

**Date**

**Head of Recruitment**

**Section 1.5**

**Date**

**Library Director**

**Appendix 4**

**Date**
About the course management template

This template combines and replaces the University’s New Course Proposal and Course Amendment templates. You should also complete relevant sections of this template if you are requesting the deletion of a course. For each purpose, relevant sections are marked on the Contents page overleaf.

The proposal of any new course of study is a significant addition to the academy. Before starting on a new course proposal using this template, please submit your Expression of Interest to the Curriculum and Course Planning Committee at pio.ccpc@sydney.edu.au

As a proponent you are required to describe in detail the pedagogical aims and outcomes of the course, and provide thorough details of its content and structure. You must also evidence consultation within the University and, if necessary, outside the University, with relevant professional or industrial bodies. Evidence that you have undertaken analysis supporting the long-term financial viability of the proposed course, and aligning the course with the University's broader strategy and place in the sector, must be provided with your proposal. This template sets out guidelines relating to each of these requirements.

An amendment to an existing course may be made for various reasons. In most cases an amendment impacts the delivery of the course – whether the addition of a new major or area of specialisation, or the creation of new capstone or professional experience integral to completion requirements, or a change in the structure of the course – and for this reason it is necessary that you provide as part of your amendment proposal the same level of detailed analysis, review and consultation required for new course proposals.

The course management template includes components supporting course creation and course structure in Sydney Student. Your proposal will include details about defined collections of Units of Study to be offered in the course. Collections inform online Unit of Study selection by students, provide the basis for results processing and progression rules, and are essential for the publication of handbooks.

This requirement applies equally to new courses and course amendments. If you are proposing the introduction of a new major or specialisation, or the distinction of a stream or streams of study, or changes to the award requirements for a course, you must also provide details of Unit of Study collections affected or required by the amendment.

The deletion of a course may impact or be perceived to impact commencing students and applicants as well as continuing (enrolled) students. It is important that consideration is given to whether there are promotional documents in circulation or applications in train for the course, whether offers have already been made and tuition fee deposits paid by commencing international students, or whether they are already enrolled in related, preparatory English language courses or foundation studies. Continuing students may have valid questions about the viability of the award for which they are enrolled; the faculty should be prepared to provide appropriate advice or guidance to continuing students, and must provide evidence of satisfactory arrangements to ensure students can complete their course of study or transition to an alternative course.

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.
## Contents

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8 Resources

| 8.1  | Teaching and support staff | Y  | Y  |
| 8.2  | Teaching space and related facilities | Y  | Y  |
| 8.3  | IT requirements | Y  | Y  |
| 8.4  | Library resources | University Library | Y  | Y  |

Appendix 1 Resolutions of the Senate | Y  | Y  | Y  |
Appendix 2 Resolutions of the Faculty | Y  | Y  | Y  |
Appendix 3 Course Resolutions | Y  | Y  | Y  |
Appendix 3A Undergraduate courses
Appendix 3B Postgraduate courses
Appendix 4 Library impact statement | University Library | Y  | Y  |
Appendix 5 Reference: Session codes | Student Centre
Appendix 6 Reference: Campus codes | Student Centre
Appendix 7 AQF compliance

Abbreviations

FPA = Financial Planning and Analysis
MC = Marketing and Communications (Office of the Vice-Chancellor)
PPO = Planning and Information Office (Provost and DVC)
SRA = Student Recruitment and Admissions (DVC and Registrar)
Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

1.1 Strategic purpose (use this space, to a maximum one page)

The proposed Taronga-focused teaching stream brings together Veterinary Animal Biosciences units with Ecology and Evolution units turning the Wildlife Conservation minor into a major with minimal requirements for additional resources. We propose to develop a specialist 4 year stream of the Bachelor of Science/Bachelor of Advanced Studies (Taronga Wildlife Conservation) for high-achieving students. Our new curriculum has seen a number of specialist ‘streams’ of the Bachelor of Science/Bachelor of Advanced Studies created. These have separate entry points to the Bachelor of Science and build expertise in particularly disciplinary areas. Examples of current streams within our Bachelor of Science (BSc) include the Bachelor of Science/Bachelor of Advanced Studies (Agriculture), Bachelor of Science/Bachelor of Advanced Studies (Animal and Veterinary Bioscience), and Bachelor of Science/Bachelor or Advanced Studies (Food and Agribusiness). The unique Taronga Wildlife Conservation shown below will be a new specialist “stream” offering from the University of Sydney, co-created with academic staff from the University of Sydney and Taronga Conservation Society Australia (Taronga). It is distinctive to offerings from other institutions across Australia offering Wildlife Conservation primarily because of two aspects:

1. First it combines disciplinary understandings from ecology and conservation with animal and veterinary science. This provides students with an interdisciplinary understanding of two fields.
2. Second the structure of the stream allows significant space for students to study a second major. This second major can strengthen their disciplinary expertise if completed in “Animal Health Disease and Welfare” or “Genetics and Genomics”, or students can combine a second major in areas such as “Education”, “Philosophy” or “Business” to create a multidisciplinary degree.

The Taronga Wildlife Conservation stream will be co-designed and co-delivered by Taronga and the School of Life and Environmental Sciences (SOLES), which has a deep research track record in animal health, animal behaviour and welfare, and fundamental biology. The proposed course will leverage the launch of the Taronga Institute for Science and Learning, under the Taronga-University of Sydney Education Alliance (confidential and currently in negotiation).

The Bachelor of Advanced Studies is a revolutionary addition to our Life Science curriculum. As a four-year specialisation, the Taronga Wildlife Conservation stream will enable larger numbers of undergraduate students to develop expertise in wildlife conservation. It provides students an opportunity to develop their real-world skills through experiences in:

- **Research** The Bachelor of Advanced Studies can be taken as an Honours year with advanced coursework, allowing students to develop their analytical and research skills.

- **Professional contexts** As an alternative to Honours, students may opt to complete a professional year that requires a minimum of two units of advanced coursework (closely aligned to postgraduate units) and project units. Project units will be community, industry, entrepreneurship or research based.

- **Advanced Coursework** The advanced wildlife management coursework units for the Taronga Wildlife Conservation stream will be co-created with Taronga staff. These units will be delivered at either Taronga or Western Plains Zoo.

Sydney’s Strategic Plan 2016–2020 mandates us to expand and develop new partnerships, both locally and globally, in order to maximize the positive impact of our research and to make a difference in improving the lives of Australians and others around the world. Bringing together two of Australia’s iconic institutions, The University of Sydney and Taronga Education Alliance will enable us to develop a transformative educational program that will have global impact.

In step with the most significant transformation of the undergraduate curriculum ever undertaken at The University of Sydney, our Life Science curriculum has been re-designed to enable our students to collaboratively address these challenges and attain graduate qualities that will make them productive, innovative and ethical contributors to society. We have designed an exclusive educational offering within the four-year double degree, the Bachelor of Science/Bachelor of Advanced Studies, named the Taronga Wildlife Conservation stream.

Leveraging the launch of the Taronga Institute for Science and Learning, the Bachelor of Science/Bachelor of Advanced Studies (Taronga Wildlife Conservation) will be offered to first-year students from 2019.

### 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>6 March 2018</td>
<td>Academic Board</td>
<td>Item 8 USC Report to Board - Page 87 of 191</td>
<td>311</td>
</tr>
</tbody>
</table>

*Evidence of consultation is confidential and currently in negotiation.*
| September 2017 | Vice Chancellor  
VPC Global Engagement  
DVC Education  
DVC registrar  
DVC Research  
Dean of Science  
Katie Richmond, Bid Development Manager  
(Research Portfolio)  
Louise Atkins, Recruitment and Marketing | Expression of Interest sought from Taronga for a university partnership, proposal requiring undergraduate and or postgraduate course. | Approval of Expression of Interest submission Attached |
| September 2017 | Unit of Study Academic Leads from the School of Life and Environmental Science | Meeting | Email attached |
| October 2017 | Vice Chancellor  
VPC Global Engagement  
DVC Education  
DVC registrar  
DVC Research  
Dean of Science  
Katie Richmond, Bid Development Manager  
(Research Portfolio)  
Louise Atkins, Recruitment and Marketing  
Anne-Laure Rijsssemus, Finance Director  
Thomas Sapina, Finance Officer | Meeting | Request for Tender response attached |
| December 2017 | Katie Richmond, Bid Development Manager  
(Research Portfolio)  
Olivia Perks, Mark Croucher, OGC  
Pauline Ross | Meetings about agreements and contracts | Heads of Agreement signed |
| January 2018 | CCPC – EOI | Developed |
| January 2018 | Faculty Board | Submitted |

*Evidence of the consultation process and outcome(s) achieved should be attached*

**1.3 Market Analysis (use this space, to a maximum one page)**

The new stream will be of interest to students considering studying animal science and veterinary medicine and wildlife conservation. It will have an immediate recruitment pool in students wanting to work with animals who have been unsuccessful in applying to the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine degree. It will also appeal to students who have an interest in applied biology and who experience the direct application of their learning in a real-world context. The interest in the Westmead initiative has already demonstrated how students like to combined their theoretical training with practical or clinical experience.

Global Student Recruitment and Mobility and Marketing and Communications (Science) have met and discussed this proposed degree in detail. The following markets have been identified and there is already agreement in regards to the launch and implementation of the marketing and student recruitment strategy.

**Target Market**

**Domestic**

Overall, the primary target audience for the domestic market is students from NSW with the majority from the Sydney area. The market student recruitment activity will be aimed at the following segments:

- High school students (years 10-12)
- Careers Advisers and Teachers
- Influencers (parents, industry, media)
- Alumni

**International**
Our international efforts will be focused in specific markets to maximise impact and growth with product/academic presence and knowledge. We would continue to develop partnerships and academic relationships with international high schools, colleges/polytechnic institutions and universities (students, academics/teaching staff and professional staff). The key countries we would highlight and promote the Taronga partnership are

- Tier 1: China, Hong Kong, Indonesia, Singapore
- Tier 2: Brazil, Malaysia, South Korea, Sri Lanka
- Tier 3: Bangladesh, India, Philippines, Taiwan, US

Our Tier 1 countries align with Taronga’s international target areas (South East Asia, particularly Indonesia and China).

**International**

By 2020, 50% of Sydney students will participate in an international experience during their studies. Currently we are at 28.8%. Professor Kathy Belov is leading the global engagement strategy and is deepening our partnerships with top universities around the world. As part of the Taronga Wildlife Conservation stream, Professor Belov will establish relevant short-term and semester-long exchanges for students to spent time in partner universities like the National University of Singapore, Toronto, Copenhagen, Utrecht, Edinburgh the University of California, as well as global zoos like San Diego Zoo Global (who have already agreed to take students) and the Smithsonian’s National Zoo. As described in section 5.3 students will also engage in field schools and programs in China and South East Asia through programs run by our regional studies centres.

**1.4 Recruitment strategy** *(use this space, to a maximum one page)*

The University of Sydney Sydney’s Global Student Recruitment & Mobility and Marketing and Communications team will develop and implement the recruitment strategy for this degree. The scale of our proposed student recruitment and marketing efforts will fully support the proposed programs as needed and with marketing strategies developed in collaboration with Taronga.

**Objectives**

- Highlight partnership between Sydney and Taronga
- Recruit high quality students to the degree
- Build the international student cohort
- Promote a strong awareness in the market about the degree and position ourselves as a leading/sole provider of this degree
- Promote high quality content pieces to support the marketing of the degree eg/student and alumni profiles.

Marketing Communications would provide a campaign for the launch of the program with a multi-channel communications approach that would utilise our university wide channels.

We would develop key messages appropriate to the target audiences and use our extensive channels to promote and attract high achieving students to the degree.

Opportunities to cross-promote the new course on divisional channels also exist: for example, arts, engineering, careers, and university channels. We would also aim to leverage our influencers to help promotions.

There are multiple opportunities in the student recruitment cycle to heavily promote the degree including via university wide undergraduate campaigns and also faculty based campaigns. We can highlight this degree as a priority that needs to be supported and therefore leverage campaigns with a broad reach such as the university wide campaigns, to specific target this degree. The University’s annual Open Day, which attracts up to 35,000 school leavers and their families, is a key student recruitment event, as are Open Days hosted in key priority international markets, including China, Hong Kong, Indonesia, Singapore and India.

Content marketing features about the degree can be developed. These can be repurposed once the course becomes available. Similarly, content around the introduction of the course, with commentary from alumni, industry partners who can speak to its value. We would use our digital and social media channels as well as paid advertising where relevant and within budget. The degree would be included in all relevant university recruitment printed guides that are distributed at multiple events throughout the year.
A course-specific piece of promotional collateral will be created to highlight the value of the new course. This will be distributed through regular channels as well as targeted EDMs to schools with high performing students in the target audience. This material will also be used at student recruitment events including Open Day and Info Day.

**Communications plan**

This degree will target school leavers from top feeder schools as well as international students from top source countries.

**Print**
- Included in all relevant university and faculty produced and printed guides.
- Utilised by Student Recruitment at events.
- DL flyer specifically on the degree to be produced and distributed at events.

**Video**
- Video to be produced highlighting the benefits of the program for prospective students.

**Website**
- Include program messaging and content on relevant faculty websites and Sydney Courses.
- Banner on front page of the faculty website promoting the program.

**Social media**
- Paid Facebook keyword advertising to feeder schools
- Paid Facebook keyword advertising to top source countries.
- Organic social media updates supporting student recruitment events

**Digital**
- Online digital campaign will support the broader university wide digital campaign with key messages to be developed.
- Retargeting to those that have visited the degree webpage using digital advertising on other websites.
- Paid search marketing of keywords.
- Strategic EDM’s to key audiences.

**Implementation**

Marketing and Communications will:
- Develop the marketing and communications plan
- Lead the development of identified content and image/video assets for web stories in conjunction with Taronga and other areas of the university, as needed.
- Work closely with Media in determining media-worthy content and announcements on a case-by-case basis
- Implement identified components of the marketing and communications plan
- Liaise as needed with Faculty and Central University marketing teams
- Liaise with school outreach teams to best leverage their channels into school networks and industry

Media will:
- Work closely with Marketing and Communications in the development of key content and image/video assets for web stories
- Implement media components of the marketing and communications plan when needed
- Liaise as needed with Faculty media teams

Global Student Recruitment and Mobility will:
- Support program development
- Engage with our target markets domestically and internationally
- Promote the degree, identify study and career opportunities
- Support outreach activity with target markets

Taronga will (subject to final agreement):
- Work with us to promote the program
- Provide direction and advice on all communications in good time and approve content for publishing
• Work closely with Marketing and Communications to ensure timely notification of significant announcements
• Work closely with Media in determining media-worthy content and announcements on a case-by-case basis
• Identify key spokespeople for media and commentary as needed
• Identify significant staff and projects to profile

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.

1.5 Marketing and communications strategy (use this space, to a maximum one page)

Please see above recruitment strategy which has been written as an integrated marketing and recruitment strategy developed by the Science teams in Global Student Recruitment and Mobility, and Marketing Communications. Following signing of Head of Agreement academic approval, implementation has begun in January 2018.

1.6 Domestic and international competitors (if applicable)

For the domestics competitor analysis we were comparing more specific animal science/conservation qualifications (at least a major).

Domestic

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Sturt University</td>
<td>Bachelor of Applied Science (Outdoor Recreation and Ecotourism)</td>
<td>CSP band 2 ($9050/pa in 2017)</td>
<td>$28,800/pa</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>Bachelor of Applied Science (Parks, Recreation and Heritage)</td>
<td>CSP band 2</td>
<td>$28,800/pa</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>Bachelor of Environmental Science (Ecological Conservation specialisation)</td>
<td>CSP band 2</td>
<td>$28,800/pa</td>
</tr>
<tr>
<td>UNE</td>
<td>Bachelor of Animal Science (Wildlife Management major)</td>
<td>CSP band 2</td>
<td>$28,000/pa</td>
</tr>
<tr>
<td>UNE</td>
<td>Bachelor of Environmental Science</td>
<td>CSP band 2</td>
<td>$28,000/pa</td>
</tr>
<tr>
<td>UTS</td>
<td>Bachelor of Environmental Biology</td>
<td>CSP band 2</td>
<td>$35,860/pa</td>
</tr>
<tr>
<td>UTS</td>
<td>Bachelor of Science; Environmental Science major</td>
<td>CSP band 2</td>
<td>$35,860/pa</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>Bachelor of Natural Science (Animal Science)</td>
<td>CSP band 2</td>
<td>$27,640/pa</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>Bachelor of Science (Zoology)</td>
<td>CSP band 2</td>
<td>$27,640/pa</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>Bachelor of Science (Zoology)/8 Natural Science (Animal Science)</td>
<td>CSP band 2</td>
<td>$27,640/pa</td>
</tr>
<tr>
<td>The University of Adelaide</td>
<td>Bachelor of Science (Wildlife Conservation Biology)</td>
<td>CSP band 2</td>
<td>$35,000/pa</td>
</tr>
<tr>
<td>University of Queensland</td>
<td>Bachelor of Agribusiness/Wildlife Science</td>
<td>CSP band 2</td>
<td>$38,896/pa</td>
</tr>
<tr>
<td>University of Queensland</td>
<td>Bachelor of Wildlife Science</td>
<td>CSP band 2</td>
<td>$38,896/pa</td>
</tr>
<tr>
<td>University of Western Australia</td>
<td>Bachelor of Science (majors in conservation biology, zoology, ...)</td>
<td>CSP band 2</td>
<td>$37,800/pa</td>
</tr>
</tbody>
</table>

International

<table>
<thead>
<tr>
<th>University</th>
<th>Degree</th>
<th>Domestic Entry</th>
<th>International Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado State University</td>
<td>Bachelor of Science (Fish, Wildlife and Conservation Biology)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
<table>
<thead>
<tr>
<th>University</th>
<th>Degree</th>
<th>Domestic Entry</th>
<th>International Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State University</td>
<td>Bachelor of Science (Fisheries and Wildlife)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>Bachelor of Science, Fisheries and Wildlife Sciences</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>B Science in Wildlife and Conservation Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Texas State University</td>
<td>B.S. Wildlife Biology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>UC Davis</td>
<td>B Science in Wildlife, Fish, and Conservation Biology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Bachelor of Science degree in Wildlife Ecology and Conservation</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td>Bachelor of Science, Wildlife Resources</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>B Science in Environmental Science and Policy: Concentration in Wildlife Ecology and Management</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>B Science in Fisheries, Wildlife and Conservation Biology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Washington State University</td>
<td>B Science in Earth and Environmental Science - Wildlife Ecology and Conservation Sciences</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Montana</td>
<td>B.S. Wildlife Biology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Unity College</td>
<td>B.S Wildlife Biology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Rhode Island</td>
<td>B.S, Wildlife and Conservation Biology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>B.S Wildlife and Conservation Biology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>B.S in Wildlife and Wildlands Conservation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Wyoming</td>
<td>Bachelor of Science in Wildlife and Fisheries Biology and Management</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Stephen F. Austin State University</td>
<td>Bachelor of Science in Forestry - Forest Wildlife Management</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>Natural Resources Management: Wildlife Biology Track, B.S</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Purdue University</td>
<td>BS in Wildlife</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Northern State University</td>
<td>BS in Environmental Science - Wildlife Management Emphasis</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Bachelor of Science in Natural Resources: Wildlife Conservation and Management Emphasis</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>BS Wildlife Resources</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>B.A./B.S. Fisheries, Wildlife, and Conservation Biology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Central Missouri</td>
<td>BS in Biology - Area 3: Wildlife and Natural Resource Conservation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Wisconsin - Madison</td>
<td>B.S Wildlife Ecology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>B.S Wildlife and Conservation Biology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pennsylvania State University University Park Campus</td>
<td>B.S. Wildlife and Fisheries Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Nevada, Reno</td>
<td>Bachelor of Science in Wildlife Ecology and Conservation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Arkansas State University</td>
<td>Bachelor of Science in Wildlife Ecology and Management</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Canisius College</td>
<td>Bachelor of Science in Animal Behavior, Ecology and Conservation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
PART 3: Course details

3.1 Course name: Bachelor of Science/Bachelor of Advanced Studies (Taronga Wildlife Conservation)

3.2 Course abbreviation: BSc (Taronga)

3.3 Start year: 2019  Start semester: 1

3.4 Name of award: Bachelor of Science and Bachelor of Advanced Studies in Taronga Wildlife Conservation

3.5 Combined degree? ☒ Yes  ☐ No

3.6 Combined type: (if applicable)

☒ 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

3.7 Honours offered? ☒ Yes  ☐ No

3.8 Honours type: (if applicable)

☐ 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

3.9 Course group: ☒ Undergraduate  ☐ Postgraduate coursework  ☐ Postgraduate research

3.10 Field of Education (ASCED) codes:

Primary code: 0109  Secondary code: (Combined courses only)

3.11 Course AQF Level

Click the link to view approved accreditation criteria before nominating a Level

☐ 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

3.12 Short course description: for the UAC Guide, Good Universities Guide

The Taronga Wildlife Conservation course is an exclusive offering that will develop your expertise in wildlife conservation. If you dream of making an impact in the wildlife conservation space to secure a future for wildlife and people, this degree will give you highly applicable and sought-after skills for a wide range of careers in conservation.

You will be taught by dedicated researchers and practitioners from two of Australia’s premier institutions, the University of Sydney and Taronga Conservation Society Australia, where you will learn to address global challenges pertaining to conservation.
### 3.13 Full course description: for Sydney Courses

The Taronga Wildlife Conservation course is an exclusive offering that will develop your expertise in wildlife conservation with one of the world’s leading conservation societies. If you dream of making an impact in the wildlife conservation space to secure a future for wildlife and people, this degree will give you highly applicable and sought-after skills for a wide range of careers in conservation.

You will be taught by leading researchers and practitioners from two of Australia’s premier institutions, the University of Sydney and Taronga Wildlife Conservation Australia, where you will learn to address global challenges pertaining to conservation. The Taronga Wildlife Conservation stream comprises a Wildlife Conservation major that combines biology and conservation management with additional prescribed units of study in statistics and animal sciences. It will provide students with extensive training in wildlife conservation by incorporating the study of biodiversity and evolution, animal science, and animal behaviour and management. There will also be opportunities to complete a major in a second area of interest from education, languages, business to mathematics.

Ultimately, graduates from the Bachelor of Science/Bachelor of Advanced Studies (Taronga Wildlife Conservation) will have attained advanced biology and wildlife conservation research skills combined with curiosity and self-direction, deep and broad intercultural skills enhanced via mobility opportunities, and the skills to lead community behavioural change towards the sustainability of biodiversity on our planet.

### 3.14 Australian Higher Education Statement (AHEGS)

**Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal.**

#### Detail

The Bachelor of Science/Bachelor of Advanced Studies (Taronga Wildlife Conservation) is an undergraduate qualification, consisting of 32 units, taught in English, which normally takes four years of full-time study or part-time equivalent. The program structure requires successful completion of two science majors of eight units each and elective courses. Most students are admitted on the basis of their year 12 or equivalent academic performance.

#### Outcomes

Students will have attained advanced biology and wildlife conservation research skills combined with curiosity and self-direction, deep and broad intercultural skills enhanced via mobility opportunities, and the skills to lead community behavioural change towards the sustainability of biodiversity on our planet.

#### Features

One major must be in wildlife conservation and includes a project with Taronga. Both majors include interdisciplinary and project experiences. Students complete a unit as industry-based learning at Taronga facilities.

#### Accreditation

n/a

### 3.15 Expected normal length of candidature:

<table>
<thead>
<tr>
<th>Mode of Study</th>
<th>Min: 4 years</th>
<th>Max: n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Min: 8 years</td>
<td>Max: 10 years</td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.16 Minimum credit points for completion:

- 144 (Bachelor of Science)
- 192 (Bachelor of Advanced Studies)

### 3.17 Location/campus for student attendance:

- Camperdown and Darlington
- Camden
- Cumberland
- Rozelle
- Conservatorium
- Mallett Street
- Fully online
- Offshore (please specify):
- Other (please specify): Taronga Institute of Science and Learning, Taronga Zoo (Sydney)
- Hospital (Clinic) (please specify):

### 3.18 Mode of delivery:

- Face-to-face teaching
  - Yes
  - No

Will international students be able to study in 'face-to-face' mode for at least 75% of the time each semester?

- Yes
- No

---

*Approved by the Academic Board, 3 December 2014*
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

This stream will have industry placement units with Taronga – in what will be known as Taronga Project Units. There will be 12 credit points (2) of these units in year 3 and 24 credit points (2-4) of these units in year 4 (see full stream description later in this documentation).

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

An expanded student mobility program is also a key feature of Sydney’s undergraduate experience with a 50% student mobility target established for 2020. Existing and new overseas partnerships are being developed, giving more of our students international experience and creating more opportunities for Student Exchange students access to Sydney, and ultimately Taronga. Students in this stream will have access to mobility services.

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

Please provide name of agency or agencies and current accreditation status for each.

3.24 Prohibition (if applicable)

Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University’s coursework policy or, at a course level, any pre-requisites or co-requisites).

3.25 Articulation pathway (if applicable):

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

3.26 Proposed commencing year course fee per 1 EFTSL

<table>
<thead>
<tr>
<th>Domestic fee-paying:</th>
<th>$27,181</th>
</tr>
</thead>
<tbody>
<tr>
<td>International fee-paying:</td>
<td>$46,250</td>
</tr>
<tr>
<td>HECS (Student contribution)</td>
<td>$</td>
</tr>
</tbody>
</table>

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></td>
<td></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>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Max Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
<td>S1</td>
<td>S2</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td>44</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
<td></td>
<td></td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Training Scheme (RTS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>80</td>
<td>110</td>
<td>120</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 train?

N/A

Approved by the Academic Board, 3 December 2014
PART 4: Admission details

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

4.1 Admission pathway: ☒ UAC ☐ Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.2 Areas of study: Wildlife conservation, animal science, evolutionary genetics and genomics, ecology, evolution, wildlife management, animal health, biology, veterinary science, animal nutrition, zoology

4.3 Assumed knowledge: Mathematics, Chemistry

4.4 Minimum education requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>☒ Yes</th>
<th>☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 (senior secondary certificate) or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant employment or professional experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s (Pass)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s (Hons)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.5 Estimated or target minimum ATAR (for UG only):

<table>
<thead>
<tr>
<th>Year</th>
<th>ATAR 2019</th>
<th>ATAR 2018 (e.g.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>85</td>
<td>2xxx (e.g. 2018)</td>
</tr>
<tr>
<td>2xxx (e.g. 2017)</td>
<td>2xxx (e.g. 2019)</td>
<td></td>
</tr>
</tbody>
</table>

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):

4.7 If the proposal is for a postgraduate award course, please indicate the application closing date:

For domestic students, closing date for applications is: dd/mm/yyyy
For international students, closing date for applications is: dd/mm/yyyy

4.8 Second semester admission: ☒ Yes ☐ No

Given the flexible nature of the stream, and reduction in prerequisites in many units in the new curriculum, students will be able to enter the stream mid year without negative consequences and extended time periods.

4.9 International student admission: ☒ Yes ☐ No

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)? ☐ Yes ☒ No

If yes, please indicate IELTS equivalent:

Other international student entry requirements: IB 31

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

International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.

5.2 UAC Code: ☒ Application pending ☐ Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.

This statement will explain the reason for the course’s existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the
standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

Samples:
“The course exists in order to provide foundational education for students of outstanding ability in xxx to the standard necessary for entry to the xxx profession and professional accreditation.”
or
“The course exists to provide a broadly-based liberal arts education to students from a range of backgrounds to a level that will prepare them for a broad range of employment options or postgraduate study at the masters level.”
or
“The course exists to provide specialist postgraduate training in the emerging field of xxx to medicine graduates with a minimum of five years professional experience.”

The course exists in order to provide applied education for students in wildlife conservation and biology in partnership with Taronga Conservation Society Australia that will prepare them for a range of employment options in conservation and ecology.

### 6.2 Academic aims and objectives

**State the academic aims of the course or the amendment to the course.**

In general terms, objectives are statements about what teachers intend a course do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty’s and the University’s educational strategy, for example, by identifying aspects of the education that will be distinctive in terms of quality, the faculty’s approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

The aim of the Bachelor of Science/Bachelor of Advanced Studies (Taronga Wildlife Conservation) is to create graduate leaders who have attained advanced biology and wildlife conservation understanding and research skills combined with curiosity and self-direction, deep and broad intercultural skills enhanced via mobility opportunities, and the skills to lead community behavioural change towards the sustainability of biodiversity on our planet.

### 6.3 Statement of learning outcomes

**State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.**

Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in the Australian Qualifications Framework. Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole. Faculties should demonstrate and amplify, if it is not immediately apparent from the stated outcomes, how the outcomes relate to generic attributes of University graduates

1. Upon completion of the degree in Taronga Wildlife Conservation graduates will:

**Understanding**
- 1. Demonstrate a coherent understanding of wildlife conservation and of the fundamental principles and concepts of animal science, biology, ecology, wildlife management and wildlife health and welfare and relevance to society and explain how knowledge is contestable and testable through further inquiry.
- 2. Recognise that knowledge has been acquired by curiosity and creativity, and demonstrate creativity in thinking and problem solving.
- 3. Increase understandings of wildlife and demonstrate an active commitment to securing a shared future for wildlife and people.

**Knowledge**

1. These learning outcomes are based on the Threshold Learning Outcomes for Science and Biology. They were created by an Office for Learning and Teaching Grant hosted at the University of Sydney. They reflect discussions nationally through a series of workshops which spanned two years and combined the feedback of greater than 200 biologists.
4. Exhibit depth and breadth of knowledge by demonstrating well-developed understanding of identified core concepts in wildlife conservation.
5. Exhibit depth and breadth of knowledge by demonstrating that these ‘core concepts’ have interdisciplinary connections with other disciplines.

**Inquiry and problem solving**
6. Gather, synthesise and critically evaluate information from a range of sources.
7. Critically analyse observations by creating and developing models and/or proposing and testing hypotheses.
8. Design and conduct field, laboratory based, or virtual experiments.
9. Select and apply practical and/or theoretical techniques.
10. Collect, accurately record, interpret, analyse, and draw conclusions from data.

**Communication**
11. Effectively synthesise and communicate using a range of modes (including oral, written, and visual) for a variety of purposes and audiences.

**Personal and professional responsibility**
12. Be accountable for learning leading by being independent and self-directed learners.
13. Work effectively, responsibly and safely in individual and peer or team contexts to create positive connections between wildlife and people.
14. Demonstrate knowledge of the regulatory frameworks and ethical principles relevant to wildlife conservation, and apply these in practice to inspire community action

6.4 Statement of generic attributes

**Provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.**

*Please refer to the University policy Generic Attributes of Graduates for explanations on the five clusters of abilities and skills*

<table>
<thead>
<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>To excel in applying and continuing to develop disciplinary expertise</td>
</tr>
<tr>
<td>Broader skills: - critical thinking and problem solving - communication (oral and written) - information/digital literacy - inventiveness</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems</td>
</tr>
<tr>
<td>Cultural competence</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary (including interprofessional) settings, and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding</td>
</tr>
<tr>
<td>An integrated professional, ethical and personal identity</td>
<td>To build integrity, confidence and personal resilience, and the capacity to manage challenges and uncertainty</td>
</tr>
<tr>
<td>Influence</td>
<td>To be effective in exercising professional and social responsibility and making a positive contribution to society</td>
</tr>
</tbody>
</table>

*Approved by the Academic Board, 3 December 2014*
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

The table below indicates the Bachelor of Science / Bachelor of Advanced Studies (Taronga Wildlife Conservation) degree program structure including the provision of electives and OLEs. The Taronga Wildlife Conservation stream includes across the first-three years of study the eight units shaded in blue, the two Animal and Veterinary Science units shaded in orange, and the two Statistical Analysis units shaded in light blue. The fourth year of the combined Bachelor of Science / Bachelor of Advanced Studies (Taronga Wildlife Conservation) stream is indicated by the six units shaded in black co-created with Taronga (four project units and two wildlife management units). Please note that the fourth year of the combined degree can either comprise an Honours component (advanced coursework plus research) or professional component (advanced coursework plus and industry, community or entrepreneurship project plus professional skills). The eight units in red that run across the base of the table indicated the second major required to complete the Bachelor of Advanced Studies. The minor in Wildlife Conservation is comprised of the six units shaded in blue in the top row of the table.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1XX6</td>
<td>BIOL1XX7</td>
<td>BIOL2X24</td>
<td>AVS300</td>
</tr>
<tr>
<td>Life and</td>
<td>From Molecules</td>
<td>Ecology and</td>
<td>4 Wildlife</td>
</tr>
<tr>
<td>Evolution</td>
<td>to Ecosystems</td>
<td>Conservation</td>
<td>Conservation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOL2X22</td>
<td>BIOL3X07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biology Experimental</td>
<td>Ecology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design and Analysis</td>
<td></td>
</tr>
<tr>
<td>Animal</td>
<td>Elective</td>
<td>WILD3XX</td>
<td>WILD4XX</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>X Taronga Project Unit</td>
<td>X Wildlife Management</td>
</tr>
<tr>
<td>units</td>
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<td></td>
<td>(Western Plains Zoo)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVX1002</td>
<td>Open Learning</td>
<td>ENVX2001</td>
<td>Elective</td>
</tr>
<tr>
<td>2nd MAJOR</td>
<td>Environment</td>
<td>Applied Statistical</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Methods</td>
<td></td>
</tr>
<tr>
<td>2nd MAJOR</td>
<td></td>
<td>Open Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
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<tr>
<td></td>
<td></td>
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<td>4XXX or Honours</td>
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<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project 4XXX or Honours</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project 4XXX or Honours</td>
</tr>
</tbody>
</table>

*Projects could range from 12-36 credit points and be small discrete offerings or honours and located at Taronga or partner zoos in Australia and Internationally*
<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code</th>
<th>UoS name</th>
<th>Core = CO</th>
<th>Elective = EL</th>
<th>Barrier = BA Capstone = CP</th>
<th>Existing = YES</th>
<th>New = provide ASCED 2 and Level</th>
<th>Session(s)</th>
<th>Course year first offered</th>
<th>Campus</th>
<th>Credit points</th>
<th>Teaching department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One Core</td>
<td>BIOL1XX6</td>
<td>Life and Evolution</td>
<td>CO</td>
<td>YES</td>
<td>S1C</td>
<td>2019</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year One Core</td>
<td>BIOL1XX7</td>
<td>From Molecules to Ecosystems</td>
<td>CO</td>
<td>YES</td>
<td>S2C</td>
<td>2019</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
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</tr>
<tr>
<td>Year One Core</td>
<td>AVBS1003</td>
<td>Animals and Us</td>
<td>CO</td>
<td>YES</td>
<td>S2C</td>
<td>2019</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year One Core</td>
<td>ENVX1002</td>
<td>Introduction to Statistical Methods</td>
<td>CO</td>
<td>YES</td>
<td>S1C</td>
<td>2019</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year One Second Major</td>
<td>Any second major from the pool of majors</td>
<td>Any second major from the pool of majors</td>
<td>EL</td>
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<td>S1C</td>
<td>2019</td>
<td>6</td>
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<td></td>
</tr>
<tr>
<td>Year Two Core</td>
<td>BIOL2X24</td>
<td>Ecology and Conservation</td>
<td>CO</td>
<td>YES</td>
<td>S1C</td>
<td>2020</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
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</tr>
<tr>
<td>Year Two Core</td>
<td>ENVX2001</td>
<td>Applied Statistical Methods</td>
<td>CO</td>
<td>YES</td>
<td>S1C</td>
<td>2020</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year Two Elective</td>
<td>Any approved elective</td>
<td>Any approved elective</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>2020</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
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</tr>
<tr>
<td>Year Two Second Major</td>
<td>Any second major from the pool of majors</td>
<td>Any second major from the pool of majors</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>2020</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year Two Core</td>
<td>BIOL2032</td>
<td>Australian Wildlife Biology</td>
<td>SOLES</td>
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</tr>
<tr>
<td>Year Two Core</td>
<td>BIOL2X22</td>
<td>Biology Experiment and Design Analysis</td>
<td>CO</td>
<td>YES</td>
<td>S2C</td>
<td>2020</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
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</tr>
<tr>
<td>Year Two Core</td>
<td>Open Learning Environment</td>
<td>Open Learning Environment</td>
<td>CO</td>
<td>YES</td>
<td>S2C</td>
<td>2020</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
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</tr>
<tr>
<td>Year Two Elective</td>
<td>Any approved elective</td>
<td>Any approved elective</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>2020</td>
<td>CC</td>
<td>6</td>
<td>SOLES</td>
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</tr>
<tr>
<td>Year</td>
<td>Two Second Major</td>
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<td>S2C</td>
<td>2020</td>
<td>6</td>
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</tr>
<tr>
<td>Year Three Core</td>
<td>PRJT3XXX</td>
<td>Taronga Project Unit</td>
<td>CO</td>
<td>Senior</td>
<td>S1C</td>
<td>2021</td>
<td>Taronga or CC</td>
<td></td>
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<td>AVBS3004</td>
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<td>CO</td>
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<td>CC</td>
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<td></td>
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<tr>
<td>Year Three Elective</td>
<td>Any approved elective</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>2021</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year Three Second Major</td>
<td>Any second major from the pool of majors</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>2021</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Year Three Core</td>
<td>WILD3XXX</td>
<td>Taronga Project Unit</td>
<td>CO</td>
<td>Senior</td>
<td>S2C</td>
<td>2021</td>
<td>Taronga or CC</td>
<td></td>
<td></td>
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<tr>
<td>Year Three Core</td>
<td>BIOL30X7</td>
<td>Ecology</td>
<td>CO</td>
<td>YES</td>
<td>S2C</td>
<td>2021</td>
<td>CC</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Year Three Elective</td>
<td>Any approved elective</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>2021</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Three Second Major</td>
<td>Any second major from the pool of majors</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>2021</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Four Core</td>
<td>WILD4XXX</td>
<td>Wildlife Management</td>
<td>CO</td>
<td>Senior</td>
<td>S1C</td>
<td>2022</td>
<td>Taronga</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year Four Core</td>
<td>WILD4XXX</td>
<td>Wildlife Health and Welfare</td>
<td>CO</td>
<td>Senior</td>
<td>S2C</td>
<td>2022</td>
<td>Taronga</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Four Core</td>
<td>PRJT4XXX</td>
<td>Taronga Project Unit</td>
<td>CO</td>
<td>Senior</td>
<td>S1C</td>
<td>2022</td>
<td>Taronga or CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year Four Core</td>
<td>PRJT4XXX</td>
<td>Taronga Project Unit</td>
<td>CO</td>
<td>Senior</td>
<td>S1C</td>
<td>2022</td>
<td>Taronga or CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Four Core</td>
<td>PRJT4XXX</td>
<td>Taronga Project Unit</td>
<td>CO</td>
<td>Senior</td>
<td>S2C</td>
<td>2022</td>
<td>Taronga or CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Four Core</td>
<td>PRJT4XXX</td>
<td>Taronga Project Unit</td>
<td>CO</td>
<td>Senior</td>
<td>S2C</td>
<td>2022</td>
<td>Taronga or CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Four Honours</td>
<td>BIOL4XXX</td>
<td>Honours Thesis 1</td>
<td>CO</td>
<td>YES</td>
<td>S1C</td>
<td>2022</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Four Honours</td>
<td>BIOL4XXX</td>
<td>Honours Thesis 2</td>
<td>CO</td>
<td>YES</td>
<td>S2C</td>
<td>2022</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
<table>
<thead>
<tr>
<th>Year</th>
<th>Four Second Major</th>
<th>EL</th>
<th>YES</th>
<th>S1C</th>
<th>2022</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Four Second Major</td>
<td>Any second major from the pool of majors</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>2022</td>
<td>6</td>
</tr>
</tbody>
</table>

**Notes:**

1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.
2. A full list of ASCED codes can be found on the Planning and Information Office website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.
3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.
4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.
5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.

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

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

Already the minor Wildlife Conservation (with 6 units) was created as part of the new curriculum in Table S. The creation of a Taronga Wildlife Conservation major will require the addition of 36 credit points (4-8 units) units which will be known as Taronga Project units and 12 credit points at 4000 level of advanced coursework Wildlife Conservation units. Existing units include AVBS1002 Animals and Us, BIOL1006 Life and Evolution, BIOL1007 From Molecules to Ecosystems, ENVX1002 and 2001 Statistical Methods, BIOL2022 Biology Experimental Design and Analysis, BIOL 2X24 Ecology and Conservation, AVBS3004 Wildlife Conservation and BIOL3007 Ecology. The contributions in these units from Taronga will ranges from 2-50%. Co-created units will include Taronga projects and Wildlife Conservation (WILD) at 3rd and 4th year specifically located in zoos in rural locations. The development of these units will require around 1350 -1800 hours in preparation hours as allowed for in University policy guidelines on teaching and staff workload. These guidelines also specific that each unit of study will be comprised of 9-10 hours student workload, with 5-6 hours face to face learning and 3-4 hours of private study, assessment and assessment preparation per week for 15 weeks.

The pedagogical model engaged will be research-led active learning by inquiry. This is ideal for the educational opportunity represented by the Taronga site and matches with Taronga’s approach of experiential learning. It will be mixed with a smaller segment of content delivered via digital (online) delivery. All units will be offered in blended delivery mode in order to access the affordances of computer assisted learning and communication, and some units - such as OLEs - will be entirely on line.

7.3 Assessment procedures

Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors will be used and describe any benchmarking role or reporting role that such assessors will play in the faculty.

<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>Assignments</td>
<td>20-40%</td>
<td>No</td>
</tr>
<tr>
<td>Exams</td>
<td>40-50%</td>
<td>No</td>
</tr>
<tr>
<td>Presentations</td>
<td>5-20%</td>
<td>No</td>
</tr>
<tr>
<td>Practicals</td>
<td>5%</td>
<td>No</td>
</tr>
<tr>
<td>Placements?</td>
<td>5%</td>
<td>No</td>
</tr>
</tbody>
</table>

7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above
Currently as part of the education strategy within the faculty graduate qualities are being constructively aligned with assessments in each major. Given this is a new major - assessment maps will be done as a priority followin approval.

7.5 Quality assurance arrangements and program review

All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.
Provide details of practices and processes to be implemented to:

- monitor, measure and achieve quality learning and teaching | Every year, in conjunction with the Education Advisory Committee and Governance Committee
- review content, delivery and Resolutions of the course | After the first year and every 3 years after the first
- review and rationalise Units of Study for the course | After the first year and every 3 years after the first

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

Student feedback will be sought on the learning experience, this will be anonymous. Additionally, the Governance Committee and Education Advisory Committee will meet quarterly to assess and review the program.

The Faculty has professional staff (Manager, Curriculum and Quality, Quality Assurance Officer and Educational Designers) to support the course and unit reviews and the implementation of any recommendations

### 7.6 Student workload

Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a twenty-four credit point load for a semester should equate on average to 35 – 45 hours work per week, including preparation time. It is accepted that students may make greater contributions of time voluntarily and during peak periods.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>6-9 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>3-6 hours</td>
</tr>
<tr>
<td>Practical experience</td>
<td>6-9 hours</td>
</tr>
<tr>
<td>Independent study</td>
<td>8 hours</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>8 hours</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
</tbody>
</table>

**Workload for assessment tasks**

Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

Workload for assessments will be managed and coordinated by the Education and Engagement Officer to ensure that students are not overloaded.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

The academic load will be similar to other streams offered by the university following the learning and teaching policy

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

The strategic plan for the faculty and the compact includes a review of assessment and embedding of graduate qualities. Part of this review will include the number and timing of assessment items in majors. This will allow for a more manageable workload and ensure optimal time for student progress and learning.

### 7.7 Academic advice, support and student representation

Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.
The course will be delivered on The University of Sydney's Camperdown campus, the Taronga Institute of Science and Leaning at Taronga Zoo and face-to-face. Students will be managed and coordinated by the Education and Engagement Officer who will be tasked with providing academic support and designing the cohort experience to create a sense of community and deliver a high quality student experience. Students will have access to support mechanisms currently afforded to undergraduate students.

7.8 Remediation and reassessment

What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression. Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

The usual provisions for assessment and reassessment attempts will be made.

7.9 Combined degrees and inter-faculty arrangements

If this is a combined degree, an inter-faculty committee should be established. Please indicate if such arrangements have been made and provide information on the extent of joint planning and consultation processes, mechanisms used to gain approval of faculties involved, and how the proposed course is to be managed administratively and operationally.

n/a

7.10 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the University of Sydney Coursework Rule, all Advanced Learning Masters degrees and all Professional Masters degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

n/a

7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.
A Taronga Sydney Partnership Governance Committee will be established within the first month after contract signing, comprising leadership from Sydney and Taronga. The Committee will oversee the implementation of the direction and goals, monitor progress for continuous improvement and to ensure objectives of the Institute and Undergraduate program are met. They will support the partnership to deliver a sustainable program around conservation, sustainability, and wildlife management. They will maintain oversight of risks, finances, policy and strategy. The committee will meet at least quarterly or as per conditions of the signed contract. Details of the composition of the committee can be negotiated but we propose members from each institution. Sydney will propose as its members the DVC-Education, the Dean of Science and the Dean of Arts and Social Sciences. The Institute Director will also sit on the governance committee.

The governance committee will:

1. Establish an academic and educational framework for the Taronga Sydney Partnership
2. Provide input into the development of the strategic direction including an education and potential research program
3. Ensure coordinated and collaborative approach to decision making and seek to resolve any points of difference over the operation of the partnership
4. Actively support and represent the initiative across the two institutions and more broadly
5. Identify and create strategic links with external stakeholders
6. Oversee the operations, communication and engagement plan
7. Monitor and regularly review the performance of the partnership against the agreed education and operational objectives
8. Identify funding opportunities
9. Develop reporting criteria and timelines
10. Ensure risks are managed within each Institutions agreed appetite and tolerance levels, and escalate those risks that are outside of the committee’s remit to resolve.

An Education Advisory Committee will guide the development of educational programs and oversee an innovative pedagogy of a co-branded undergraduate program. The committee will provide advice to the Institute Director and Academic Director on educational programs. We propose the committee be chaired by Paul Maguire or Simon Duffy and consist of the DVC Indigenous, the PVC Education Engagement Enterprise, Associate Deans Education in the Faculty of Science and the Faculty of Arts and Social Sciences, the Heads of School of the School of Life and Environmental Sciences, the Sydney School of Veterinary Science, and the Sydney School of Education and Social Work, as well as other appropriate role holders from Taronga.

### 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

| 7.12.1 | 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 | Yes and attached |
| 7.12.2 | Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2 | Yes and attached |
| 7.12.3 | 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) | Yes and attached |

### Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating...
to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

7.12.4 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) No

Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

7.12.5 Last semester intake under existing Resolutions Domestic

International

7.12.6 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? No

7.12.7 For course deletions, advise the last date for enrolments into the existing course

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

7.12.9 For course deletions, outline the provisions in place for students enrolled under existing Resolutions
PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

8.1 Teaching and support staff

<table>
<thead>
<tr>
<th>9.1.1</th>
<th>Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (It is not necessary to provide detailed information on the names or qualifications of individual staff members)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An Academic Director, lined managed by the DVC-E, will be seconded to achieve the education objectives of the program, including overseeing the development, approval and implementation of the new educational program. The Academic Director will lead ongoing evaluation and improvement of course content, graduate attributes and student satisfaction. The Academic Director will be supported by an Education and Engagement Officer, largely responsible for the implementation of the Bachelor of Science/Bachelor of Advanced Studies (Taronga Wildlife Conservation). Taronga will nominate qualified individuals from their current staffing to deliver the program/ The program can be delivered with the above addition to the current staffing levels at the University.</td>
</tr>
<tr>
<td>9.1.2</td>
<td>What are the strengths of the department/school relevant to this proposal?</td>
</tr>
<tr>
<td></td>
<td>The School of Life and Environmental Science has existing units to deliver the new program. Key academics have indicated enthusiasm and willingness to revise existing units of study to encompass joint teaching with Taronga in each of the disciplines areas. SOLES already has more than two decades experience placing students in Taronga-supported wildlife conservation projects through the Animal and Veterinary Bioscience degree and the Master of Wildlife Health and Population Management (which has ceased to take enrolments), which provides postgraduate training for zookeepers and collection managers.</td>
</tr>
<tr>
<td>9.1.3</td>
<td>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. Please include in this section the use of supervisors for professional placements.</td>
</tr>
<tr>
<td></td>
<td>Appropriately qualified staff from Taronga Conservation Society Australia will teach in to this program in accordance with the Sydney-Taronga Education Alliance. Monitoring and supervision of staff will be managed by the Academic Director, Education and Engagement Officer, Education Advisory Committee and Governance Committee, in collaboration with unit of study coordinators.</td>
</tr>
</tbody>
</table>

8.2 Teaching space and related facilities

<table>
<thead>
<tr>
<th>9.2.1</th>
<th>Teaching rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Camperdown facilities for units already operating will be used. Taronga Institute of Science and Learning will also be used to accommodate students.</td>
</tr>
<tr>
<td>9.2.2</td>
<td>Lecture theatres</td>
</tr>
<tr>
<td>9.2.3</td>
<td>Laboratories</td>
</tr>
<tr>
<td>9.2.4</td>
<td>Staff offices</td>
</tr>
<tr>
<td>9.2.5</td>
<td>Storage or other space required including any which needs to be rented externally</td>
</tr>
<tr>
<td>9.2.6</td>
<td>Professional placement locations</td>
</tr>
</tbody>
</table>

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

| 9.3.1 | Computer technology |
| 9.3.2 | Other equipment |

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact

Approved by the Academic Board, 3 December 2014
Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

To send to the library as soon as this is completed – they have been in Education Committee meetings and know that it will be sent through
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 Faculty of [Faculty name]

(1) With the exception of the Doctor of [HIGHER DOCTORATE TITLE] and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of [FACULTY NAME]. The Doctor of [HIGHER DOCTORATE TITLE] and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, [YEAR]. 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>
</table>

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

6. Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>
APPENDIX 2: RESOLUTIONS OF THE FACULTY

Faculty Resolutions template

The objective of the Faculty resolutions is to describe rules that are common to all, or most, students enrolled in coursework courses in the Faculty. They should be informative and definitive to a prospective student, a current student and a staff member. Faculty resolutions should not be specified if the content is adequately covered at a higher level (University policy) or lower level (course resolution). The one exception to this rule is where readability of the resolutions is significantly enhanced by having all relevant information on a topic in one place. This needs to be balanced against the work involved in having the same words repeated in many places and the danger (likelihood) that these many occurrences will become out of sync over time.

Many headings in this template allow you the chance to specify rules that are already specified in the Coursework or Research policies. Remember to only include these topics if they are DIFFERENT from the Coursework Rule. Before you do specify something different, ask yourself and your colleagues if there is a real reason for the difference. A good reason may be that professional accreditation requires the difference. A poor reason may be, ‘this is what we have always done’.
Resolutions of the Faculty of XYYYY for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. 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 for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1. Enrolment restrictions

[Required content - Specify any lesser limits than provided for in the Coursework Rule. If same as the Rule adapt the template text to alert students to the existence of the Coursework Rule limitations. Variation from the Rule are not encouraged.]

The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Faculty does not encourage full time students to exceed the recommended enrolment patterns for its courses.

OR

Except as with the permission of the Dean a student may not enrol in units of study with a total value of more than XX credit points in either semester one or two, 12 credit points in the summer session and 6 credit points in the winter session.

2. Time limits

[Required content - Specify Faculty rules about time limits for courses (only if less than the Coursework Rule) and define interaction with periods of suspension and absence as well as credit for previous study. There should be a good reason, such as professional accreditation, to reduce time limits. If there is no variation to the Coursework Rule, use the general text.]

The Coursework Rule limits the time students may take to complete their course; part time students should ensure their enrolment pattern allows completion within the maximum time. The Rule also defines how time limits are affected by periods of suspension or absence, and the time limits for recognition of credit for previous study.

OR

A student must complete all the requirements for an undergraduate diploma within six calendar years of first enrolment.
A student must complete all the requirements for a coursework doctorate, bachelor’s degree (including combined degrees) or undergraduate advanced diploma within ten calendar years of first enrolment.
A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment.
A student must complete all the requirements for a graduate diploma within four calendar years of first enrolment.
A student must complete all the requirements for a master’s degree within six calendar years of first enrolment.
Periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed 10 years from first enrolment.
Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment in the unit or course for which credit is sought.

3. Suspension, discontinuation and lapse of candidature

[Required content - Specify any Faculty variations to the Coursework Rule. Variation from the Rule is not encouraged. If there is no variation to the Coursework Rule, use the general text.]

The Coursework Rule specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

4. Credit for previous study

[Required content - Specify any Faculty variations to the Coursework Rule. Any variations to be consistent with the Coursework Rule. Try to keep variations and exceptions to the minimum. If there is no variation to the Coursework Rule, adapt the general text.]

Approved by the Academic Board, 3 December 2014
The Coursework Rule specifies the general conditions for the granting of credit for previous study to courses in this Faculty.

Or

Except as described below, or in specific course resolutions, the Coursework Rule specifies the conditions for the granting of credit for previous study to courses in this Faculty.

Credit for undergraduate courses is subject to the following conditions:

Credit for postgraduate courses is subject to the following conditions:

Part 2: Unit of study enrolment

5. Cross-institutional study

[Optional content - Specify Faculty conditions applying to cross-institutional study. If the Faculty does not allow cross-institutional study, say so here. Course specific exemptions from cross-institutional study can be specified in the course rules.]

Provided permission has been obtained in advance, the Dean may permit a student to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:

- the resolutions of the student’s course of enrolment do not specifically exclude cross-institutional study; and
- the unit of study content is not taught in any corresponding unit of study at the University; or
- the student is unable, for good reason, to attend a corresponding unit of study at the University.

Cross-institutional study is another form of credit and this will be taken into consideration when considering eligibility.

6. International exchange

[Optional content - Specify the Faculty attitude to exchange if there is a generalised rule. May refer to a separate policy and procedure statement, including exchange units of study. Faculties are encouraged to have a separate section in their handbook, highlighting the rules surrounding exchange programs. Course-specific inclusions or exemptions from international exchange can be specified in the course rules.]

The Faculty encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course. For more information refer to the International Office.

Part 3: Studying and Assessment

7. Attendance

[Required content - specify the minimum attendance at examinations, at class, and any sanctions that may follow unsatisfactory attendance. Delete or amend the model text as required.]

Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.

Students are expected to attend a minimum of 90% of timetabled activities for a unit of study, unless granted exemption by the Dean, Head of School or professor most concerned. The Dean, Head of School or professor most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

8. Late submission policy

[Optional content - It is recommended that the Faculty specify a late submission policy. Vary the model text below as appropriate, or delete.]

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

If a student does not seek an extension, or one is not granted by the academic staff member concerned, or is granted but work is submitted by the student after the extended due date, the late submission of assessment will result in an academic penalty as follows:
• For work submitted after the deadline but up to three calendar days late, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.
• For work submitted after 3 days and less than one week after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.
• For work submitted more than one week late but less than two weeks after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.
• Work submitted more than two weeks after deadline will not be assessed (Fail).

9. Special consideration for illness, injury or misadventure
[Required content - Advise students of the existence of the policy and where more information can be found. Remember that special consideration applies to units of study rather than courses – your students may be taking units from other faculties and vice-versa]

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

10. Concessional pass
[Required text - Specify whether the Faculty uses the grade PCON. Amend the model text as required.]

In this Faculty the grade PCON (Concessional Pass) IS/IS NOT awarded. No more than XX of the total credit points of a course can be made up of PCON results.

11. Re-assessment
[Required content - Faculties should specify their policy on re-assessment. Amend the model text below as appropriate.]

The Faculty does not offer opportunities for re-assessment other than on the grounds of approved special consideration.
OR
In this Faculty, opportunities for re-assessment are offered to students whose performance is in the prescribed range and circumstances.

Students whose final mark for their unit of study is within the range XX-49 may be offered the opportunity of re-assessment. Re-assessment will be offered to eligible students on one date only, advised by the coordinating academic at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The maximum mark and grade awarded for a unit of study in these circumstances will be 50 Pass.

Students who have successfully requested special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation and in any case not longer than 3 months after the original examination or submission date. After this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where special consideration is approved.

Part 4: Progression, Results and Graduation

12. Satisfactory progress
[Required content – Specify rules about minimum rate of progress that are applicable to all courses in the Faculty. Course specific progression rules should be specified in the course rule. Do not repeat progression tests applied by the progression provisions of the Coursework Rule.]

The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

13. Award of the bachelor’s degree with honours
[Optional content - Specify elements common to honours degrees in the Faculty at the Faculty Resolutions level if there are many similar honours degrees. If the Faculty has few honours degrees, or the requirements vary between them, put all the requirements into the course rules. This is one area where a judgement call needs to be made about how best to present the information over the different levels of the resolutions.

Approved by the Academic Board, 3 December 2014
Topics that could easily go at either the course or the Faculty level:
- Admission to honours candidature
- Requirements for honours
- Calculation of the honours mark

Topics that naturally have more generality:
- General conditions of honours candidature
- Classes of award
- Award of the Medal

Any WAM formula or other calculation used to determine either admission to, or award of, honours must be stated in sufficient detail for a reader to make the calculation. WAMs can be explained under the heading 'Weighted Average Mark' or here. Faculties should publish a separate statement outlining the assessment criteria and examination procedure for honours. Modify the model text as appropriate.

To qualify for admission to honours candidature a student must:
- have completed the requirements for the pass degree or be a graduate of no more than 10 years’ standing; and
- have a WAM of at least XXX; and
- have the written permission of the chair of the school/department/discipline most concerned.
- [any other rules specified by the Faculty, including WAM calculations that are different to the University WAM: where honours places are limited by quota specify the method used to select the most meritorious].

General conditions of candidature include:
- [rules including joint honours, suspension-failure-discontinuation-re-enrolment, full time/part time and time limits]

To qualify for the award of honours a student must:
- [Faculties to specify requirements for the award of honours in terms of units of study and credit points to be completed].

The honours mark is determined by:
- [State how the honours mark is determined, including any calculation used.]

Appended honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 to 100</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 to 89</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 to 74</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 to 69</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

Integrated honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade average</th>
<th>Other requirements*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>≥ 75</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 to 74</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>65 to 70</td>
<td></td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>≤ 65</td>
<td></td>
</tr>
</tbody>
</table>

[*Other requirements: if any, such as High Distinction average in Senior units. Delete if not required.]

14. University medal
[Required content if medals area awarded - Specify Faculty requirements for the award of the honours bachelor’s degree with medal. Modify the model text as appropriate. The location of this paragraph is closely linked to decisions made about locating the honours information.]

A student with an honours mark of XX or above may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule.
15. Weighted average mark (WAM)

[Required content - Tell your students about the existence of the University WAM and specify any other WAMs you have in use. Most commonly WAMs will be specified for entry to, and award of, honours. For Faculty specific or course specific WAMs, provide the formula and any unit weightings used sufficient to allow a student can work out their own WAM.]

[Minimum statement]
The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAM’s are used by the University as one indicator of performance. For example, WAMs can be used in assessing admission to and award of honours, eligibility for prizes and scholarships, or assessing progression through a course.

[Optional statements – adapt as necessary]
This faculty uses the University WAM to calculate admission to, and award of, honours, as well as to determine satisfactory progress to the completion of course requirements and for ranking applicants for prizes and scholarships.

In this Faculty the following WAM calculations are used:

[Sample formulae – use or delete as required]

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

\[
WAM = \frac{\sum (CP \times M)}{\sum CP}
\]

[terms in formulae need definition]

Part 5: Other

16. Transitional provisions

[Required content when an existing course changes its requirements.]

These resolutions apply to students who commenced their candidature after 1 January, 20XX and students who commenced their candidature prior to 1 January, 20XX who elect to proceed under these resolutions.

Students who commenced prior to 1 January, 20XX 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, 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

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.
Bachelor of XXX
Bachelor of XXX (Honours)
Advanced Diploma in XXX
Diploma in XXX

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
[List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
</table>

2. Attendance pattern
[Required content – state whether the course is available full time, part time or both. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode]

The attendance pattern for this course is full time or part time according to candidate choice / full time only / part time only. Visa requirements commonly restrict international students to full time study only. Some/all units of study are available/only available in distance mode.

[Visas normally restrict international students studying within Australia to taking a maximum of 25% of a course via distance mode]

3. Streams
[Required content where there are streams – delete if no streams. List the streams of the course. State whether a stream is a requirement or not, and the procedures for transferring between streams.]

The Bachelor/ Advanced Diploma in / Diploma in/of XXX is available in the following streams:
Completion of a stream is/ is not a requirement of the course.
Candidates wishing to transfer between streams should contact the faculty.

4. Cross-faculty management
[Required content for combined degree courses delivered by two or more faculties. Delete for non combined courses or combined courses delivered by only one faculty. Specify the faculty responsible for administration of candidature for this course. Modify the standard clause as appropriate.]

Candidates in this combined degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Bachelor of XXX. They will then be under the supervision of the Faculty of YYY.

The Deans of the Faculty of XXX and the Faculty of YYY shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5. Admission to candidacy
[Required content - admission to candidacy for bachelor's degrees and most diplomas and advanced diplomas is covered by the Coursework Rule. In most cases the generic text below will suffice. You may wish to highlight some of the special features or schemes that apply to your course but should avoid detail that is likely to duplicate (or potentially contradict) the content of the Coursework Rule. Make sure the Coursework Rule accurately reflect your admission rules, including the information in the course specific schedules such as tests, interviews, auditions etc.]

If these rules are for a diploma or advanced diploma where admission to candidacy is not via the UAC and admission is on some basis other than that specified in the Coursework Rule, specify the admission criteria here.

Admission to candidacy for honours degrees is dealt with under the heading ‘Requirements for the Honours degree’.

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program.
English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

[Optional content – delete or modify as necessary] In addition, admission to this course requires the applicant to sit a STAT test / participate in an interview/ attend an audition. The results of this process will form part of the ranking or applicants.

6. Requirements for award

[Required content - Specify requirements in terms of total credit points and subsets of credit points. For the purposes of the Sydney Student re-writing exercise, the requirements will be expressed in the terms of the 2010 Faculty resolutions, except where these are incomplete or otherwise indeterminate. In these cases, the requirements will be determined in cooperation with the relevant Faculty and re-written.

Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree, i.e. how many majors/ streams the candidate must complete, the number of credit points for a major/ stream, the maximum number of junior/senior credit points etc. Avoid expressing requirements in terms of numbers of units of study, i.e. ‘12 credit points’ rather than ‘two units of study’.

Units of study should be listed separately in a table, and it is good practice to embed the course rules into the table in a way that guides a candidate through the requirements, however, a table does NOT replace the expression of the requirements in the resolutions.

Modify the following text as appropriate.]

The units of study that may be taken for the course/s are set out in Table X.

To qualify for the award of the pass degree/ advanced diploma/diploma, a candidate must complete XXX credit points, comprising:

- XX credit points of core units of study
- A major (XX credit points), a second major (XX credit points), a stream (XX credit points) selected from the available list of majors/ streams or
- A major and elective units of study selected from any of the majors,
- And ensuring:
  - no more than XX credit points in junior (ZZZZ level) units of study
  - at least XX credit points in units of study from the Faculty of YYY (no more than ZZ credit points in units from any other faculty)

7. Majors

[Required content where there are majors – delete if no majors. List the majors of the course. State whether a major is a requirement or not. Define the minimum requirements for a major and the maximum number of majors one candidate can complete. Modify the model text as appropriate.]

Completion of a major is/ is not a requirement of the course. Candidates have the option of completing up to two majors. A major requires the completion of XX senior credit points chosen from units of study listed in the table for that major. Units of study counted towards one major may not count toward any other major completed. The majors available are:

[List]

8. Progression rules

[Optional content. Delete if not applicable. Specify rules about progression from one stage of the degree or diploma to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite rules. Specify any consequences, such as transfer to a non-advanced stream, or repeat of a year. Note that the process of exclusion from a course is subject to the procedures of the progression policy and exclusion should not be a direct consequence of the rules stated here.

E.g. Candidates must pass all year one units of study (Units of Study with a numeric value of 1xxx) before proceeding to year two (units with a numeric value of 2xxx). Failure in any single unit results in a failure of the year and requires the candidate to retake the entire year without credit or exemption for work previously completed.

Approved by the Academic Board, 3 December 2014
Candidates must pass UNITXXX before proceeding to the core units in year three.

Candidates must maintain a Distinction average in all core units in each year of study to continue in the Advanced degree. Candidates who do not maintain a distinction average will be transferred to the pass degree.

9. Requirements for the Honours degree

[Required content where Honours is available - Specify requirements for admission to candidature and total credit points or specific units of study required. Where there is a limit on the number of honours places available this must be stated along with the criteria for selection For the purposes of the Sydney Student re-writing exercise, the requirements will be expressed in the terms of the 2010 Faculty resolutions, except where these are incomplete or otherwise indeterminate. In these cases, the requirements will be determined in cooperation with the relevant Faculty and re-written.

Conditions should be specific rather than general. If useful, refer to units of study listed separately in a table. It may be useful to embed the honours rules into the table in a way that guides a candidate through the requirements, however, a table does NOT replace the expression of the requirements in the resolutions.

There are two typical patterns of honours: integrated and appended. You may find the model clauses below useful starting points. Remember that the Faculty resolutions may contain rules about the way the grade of honours is determined and the classes of honours awardable.

For additional information and suggestions see the Faculty Resolutions template.]

[Integrated honours]
Honours, involving a research project, is available to meritorious students who complete an alternative set of units of study in the final year of the program. Admission to the honours program is by permission of the program coordinator after the completion of third year. Admission requires a WAM of at least 65 in units of study completed to that point.
To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative XX credit point honours pathway described in the table of units for the degree. Completion of the degree is required in the minimum standard full time duration. The grade of honours will be determined by...

[Appended honours]
Honours, involving a research project, is available to meritorious students who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the Head of Department/ Discipline/ Program Coordinator is satisfied the candidate cannot undertake full-time study.
To qualify for admission to the honours year a student should:
- have qualified for, or been awarded, the pass degree or an equivalent degree from another university, including a major/s in the intended area/s of study;
- have a WAM of at least 65; and
- have the permission of the relevant Head of Department/ Discipline/ Program Coordinator.

To qualify for the award of the honours degree a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the Head of Department/ Discipline/ Program Coordinator.

10. Award of the degree/ advanced diploma/ diploma

Optional content if required – define the classes of award available in this diploma/ degree and the level of achievement that defines them. Diplomas and advanced diplomas may be awarded in either Pass or Pass with Merit. Bachelor’s degrees may be awarded in either or both Pass and Honours. Modify the model text as required for the particular course. It is not a requirement of Academic Board that any grade other than Pass be awarded.

The Diploma/ Advanced Diploma in XXX is awarded in the grades of either Pass with Merit (with a WAM of at least 75) or Pass (with a WAM below 75).

The Bachelor of XXX is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to XXX Class according to the rules specified in the Resolutions of the Faculty of XXX.

Approved by the Academic Board, 3 December 2014
Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

[OR for integrated honours]

Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

11. Cross-institutional study
[Required content for courses where cross-institutional study is NOT an option. Otherwise, delete.]

Cross-institutional study is not available in this course.

12. International exchange
[Required content for courses where the exchange policy is different from the Faculty rule. Otherwise, delete. If international exchange is a requirement of the course, make that statement under ‘Requirements for award.’]

International exchange is not allowed in this course.

Or

The faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the International Office.

13. Course transfer
[Required content for combined degrees and embedded courses. Specify whether candidature can be transferred to either one of the single degrees in the event that the candidate does not wish to finish the combined program. Transfer between streams is dealt with under the heading ‘Streams’. Forced transfer arising out of a progression problem is dealt with under the heading ‘Progression Rules’.]

A candidate may abandon the combined program and elect to complete either the Bachelor of XXX or the Bachelor of YYY in accordance with the resolutions governing that degree.

Or

A candidate may abandon the combined course program and elect to complete the Bachelor of XXX in accordance with the resolutions governing that degree. Completion of the Bachelor of YYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

14. Credit for previous study
[Optional content – specify only if there are course specific rules. Variation from the Coursework Rule, or a consistent Faculty policy, is discouraged. Adapt the model text as required]

Credit transfer is subject to the provisions of the Coursework Rule and the Resolutions of the Faculty of XXX. All candidates for the Bachelor of XXX, notwithstanding any credit transfer, must complete...

15. Transitional provisions
[Required content when an existing course changes its requirements.]

These resolutions apply to students who commenced their candidature after 1 January, 20XX and students who commenced their candidature prior to 1 January, 20XX who elect to proceed under these resolutions. Candidates who commenced prior to 1 January, 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

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 XXX
### Graduate Diploma in XXX
### Master of XXX

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
[List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
</table>

### 2. Attendance pattern
[Required content – state whether the course is available as full time, part time or both. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode]

The attendance pattern for this course is full time or part time according to candidate choice / full time only / part time only. [Some/all units of study are available/only available in distance mode. Visa restriction normally restrict International students studying within Australia to taking a maximum of 25% of courses via distance mode]

### 3. Master’s type
[Required content for coursework master’s degrees.]

The master’s degree in these resolutions is [a professional/ an advanced learning] master’s course, as defined by the Coursework Rule.

Or

This master’s degree is [a professional/ an advanced learning] master’s course, as defined by the Coursework Rule.

### 4. Embedded courses in this sequence
[Required content for embedded courses.]

The embedded courses in this sequence are:
- the Graduate Certificate in XXX
- the Graduate Diploma in XXX
- the Master of XXX

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

### 5. Streams
[Required content where there are streams – delete if no streams. List the streams of the course. State whether a stream is a requirement or not, and the procedures for transferring between streams.]

The Graduate Certificate in/ Graduate Diploma in/ Master of XXX is available in the following streams:
[List]

Completion of a stream is/ is not a requirement of the course.

Candidates wishing to transfer between streams should contact the Faculty student office.

### 6. Cross-faculty management
[Required content for combined degrees delivered by two or more faculties. Delete for non combined courses or combined courses delivered by only one faculty. Specify the faculty responsible for administration of candidature for this course. Modify the standard clause as appropriate.]

Candidates in this combined degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Master of XXX.

They will then be under the supervision of the Faculty of YYY.

The Deans of the Faculty of XXX and the Faculty of YYY shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

### 7. Admission to candidature
Postgraduate requirements for admission to candidature should be specified in detail and should be compliant with the minimum entry standards for postgraduate courses specified in the Coursework Rule. Conditions should be specific rather than general and include names of degrees or disciplines of study required for admission as well as other criteria (if any) e.g. minimum WAM requirements, interviews, auditions or entrance tests. Include the generic statement about available places – modify only if places are allocated on some other basis.

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

Or

Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

Admission to candidature requires...

- [cut and paste the relevant section from the table below.]

<table>
<thead>
<tr>
<th>Select the appropriate class of award and paste above</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Certificate</strong></td>
</tr>
<tr>
<td><strong>Graduate Diploma</strong></td>
</tr>
<tr>
<td><strong>Master’s-Advanced Learning</strong></td>
</tr>
<tr>
<td><strong>Master’s-Professional Master’s</strong></td>
</tr>
</tbody>
</table>

8. Requirements for award

[Required content- specify the requirements in terms of total credit points and subsets of credit points. Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree i.e. how many majors/ streams the candidate must complete, the number of credit points for a major/ stream etc. Avoid expressing requirements in terms of numbers of units of study, i.e. ‘12 credit points’ rather than ‘two units of study’.]

Units of study should be listed separately in a named table, and it is good practice to embed the course rules into the table in a way that guides a candidate through the requirements, however, a table does NOT replace the expression of the requirements in the resolutions.]

The units of study that may be taken for the course/s are set out in Table X.

To qualify for the award of the XXXX a candidate must complete XX credit points, including:

<table>
<thead>
<tr>
<th>Select the appropriate class of award and paste above</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Certificate</strong></td>
</tr>
</tbody>
</table>
Approved by the Academic Board, 3 December 2014

---

Core units of study. Additional requirements may include:
- Elective units of study offered by the Faculty of enrolment or another Faculty.

Graduate Diploma
Candidates must complete XX credit points [minimum 36, maximum 48] including:
- Core units of study.
Additional requirements may include:
- Elective units of study offered by the Faculty of enrolment or another Faculty.

Master's - Advanced Learning including:
**Master of Arts**
**Master of Science**
**Other Advanced Learning**
Candidates must complete XX credit points [minimum 48, maximum 96] including:
- Core advanced units of study; and
- A capstone experience.
Additional requirements may include:
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units of study offered by the Faculty of enrolment or another Faculty.
  - Optional elective units involving a professional / industry project;
  - Optional international exchange.

Master's - Professional
Candidates must complete XX credit points [minimum 48, maximum 96] including:
- Core units of study.
Additional requirements may include:
- A capstone experience where appropriate;
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units of study offered by the Faculty of enrolment or another Faculty.
  - Optional elective units involving a professional / industry project;
  - Optional international exchange.

9. Specialisations
[Required content where there are specialisations – delete if no specialisations. List the specialisations of the course. State whether a specialisation is a requirement or not. Define the minimum requirements for a specialisation and the maximum number of specialisations one candidate can complete. Modify the model text as appropriate.]

Completion of a specialisation is/ is not a requirement of the course. Candidates have the option of completing up to two specialisations. A specialisation requires the completion of XX credit points chosen from units of study listed in the table for that specialisation. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:

[List]

10. Progression rules
[Required content: Delete if not applicable. Specify rules about progression from one stage of the degree, diploma or certificate to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite rules. Specify any consequences, such as transfer to a shorter course, or repeat of a year. Note that the process of exclusion from a course is subject to the procedures of the progression policy and exclusion should not be a direct consequence of the rules stated here.]

e.g. Candidates must pass all stage one units of study before proceeding to stage two. Failure in any single unit results in a failure of the stage and requires the candidate to retake the entire stage without credit or exemption for work previously completed.
Or
Candidates must pass UNITXXXX before proceeding to the core units in year two.
Or
Candidates who fail any clinical placement unit will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule. Candidates who subsequently fail the clinical placement for a second time will be excluded from the course if they cannot show cause. Any further failures will result in automatic exclusion from the course.

11. Cross-institutional study
[Required content for courses where cross-institutional study is NOT an option, or where course specific restrictions apply. Otherwise, delete.]
Cross-institutional study is not available in this course.

12. International exchange
International exchange is not allowed in this course.

Or

The Faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the International Office.

13. Course transfer

A candidate may abandon the combined program and elect to complete either the Master of XXX or the Master of YYY in accordance with the resolutions governing that degree.

Or

A candidate may abandon the combined program and elect to complete the Master of XXX in accordance with the resolutions governing that degree. Completion of the Master of YYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

Or

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

14. Credit for previous study

Credit transfer is subject to the provisions of the Coursework Rule and the Resolutions of the Faculty of XXX. All candidates for the Master of XXX, not withstanding any credit transfer, must complete...

15. Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January, 20XX and students who commenced their candidature prior to 1 January, 20XX who elect to proceed under these resolutions.

Candidates who commenced prior to 1 January, 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 4: LIBRARY IMPACT STATEMENT

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See http://www.library.usyd.edu.au/contacts/subjectcontacts.html.

The Library Director should sign on the front page of this course proposal, as confirmation that:

- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

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

   Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.

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.

   Text here

This section to be completed by library staff

Library resources required

Does the Library already collect resources in this area? ☐ Yes ☐ No

Comments

<table>
<thead>
<tr>
<th>Initial costs of acquiring basic resources (digital and non-digital)</th>
<th>$AUD</th>
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</thead>
<tbody>
<tr>
<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
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</tr>
<tr>
<td>New journal titles (including back-runs)</td>
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</tr>
<tr>
<td>Additional databases / digital resources</td>
<td>Initial resources costs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ongoing costs of resources</th>
<th>$AUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual costs of maintain new subscriptions (journals and databases)</td>
<td>Ongoing information resources costs</td>
</tr>
</tbody>
</table>

Additional resource requirements

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

Comments

*Specify opportunities for developing research and learning resources.

Implications

Include issues regarding staff / time to develop and deliver the programs and other support materials.

Estimated number of hours

Library Director’s comments*

* The Library Director should sign on the front page.
**APPENDIX 5: REFERENCE – SESSION CODES**

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1C</td>
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</tr>
<tr>
<td>S1CG</td>
<td>Session 1 early census</td>
</tr>
<tr>
<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CIJA</td>
<td>Int January*</td>
</tr>
<tr>
<td>S1CIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIIMR</td>
<td>Int March*</td>
</tr>
<tr>
<td>S1CIAP</td>
<td>Int April*</td>
</tr>
<tr>
<td>S1CIIMY</td>
<td>Int May*</td>
</tr>
<tr>
<td>S1CIJN</td>
<td>Int June*</td>
</tr>
<tr>
<td>S2C</td>
<td>Semester 2</td>
</tr>
<tr>
<td>S2CG</td>
<td>Session 2 early census</td>
</tr>
<tr>
<td>S2CRA</td>
<td>Semester 2a (first seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CRB</td>
<td>Semester 2b (last seven weeks of Semester 2)</td>
</tr>
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<td>S2CIJL</td>
<td>Int July*</td>
</tr>
<tr>
<td>S2CIAU</td>
<td>Int August*</td>
</tr>
<tr>
<td>S2CISE</td>
<td>Int September*</td>
</tr>
<tr>
<td>S2CIOC</td>
<td>Int October*</td>
</tr>
<tr>
<td>S2CINO</td>
<td>Int November*</td>
</tr>
<tr>
<td>S2CIDE</td>
<td>Int December*</td>
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<td>Summer School Main</td>
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<td>S1NSLA</td>
<td>Summer School Late</td>
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<td>S1CRS4</td>
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<td>S2CRW1</td>
<td>Winter Law</td>
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<td>S1CRR2</td>
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<td>S2CRR3</td>
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<td>S2CRR4</td>
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<td>SSAF Semester 1</td>
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<td>SSAFS2</td>
<td>SSAF Semester 2</td>
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### APPENDIX 6: REFERENCE – CAMPUS CODES

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<tr>
<th>CODE</th>
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<tbody>
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<td>AE</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>AM</td>
<td>Amsterdam</td>
</tr>
<tr>
<td>BS</td>
<td>Burren Street</td>
</tr>
<tr>
<td>CC</td>
<td>Camperdown/Darlington</td>
</tr>
<tr>
<td>CD</td>
<td>Concord Clinical School</td>
</tr>
<tr>
<td>CE</td>
<td>Central Clinical School</td>
</tr>
<tr>
<td>CF</td>
<td>Camden</td>
</tr>
<tr>
<td>CH</td>
<td>Children’s Hospital at Westmead Clinical School</td>
</tr>
<tr>
<td>CN</td>
<td>China</td>
</tr>
<tr>
<td>CS</td>
<td>Surry Hills</td>
</tr>
<tr>
<td>DB</td>
<td>Distance Education Burren Street</td>
</tr>
<tr>
<td>DE</td>
<td>Distance Education Camperdown/Darlington</td>
</tr>
<tr>
<td>DF</td>
<td>Distance Education Camden</td>
</tr>
<tr>
<td>DL</td>
<td>Distance Education Lidcombe</td>
</tr>
<tr>
<td>DM</td>
<td>Distance Education Mallett Street</td>
</tr>
<tr>
<td>DO</td>
<td>Distance Education Orange</td>
</tr>
<tr>
<td>DR</td>
<td>Distance Education Rozelle</td>
</tr>
<tr>
<td>DS</td>
<td>Distance Education Surry Hills</td>
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<tr>
<td>DW</td>
<td>Distance Education Westmead Clinical School</td>
</tr>
<tr>
<td>DY</td>
<td>Distance Education Sydney</td>
</tr>
<tr>
<td>GE</td>
<td>Germany</td>
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<tr>
<td>HK</td>
<td>Hong Kong</td>
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<tr>
<td>ID</td>
<td>Indonesia</td>
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<tr>
<td>IT</td>
<td>Italy</td>
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<tr>
<td>KT</td>
<td>Kyoto/Tokyo</td>
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<tr>
<td>LC</td>
<td>Cumberland</td>
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<td>ML</td>
<td>Malaysia</td>
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<td>MS</td>
<td>Mallett Street</td>
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<tr>
<td>NE</td>
<td>Nepean Clinical School</td>
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<tr>
<td>NO</td>
<td>Northern Clinical School</td>
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<tr>
<td>NP</td>
<td>Nepal</td>
</tr>
<tr>
<td>OC</td>
<td>Orange</td>
</tr>
<tr>
<td>RC</td>
<td>Rozelle</td>
</tr>
<tr>
<td>SA</td>
<td>Sydney Adventist Hospital Clinical School</td>
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<tr>
<td>SC</td>
<td>Sydney <em>(used by the Sydney Conservatorium of Music only)</em></td>
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<td>SH</td>
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<tr>
<td>WC</td>
<td>Westmead</td>
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<tr>
<td>WN</td>
<td>Western Clinical School at Westmead</td>
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<tr>
<td>ZZ</td>
<td>No information on location</td>
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</tbody>
</table>
APPENDIX 7: AQF COMPLIANCE

Attach AQF documentation here.
Bachelor of Science

Bachelor of Science/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
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<tbody>
<tr>
<td>BPSCIENCE-05</td>
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</tr>
<tr>
<td>BPSCIAVS-01</td>
<td>Bachelor of Science / Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Streams

(1) Candidates may enter and complete the Bachelor of Science or the Bachelor of Science/Bachelor of Advanced Studies through a stream.

(2) The Bachelor of Science is available in the following streams:

(a) Health
(b) Medical Science
(c) Dalyell

(3) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.

(4) The Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are available in the following streams:

(a) Advanced
(b) Agriculture
(c) Animal and Veterinary Science
(d) Food and Agribusiness
(e) Health
(f) Medical Science
(g) Dalyell
(h) Taronga Wildlife Conservation

(5) Completion of a stream is not a requirement of the Bachelor of Science/Bachelor of Advanced Studies. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.

(6) Candidates wishing to transfer between streams should contact the Student Centre.

(7) Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross-faculty management

(1) Candidates in Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies will be under the supervision of the Faculty of Science throughout.

(2) Candidates undertaking honours will be under the management of the Faculty of Science. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the academic governance of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Science on all matters relating to admission, requirements, award of honours mark and award of honours grade.

(3) The Dean of the Faculty of Science shall exercise authority in any matter concerned with the Bachelor of Science/Bachelor of Advanced Studies and the Bachelor of Science/Bachelor of Advanced Studies with honours not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.

(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are set out in:
(a) Table A for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies; 
(b) Table S of the Shared Pool for Undergraduate Degrees; and  
(c) Table O of the Shared Pool for Undergraduate Degrees. In these resolutions, except where otherwise specified, Table A, Table S  
and Table O mean Table A, Table S and Table O as specified here.  

(2) Bachelor of Science: 
To qualify for the award of the Bachelor of Science, a candidate must complete 144 credit points, comprising:  
(a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and  
(b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and  
(c) a minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed and specified in Table A or Table S; and  
(d) a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O and  
(e) where appropriate, elective units from Table A and Table S; and  
(f) if enrolled in a stream, complete the requirements for the stream as specified in Table A.  

(3) Bachelor of Science/Bachelor of Advanced Studies:  
(a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and  
(b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and  
(c) a minor (36 credit points) or second major as defined in Section 7 below and listed and specified in Table A.  
(d) a second major (48 credit points) as defined in Section 7 below and specified in Table A or Table S; and  
(e) where appropriate, elective units from Table A or Table S; and  
(f) if enrolled in a stream, complete the requirements for the stream as specified in Table A.  

7 Programs, majors and minors  

(1) Bachelor of Science:  
(a) Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Science. Requirements for completion of majors and minors are as set out in Table A and Table S.  
(b) Candidates in the Bachelor of Science have the option of completing:  
(i) a program (which contains a major); and  
(ii) a second major from Table A or Table S in place of the minor.  

(2) Bachelor of Science/Bachelor of Advanced Studies:  
Completion of a major or a program (which contains a major) from Table A and second major from Table A or Table S is a requirement of the Bachelor of Science/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.  

(3) The majors and minors available in Table A in the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:  

<table>
<thead>
<tr>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Histology</td>
<td>Anatomy and Histology</td>
</tr>
<tr>
<td>Animal Health, Disease and Welfare</td>
<td>Animal Health, Disease and Welfare</td>
</tr>
<tr>
<td>Animal Production</td>
<td>Animal Production</td>
</tr>
<tr>
<td>Animal Veterinary Bioscience (only available in Animal Veterinary Bioscience program)</td>
<td></td>
</tr>
<tr>
<td>Applied Medical Science</td>
<td>Applied Medical Science</td>
</tr>
<tr>
<td>Behavioural Sciences</td>
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<td>Biochemistry and Molecular Biology</td>
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<td>Biology</td>
<td>Biology</td>
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<tr>
<td>Cell and Developmental Biology</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Computer Science</td>
<td>Computer Science</td>
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<tr>
<td>Data Science</td>
<td>Data Science</td>
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<tr>
<td>Ecology and Evolutionary Biology</td>
<td>Wildlife Conservation</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Environmental Science (only available in Environmental Science program)</td>
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<tr>
<td>Food Science</td>
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<tr>
<td>Genetics and Genomics</td>
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<tr>
<td>Geography</td>
<td>Geography</td>
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<tr>
<td>Geology and Geophysics</td>
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</tr>
<tr>
<td>Health (only available in Health stream)</td>
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<td>History and Philosophy of Science</td>
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<td>Human Movement (only available in Health stream)</td>
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</tr>
<tr>
<td>Virology</td>
<td></td>
</tr>
</tbody>
</table>

2
### Progression within a stream, program or Honours component

Enrolment and progression for each candidate for a stream, program or honours component is governed by progression rules specified in the relevant Table for the component.

### Progression within Bachelor of Science/Bachelor of Advanced Studies

Except with the permission of the Dean, candidates who are not in the Dalyell stream must complete the degree requirements listed under Section 6(1) before progressing to 4000-level units (including 4000-level project units).

### Progression within the Dalyell Stream:

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.

(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over for each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.

### Progression within the Advanced Stream:

(a) Candidates in the Advanced Stream may attempt advanced or units at higher levels than the usual sequence.

(b) Candidates must achieve an Annual Average Mark of at least 65.0 for each 48 credit-point block to continue in the Advanced Stream. Candidates who do not maintain an Annual Average Mark at this level may continue in the Bachelor of Science, major, program or minor but will not remain in the Advanced Stream.

### Requirements for the Bachelor of Science/Bachelor of Advanced Studies with honours

1. An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Science/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Science must complete the requirements for the honours component full-time over two consecutive semesters. If the School is satisfied that a student is unable to attempt the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Science, admission, requirements and award of honours are according to the Coursework Policy; these resolutions and the Resolutions of the Faculty of Science. For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

2. Admission to the honours program is by permission of the Associate Dean and relevant honours coordinator or head of department after the completion of all of the following requirements:

<table>
<thead>
<tr>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Systems</td>
<td>Information Systems</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Marine Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Medical Science (only available in Medical Science program)</td>
<td>Medical Chemistry</td>
</tr>
<tr>
<td>Medicinal Chemistry</td>
<td>Medicinal Chemistry</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Nutrition Science</td>
<td>Nutrition Science</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Physiology</td>
<td>Physiology</td>
</tr>
<tr>
<td>Plant Production</td>
<td>Plant Production</td>
</tr>
<tr>
<td>Quantitative Life Sciences</td>
<td>Quantitative Life Sciences</td>
</tr>
<tr>
<td>Software Development</td>
<td>Software Development</td>
</tr>
<tr>
<td>Soil Science and Hydrology</td>
<td>Soil Science and Hydrology</td>
</tr>
<tr>
<td>Statistics</td>
<td>Statistics</td>
</tr>
<tr>
<td>Wildlife Conservation (only available in the Taronga Wildlife Conservation Program)</td>
<td></td>
</tr>
</tbody>
</table>

(4) The programs available in Table A of the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:

<table>
<thead>
<tr>
<th>The programs available in the Bachelor of Science are:</th>
<th>The programs available in the Bachelor of Science/Bachelor of Advanced Studies are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agroecosystems</td>
<td>Agriculture (only available in Agriculture stream)</td>
</tr>
<tr>
<td>Medical Science (only available in Medical Science stream)</td>
<td>Agroecosystems</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Food and Agribusiness (only available in Food and Agribusiness stream)</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Animal Veterinary Bioscience (only available in Animal Veterinary Bioscience stream)</td>
</tr>
<tr>
<td>Psychology</td>
<td>Medical Science (only available in Medical Science stream)</td>
</tr>
<tr>
<td>Mathematical Sciences (only available in Dalyell stream)</td>
<td>Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Nanoscience and Nanotechnology</td>
</tr>
<tr>
<td></td>
<td>Neuroscience</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Taronga Wildlife Conservation (only available in the Taronga Wildlife Conservation Stream)</td>
</tr>
</tbody>
</table>

(5) The minors and majors available as second majors in the Bachelor of Science are as listed in Table A and Table S.

### Progression rules

<table>
<thead>
<tr>
<th>8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progression within a stream, program or Honours component:</strong></td>
<td></td>
</tr>
<tr>
<td>Enrolment and progression for each candidate for a stream, program or honours component is governed by progression rules specified in the relevant Table for the component.</td>
<td></td>
</tr>
<tr>
<td><strong>Progression within Bachelor of Science/Bachelor of Advanced Studies:</strong></td>
<td></td>
</tr>
<tr>
<td>Except with the permission of the Dean, candidates who are not in the Dalyell stream must complete the degree requirements listed under Section 6(1) before progressing to 4000-level units (including 4000-level project units).</td>
<td></td>
</tr>
<tr>
<td><strong>Progression within the Dalyell Stream:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.</td>
<td></td>
</tr>
<tr>
<td>(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over for each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.</td>
<td></td>
</tr>
<tr>
<td><strong>Progression within the Advanced Stream:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Candidates in the Advanced Stream may attempt advanced or units at higher levels than the usual sequence.</td>
<td></td>
</tr>
<tr>
<td>(b) Candidates must achieve an Annual Average Mark of at least 65.0 for each 48 credit-point block to continue in the Advanced Stream. Candidates who do not maintain an Annual Average Mark at this level may continue in the Bachelor of Science, major, program or minor but will not remain in the Advanced Stream.</td>
<td></td>
</tr>
</tbody>
</table>

### Requirements for the Bachelor of Science/Bachelor of Advanced Studies with honours

<table>
<thead>
<tr>
<th>9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements for the Bachelor of Science/Bachelor of Advanced Studies with honours:</strong></td>
<td></td>
</tr>
<tr>
<td>(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Science/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Science must complete the requirements for the honours component full-time over two consecutive semesters. If the School is satisfied that a student is unable to attempt the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Science, admission, requirements and award of honours are according to the Coursework Policy; these resolutions and the Resolutions of the Faculty of Science. For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the relevant resolutions of the faculty in which the component is undertaken.</td>
<td></td>
</tr>
<tr>
<td>(2) Admission to the honours program is by permission of the Associate Dean and relevant honours coordinator or head of department after the completion of all of the following requirements:</td>
<td></td>
</tr>
</tbody>
</table>
(a) a Bachelor of Science degree (or equivalent) including at least one major or program; or 144 credit points, including at least one major or program, any degree or stream-specific core, and a minor, or equivalent studies at another institution.

(b) an AAM of at least 65.0 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed honours project; or a credit average in 48 credit points in relevant intermediate and senior Science units of study relevant to the honours area, as determined by the School concerned;

(c) any requirements for honours entry set by the relevant department, school or faculty.

(3) To qualify for the award of the Bachelor of Science/Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the pass degree and at least 36 and a maximum of 48 credit points of additional honours units at 4000 level or above, including an honours research project of at least 12 and a maximum of 36 credit points, and at least 12 and a maximum of 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. Honours subject areas and units of study for honours within the Faculty of Science are listed in Table A for the relevant faculty or Table S in the Shared Pool for Undergraduate degrees.

(4) The grade of honours will be determined by an honours mark calculated from work, including the embedded honours component as specified in these resolutions, in the resolutions for the Faculty of Science or in the resolutions of the relevant faculty.

10 Award of the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and Bachelor of Science/Bachelor of Advanced Studies with Honours

(1) Candidates for the Bachelor of Science/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Science who do not meet requirements for the combined degree will be awarded the Bachelor of Science.

(2) Honours in the Bachelor of Science/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Science or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 honours mark &lt; 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70 honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Science/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Science, or the Bachelor of Science/Bachelor of Advanced Studies will be awarded the Bachelor of Science or Bachelor of Science/Bachelor of Advanced Studies as appropriate.

11 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Science.

12 International exchange

The Faculty of Science encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Science.

13 Course transfer

A candidate may transfer from the Bachelor of Science and elect to complete the Bachelor of Science/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Science. A candidate may abandon the Bachelor of Science/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Science in accordance with these resolutions and receive credit in accordance with the requirements of the Bachelor of Science. Readmission to the Bachelor of Science/Bachelor of Advanced Studies in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

14 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Science or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

15 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2018 who elect to transfer and proceed under these resolutions should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Science/Bachelor of Advanced Studies combined degree prior to 2020 and 2000 and 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 2020 or the single degree before the end of Semester 2 2019.

(2) Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Science/Bachelor of Advanced Studies combined degree prior to 2020 and 2000 and 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 2020 or the single degree before the end of Semester 2 2019. Where a student in the Bachelor of Science proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the Bachelor of Science degree under the resolutions that applied at 1 January 2017.

(3) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Taronga Wildlife Conservation stream

The Taronga Wildlife Conservation stream is 108 credit points, consisting of:

(i) 6 credit points of 1000-level stream core unit, ENVX1002
(ii) 6 credit points of 2000-level stream core unit, ENVX2001
(iii) A 96 credit point program in Taronga Wildlife Conservation

Taronga Wildlife Conservation program

This program is only available to students enrolled in Taronga Wildlife Conservation stream.

A program in Taronga Wildlife Conservation requires 96 credit points from this table including:

(i) 6 credit points of 1000-level core units, AVBS1003
(ii) 6 credit points of 2000-level core units, BIOL2032
(iii) 12 credit points of 4000-level core units, WILD4XXX
(iv) 24 credit points of 4000-level project units, PRJT4XXX
   OR 24 credit point Honours project, BIOL4XXX
(v) 48 credit point Wildlife Conservation major

Wildlife Conservation major

This major is only available to students enrolled in Taronga Wildlife Conservation Stream

A major in Wildlife Conservation requires 48 credit points from this table including:

(i) 12 credit points of 1000-level core units, BIOL1XX6, BIOL1XX7
(ii) 12 credit points of 2000-level core units, BIOL2X24, BIOL2X22
(iii) 12 credit points of 3000-level core units, AVBS3004, BIOL30X7
(iv) 12 credit points of 3000-level project units, PRJT3XXX, PRJT3XXX or SCPU3001
# Units of study

The units of study are listed below

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stream core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVX1002 Introduction to Statistical Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S1C</td>
</tr>
<tr>
<td><strong>Program core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVBS1003 Animals and Us</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S1C</td>
</tr>
<tr>
<td><strong>Major core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL1006 Life and Evolution</td>
<td>6</td>
<td>A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February).</td>
<td></td>
<td></td>
<td></td>
<td>S1C</td>
</tr>
<tr>
<td>BIOL1906 Life and Evolution (Advanced)</td>
<td>6</td>
<td>A 85 or above in HSC Biology or equivalent</td>
<td></td>
<td></td>
<td></td>
<td>S1C</td>
</tr>
<tr>
<td>BIOL1996 Life and Evolution (SSP)</td>
<td>6</td>
<td>A 90 or above in HSC Biology or equivalent</td>
<td></td>
<td></td>
<td></td>
<td>S1C</td>
</tr>
<tr>
<td>BIOL1007 From Molecules to Ecosystems</td>
<td>6</td>
<td>A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February).</td>
<td></td>
<td></td>
<td></td>
<td>S2C</td>
</tr>
<tr>
<td>BIOL1907 From Molecules to Ecosystems (Advanced)</td>
<td>6</td>
<td>A 85 or above in HSC Biology or equivalent</td>
<td></td>
<td></td>
<td></td>
<td>S2C</td>
</tr>
<tr>
<td>BIOL1997 From Molecules to Ecosystems</td>
<td>6</td>
<td>A 90 or above in HSC Biology or equivalent</td>
<td></td>
<td></td>
<td></td>
<td>S2C</td>
</tr>
</tbody>
</table>
### 2000-level units of study

#### Stream core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVX2001</td>
<td>Applied Statistical Methods</td>
<td>6</td>
<td>S1C</td>
</tr>
</tbody>
</table>

#### Program core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL2032</td>
<td>Australian Wildlife Biology</td>
<td>6</td>
<td>S2C</td>
</tr>
</tbody>
</table>

#### Major core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL2024</td>
<td>Ecology and Conservation</td>
<td>6</td>
<td>PENDING BIOL2924</td>
<td>S2C</td>
</tr>
<tr>
<td>BIOL2924</td>
<td>Ecology and Conservation (Advanced)</td>
<td>6</td>
<td>PENDING BIOL2024</td>
<td>S2C</td>
</tr>
<tr>
<td>BIOL2022</td>
<td>Biology Experimental Design and Analysis</td>
<td>6</td>
<td>PENDING BIOL2922 or BIOL3006 or BIOL3906</td>
<td>S2C</td>
</tr>
<tr>
<td>BIOL2922</td>
<td>Biol Experimental Design and Analysis Adv</td>
<td>6</td>
<td>PENDING BIOL2022 or BIOL3006 or BIOL3906</td>
<td>S2C</td>
</tr>
</tbody>
</table>

### 3000-level units of study

#### Major core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVBS3004</td>
<td>Wildlife Conservation</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL3007</td>
<td>Ecology</td>
<td>6</td>
<td>PENDING BIOL3907</td>
<td>S2C</td>
</tr>
<tr>
<td>BIOL3907</td>
<td>Ecology (Adv)</td>
<td>6</td>
<td>PENDING BIOL3007</td>
<td>S2C</td>
</tr>
</tbody>
</table>

#### Major project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILD3XXX</td>
<td>Taronga Project Unit</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>WILD3XXX</td>
<td>Taronga Zoo Project Unit</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SCPU3001</td>
<td>Science</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
### 4000-level units of study

#### Program core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILD4XXX</td>
<td>Wildlife Management (Western Plains Zoo)</td>
<td>6</td>
</tr>
<tr>
<td>WILD4XXX</td>
<td>Wildlife Health and Welfare (Taronga)</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Program project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRJT4XXX</td>
<td>Taronga Project A</td>
<td>6</td>
</tr>
<tr>
<td>PRJT4XXX</td>
<td>Taronga Project B</td>
<td>6</td>
</tr>
<tr>
<td>PRJT4XXX</td>
<td>Taronga Project C</td>
<td>6</td>
</tr>
<tr>
<td>PRJT4XXX</td>
<td>Taronga Project D</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Honours project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL4XXX</td>
<td>Research 1</td>
<td>12</td>
</tr>
<tr>
<td>BIOL4XXX</td>
<td>Research 2</td>
<td>12</td>
</tr>
</tbody>
</table>
Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Science

(1) With the exception of the Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Science. The Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, are provided and conferred according to the rules specified by the Senate and the Academic Board.

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

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>RHSCIENC-01</td>
<td>Doctor of Science</td>
<td>DSc</td>
<td>Published Work</td>
</tr>
<tr>
<td>RHAGRECO-01</td>
<td>Doctor of Agricultural Economics</td>
<td>DAgriEco</td>
<td>Published Work</td>
</tr>
<tr>
<td>RHSCAGRI-01</td>
<td>Doctor of Science in Agriculture</td>
<td>DScAgr</td>
<td>Published Work</td>
</tr>
<tr>
<td>RHVETSCI-01</td>
<td>Doctor of Veterinary Science</td>
<td>DVSc</td>
<td>Published Work</td>
</tr>
<tr>
<td>RPPHDSCI-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Published Work</td>
</tr>
<tr>
<td>RPPHDAGR-01</td>
<td>Doctor of Philosophy (no new intake from 2017)</td>
<td>PhD</td>
<td>Published Work</td>
</tr>
<tr>
<td>RPPHDVET-01</td>
<td>Doctor of Philosophy (no new intake from 2017)</td>
<td>PhD</td>
<td>Published Work</td>
</tr>
<tr>
<td>RPMHLSCI-01</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>RMPLHLAGR-01</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>MASCSCI-01</td>
<td>Master of Science (no new intake from 2016)</td>
<td>MSc</td>
<td>Research</td>
</tr>
<tr>
<td>RMSCVESC-01</td>
<td>Master of Science in Veterinary Science (no new intake from 2017)</td>
<td>MScVetSc</td>
<td>Research</td>
</tr>
<tr>
<td>RMVETCLS-01</td>
<td>Master of Veterinary Clinical Studies</td>
<td>MVetClinStud</td>
<td>Research</td>
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<tr>
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### Faculty of Science

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

*may be awarded with honours in an integrated program.

### Combined degrees

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### Faculty of Science

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

4 Double degrees

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## 5 Graduate diplomas

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<td>GNMSCMGS-02</td>
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## 6 Graduate certificates

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Author: Julien Pollack, Project Management, Faculty of Engineering and Information Technologies
Reviewer/Approver: David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies
Paper title: Revision of the Bachelor of Project Management
Purpose: The purpose of this document is to seek approval revisions to the Bachelor of Project Management.

RECOMMENDATION

That Academic Board approve:
(1) The proposal from the Faculty of Engineering and Information Technologies to revise the Bachelor of Project Management; and
(2) Associated changes to the course resolutions with effect from 1 January 2019.

EXECUTIVE SUMMARY

The Bachelor of Project Management (BPM) has been substantially revised through an extensive process of industry and student consultation, taking account of advancements in industry standards and leading research in the field. Project Management is a fundamentally interdisciplinary field, applied to a diverse range of industries, from engineering and IT, to business, construction, and events management, amongst many others. The BPM previously included a number of streams intended to provide some industry-specific expertise as a complement to the project management capabilities students developed during the BPM. However, market research has revealed that the previous stream structure did not adequately serve the needs of our student groups.

The proposed revised curriculum includes changes to the core units and the inclusion of the option of a Table S major.

ATTACHMENTS

Attachment 1: Major Course Amendment proposal – Bachelor of Project Management
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: plo ccpc@sydney.edu.au.

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php/meetsched

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
Civil Engineering/Project Management

Engineering and Information Technologies

Name of proponent
Dr Kenneth Chung
90367817
kenneth.chung@sydney.edu.au

Version date
27/10/17

Postgraduate coursework
Signature
Professor Archie Johnstone

Postgraduate research
2/11/2017

Dean
Mr David Cox

Facility Manager
Professor Pip Pattison

Depot Vice-Chancellor
Ms Anne-Laure Rijssumus

(Education)

Divisional Finance Director

Head of Recruitment

Library Director

https://shared.sydney.edu.au/schol/schedmanagement_template_dec14(1)
About the course management template

This template combines and replaces the University’s New Course Proposal and Course Amendment templates. You should also complete relevant sections of this template if you are requesting the deletion of a course. For each purpose, relevant sections are marked on the Contents page overleaf.

The proposal of any new course of study is a significant addition to the academy. Before starting on a new course proposal using this template, please submit your Expression of Interest to the Curriculum and Course Planning Committee at pio.ccpc@sydney.edu.au

As a proponent you are required to describe in detail the pedagogical aims and outcomes of the course, and provide thorough details of its content and structure. You must also evidence consultation within the University and, if necessary, outside the University, with relevant professional or industrial bodies. Evidence that you have undertaken analysis supporting the long-term financial viability of the proposed course, and aligning the course with the University’s broader strategy and place in the sector, must be provided with your proposal. This template sets out guidelines relating to each of these requirements.

An amendment to an existing course may be made for various reasons. In most cases an amendment impacts the delivery of the course – whether the addition of a new major or area of specialisation, or the creation of new capstone or professional experience integral to completion requirements, or a change in the structure of the course – and for this reason it is necessary that you provide as part of your amendment proposal the same level of detailed analysis, review and consultation required for new course proposals.

The course management template includes components supporting course creation and course structure in Sydney Student. Your proposal will include details about defined collections of Units of Study to be offered in the course. Collections inform online Unit of Study selection by students, provide the basis for results processing and progression rules, and are essential for the publication of handbooks.

This requirement applies equally to new courses and course amendments. If you are proposing the introduction of a new major or specialisation, or the distinction of a stream or streams of study, or changes to the award requirements for a course, you must also provide details of Unit of Study collections affected or required by the amendment.

The deletion of a course may impact or be perceived to impact commencing students and applicants as well as continuing (enrolled) students. It is important that consideration is given to whether there are promotional documents in circulation or applications in train for the course, whether offers have already been made and tuition fee deposits paid by commencing international students, or whether they are already enrolled in related, preparatory English language courses or foundation studies. Continuing students may have valid questions about the viability of the award for which they are enrolled; the faculty should be prepared to provide appropriate advice or guidance to continuing students, and must provide evidence of satisfactory arrangements to ensure students can complete their course of study or transition to an alternative course.

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.
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Approved by the Academic Board, 3 December 2014
| 6.1 | Academic rationale | Y | Y |
| 6.2 | Academic aims and objectives | Y | Y |
| 6.3 | Statement of learning outcomes | Y | Y |
| 6.4 | Statement of generic attributes | Y | Y |

### 7 Learning and teaching

| 7.1 | Course structure | Y |
| 7.2 | Pedagogical approach | Y |
| 7.3 | Assessment procedures | Y |
| 7.4 | Assurance of learning | Y |
| 7.5 | Quality assurance arrangements and course review | Y |
| 7.6 | Student workload Academic advice, support and student representation | Student Services | Y |
| 7.7 | Academic advice, support and student representation | Student Centre | Y |
| 7.8 | Remediation of assessment | Student Centre | Y |
| 7.9 | Combined degrees and inter-faculty arrangements | Y |
| 7.10 | Influence of external accreditation or other professional requirements | Student Centre | Y |
| 7.11 | Joint ventures with other universities | Y |
| 7.12 | Resolutions | Student Centre | Y |

### 8 Resources

| 8.1 | Teaching and support staff | Y |
| 8.2 | Teaching space and related facilities | Y |
| 8.3 | IT requirements | Y |
| 8.4 | Library resources | University Library | Y |

| Appendix 1 | Resolutions of the Senate | Y |
| Appendix 2 | Resolutions of the Faculty | Y |
| Appendix 3 | Course Resolutions | Y |
| Appendix 3A | Undergraduate courses | |
| Appendix 3B | Postgraduate courses | |
| Appendix 4 | Library impact statement | University Library | Y |
| Appendix 5 | Reference: Session codes | Student Centre |
| Appendix 6 | Reference: Campus codes | Student Centre |
| Appendix 7 | AQF compliance | |

**Abbreviations**

- FPA = Financial Planning and Analysis
- MC = Marketing and Communications (Office of the Vice-Chancellor)
- PIO = Planning and Information Office (Provost and DVC)
- SRA = Student Recruitment and Admissions (DVC and Registrar)
- Y = Yes, please complete this section
PART 1: Strategic and marketing analysis

1.1 Strategic purpose (use this space, to a maximum one page)

The Bachelor of Project Management is an entry level degree and galvanises University of Sydney’s leadership position amongst the project management academic community and professions as we offer both undergraduate and postgraduate academic programs. Given a School of Projects is proposed an essential component is an academic program of this design and calibre. The existing suite of academic programs develops project management skills from entry level project managers to project leaders.

This amended program is a consequence of a rigorous review of the existing Bachelor of Project management and reflects current industry standards and academic insight. The amended undergraduate program includes embedded graduate attributes and has been redesigned after review of both technical and generic student outcomes in the spirit of the University Strategic Plan 2016-2020. Importantly, changes to the undergraduate program will complement the Table S major in project management offered from Semester 1 2018 onward as part of the new Sydney Undergraduate Experience.

The demand for contemporary project management programs is validated by recent estimated trends. The Project Management Institute estimates that 15.7 million new project management roles will be added by 2020 in project intensive industries such as Business Services, Resources, Construction, Finance and Insurance and Information Technologies. China and India will lead the growth in project management, generating approximately 8.1 million and 4 million project management roles through 2020, respectively. This demand is evidenced in the strength of the University of Sydney’s Project management academic programs amongst both domestic students and international students at an undergraduate level.

The growth of the Project management undergraduate academic program in the last three years to 2016 validates the demand for project management skills. UG course enrolments have grown 39% in 2015 and 17% in 2016. The double degree also shows growth of 38% up 2015 and 35% in 2016.

Students will have the option to:

- Undertake a single degree (BPM) for students who want to have project management central to their profession with project management technical skill majors (Table A) or context related majors from Table S major such as Health, Data Science, Software Development or International Business.
- Undertake a double degree BE/BPM for students who want engineering technical expertise and recognise that project management skills will enable their engineering skills in the context of projects
- Undertake a Table S major in PM if enrolled in another degree, recognising the value of generic interdisciplinary skills

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>11 July 2017</td>
<td>Andrew Lavery (Associate Dean of Learning and Teaching, Sydney College of the Arts).</td>
<td>In-person Meeting</td>
<td>Email,</td>
</tr>
<tr>
<td>13 July 2017</td>
<td>Dr. Martin Tomitsch (Director, Bachelor of Design Computing) &amp; Dr. Kazjon Grace (co-director), Sydney School of Architecture, Design and Planning.</td>
<td>In-person Meeting</td>
<td>Email</td>
</tr>
<tr>
<td>18 July 2017</td>
<td>Prof. John Shields (Deputy Dean) and A/Prof. Rae Cooper (Associate Dean for Undergraduate Business) - The University of Sydney</td>
<td>In-person Meeting</td>
<td>Email</td>
</tr>
<tr>
<td>27 July 2017</td>
<td>- Dr. Melissa Hardie (incoming Associate Dean Education FASS) &amp; Kristian Adamson (Acting Director, Academic Planning &amp; International Cooperation), Faculty of Arts and Social Sciences.</td>
<td>In-person Meeting</td>
<td>Email</td>
</tr>
<tr>
<td>18 Aug 2017</td>
<td>Prof. Adam Bridgeman (Director, Education Innovation) &amp; Lynn Berry (Learning Experience Designer, FEIT)</td>
<td>In-person Meeting</td>
<td>Calendar Invite –</td>
</tr>
<tr>
<td>11 Sep 2017</td>
<td>A/Prof. Tim Wilkinson (Associate Dean - Student Life, Engineering &amp; IT) and Dr. Peter Cafe (UG Director, School of Civil Engineering).</td>
<td>In-person Meeting</td>
<td>Email</td>
</tr>
<tr>
<td>12 Sep 2017</td>
<td>John Hardie (Educational Developer, Educational Portfolio)</td>
<td>In-person Meeting</td>
<td>Calendar Invite</td>
</tr>
</tbody>
</table>

1 PMI Talent Gap Report March 2013
1.3 Market Analysis (use this space, to a maximum one page)

Project Management academic programs are offered globally. The Global Accreditation Centre of the Project Management Institute lists in Australia one accredited undergraduate program at University of Technology (UTS) and only fourteen globally, three in China at Northwestern Polytechnical University, Shandong University and Tsinghua University.

The domestic competition includes research intensive universities and smaller institutions offering programs online and face to face. Our closest competitor is UTS which offers a Bachelor of Project Construction Management and a combined Bachelor of Project Construction Management/BA. All other UG degrees relate to business, business administration or are more geared to construction or event management. The Bachelor of Project Management provides a generic multidisciplinary project management undergraduate program that is not available in other institutions.

There is continued demand for undergraduate project management programs. Project management related programs are included in UAC preferences in both engineering and business focused courses. Our BPM being revised to reflect industry and contemporary project management theories and practices which is crucial to maintaining market position and student preferences.

An additional issue to consider is the popularity and relevance of industry certification in project management. Certifications provide cost effective easy entry points for skills and knowledge to be acquired. The USyd program will embed selected certifications to leverage their popularity but also demonstrate that an academic program offers a deeper and broader education.

1.4 Recruitment strategy* (use this space, to a maximum one page)

The University of Sydney’s student recruitment strategy is structured around a series of major recruitment events, participation in careers markets (national and international), pipeline conversion campaigns, high school outreach, industry engagement and marketing collateral to support successful in-market messaging of course attributes. Additionally, international agent briefings and webinars will be held to help agents understand the range of project management academic programs and suitability for their customers.

Additionally this program will build deeper relationships with large organisations that employ significant numbers of project managers. Direct contact will be made with their Program Management senior executives to discuss the inclusion of the BPM as a recruitment tool for cadetships programs. The Program Manager will initiate business development opportunities with large employers and government agencies.

Changes to the BPM which will assist Student Recruitment in meeting targets:

- The addition of embedded certifications in the updated BPM will also increase the attractiveness of the degree
- Maintaining the option to add Honours and the use of project placement electives to give credit for internships
- Ability to add a second major outside of project management, choosing from the shared pool
- Addition of curated internship opportunities for the best and brightest BPM students (by invitation)

The updated Bachelor of Project Management course is expected to have its first enrolments in Semester 1 2019. Student Recruitment will promote the degree in 2018 as a priority course, which in collaboration with Marketing & Communications, will be supported by a dedicated campaign to position and promote the degree in the market place. This date also aligns with the launch of the Masters of Project and Program Management (MPPM) and gives Student Recruitment adequate time to work with Marketing & Communications, agents, and stakeholders to prepare collateral and get the word into market.

Student Recruitment BPM Objectives

- Increase both domestic and international students in the BPM 5% per year;
- Be the government and industry preferred academic and research institution in the region;
- Offer positive brand association for leading organisations in PM; and
- Geographically diversify the BPM program and target key regional development agencies.

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.
1.5 Marketing and communications strategy (use this space, to a maximum one page)

The current marketing and communications strategy will continue to be employed as it has delivered strong enrolment growth. The improved program will provide an opportunity to reinforce marketing messages.

Marketing Objectives for BPM
- Be the UAC first preference choice in project management undergraduate courses for the high achieving school leavers
- Identified as a rigorous academic program attuned to contemporary PM industry needs
- Offer PM skills and knowledge applicable across a range of industries

Marketing Positioning
The Project Management Program will offer Undergraduate academic programs clearly positioned as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Duration</th>
<th>Positioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Project Management (BPM)</td>
<td>3 years F/T</td>
<td>Student who seek careers as Project Managers</td>
</tr>
<tr>
<td>Bachelor of Engineering/ Bachelor of Project Management (BE/BPM)</td>
<td>5 years</td>
<td>Students who want an Engineering technical degree and want the additional project management skills and knowledge to improve their employment prospects and develop the skills to translate their engineering domain knowledge</td>
</tr>
<tr>
<td>Table S major PM</td>
<td>8 units</td>
<td>Students who recognise the value of the project management discipline as a complimentary skill set to their base degree program</td>
</tr>
</tbody>
</table>

Marketing Assets and Collateral for BPM:
- Degree video showcasing degree structure, current students, career pathways, industry input, etc. to be used on Sydney Courses and Student Recruitment activities
- Inclusion of BPM in Undergraduate Guide
- Market research and interviews with industry professionals showcasing the need for employees with the skill sets gained from an BPM
- Digital media content and assistance with launch of communications strategy

The marketing strategy would be refined during the next stage, but would follow the principles of:
- Agreement on business objective and success measure;
- Identify the target audience groups (outlined above);
- Place content in optimal channels to reach target groups (digital campaigns, School and University recruitment events, international marketing; participation or sponsorship of key industry events, alumni channels, ensuring course details are easily discoverable on our channels);
- Create relevant, compelling content that foregrounds key customer benefits (enhanced employability, future proofing career, pathway to research) with clear calls to action;
- Launch, test and optimise.

1.6 Domestic and international competitors (if applicable)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNSW</td>
<td>Bachelor of Construction Management &amp; Property</td>
<td>CSP 82</td>
<td>$38,440 PA</td>
</tr>
<tr>
<td>UTS</td>
<td>Bachelor of Construction Project Management / Bachelor of Construction Project Management / Bachelor of Arts - International Studies</td>
<td>CSP</td>
<td>$28, 580</td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td>Bachelor of Business (Project Management),</td>
<td>CSP</td>
<td></td>
</tr>
</tbody>
</table>

1.7 Course(s) to be closed as a consequence of this proposal (use this space, to a maximum one page)

Streams in the BPM will no longer be listed. The BPM course BPRJMG will remain allowing the majors to be available within the one BPM course. Dropping the stream option will bring the BPM in line with current practice for majors across the University.
PART 2: Financial viability analysis

An analysis of financial viability should be undertaken and the summary page inserted in this section. The Divisional Finance Director should sign on the front page of this proposal as formal approval of the analysis, confirming that the course is financially viable and its introduction is financially viable for the faculty. (Use the commencing numbers included in Section 3.26.)

The information below represents the entire Bachelor of Project Management. Amendments to the course are purely academic and little impact is estimated on financial viability. Some units within the program previously sourced from other faculties will be from FEIT. Student demand is expected to be maintained in the BPM and BE/BPM.

### Bachelor of Project Management

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP/HECS</td>
<td>24.4</td>
<td>51.4</td>
<td>79.0</td>
<td>108.9</td>
<td>129.8</td>
<td>151.9</td>
<td></td>
</tr>
<tr>
<td>DFEE</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>IFEE</td>
<td>48.1</td>
<td>104.9</td>
<td>153.9</td>
<td>187.3</td>
<td>195.8</td>
<td>207.2</td>
<td></td>
</tr>
<tr>
<td>Total EFTSL</td>
<td>0.0</td>
<td>72.5</td>
<td>156.3</td>
<td>232.9</td>
<td>296.1</td>
<td>325.6</td>
<td>359.2</td>
</tr>
</tbody>
</table>

### Gross Revenue

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP/HECS</td>
<td>$659,384</td>
<td>$1,457,024</td>
<td>$2,275,931</td>
<td>$3,186,513</td>
<td>$3,860,771</td>
<td>$4,590,575</td>
<td></td>
</tr>
<tr>
<td>DFEE</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>IFEE</td>
<td>$2,141,685</td>
<td>$5,253,339</td>
<td>$8,011,764</td>
<td>$10,136,334</td>
<td>$11,022,482</td>
<td>$12,134,668</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$2,801,069</td>
<td>$6,710,363</td>
<td>$10,287,695</td>
<td>$13,322,848</td>
<td>$14,883,253</td>
<td>$16,725,244</td>
<td></td>
</tr>
</tbody>
</table>

### Direct Costs

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Salary Costs</td>
<td>$481,814</td>
<td>$491,932</td>
<td>$669,684</td>
<td>$683,747</td>
<td>$696,106</td>
<td>$890,957</td>
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</tr>
<tr>
<td>Part Time Teaching Costs</td>
<td>$108,351</td>
<td>$238,492</td>
<td>$362,759</td>
<td>$470,864</td>
<td>$528,645</td>
<td>$595,405</td>
<td></td>
</tr>
<tr>
<td>General Salary Costs</td>
<td>$133,793</td>
<td>$136,603</td>
<td>$139,471</td>
<td>$142,400</td>
<td>$145,391</td>
<td>$148,444</td>
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</tr>
<tr>
<td>Casual Salary Costs</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Degree/Us development cost</td>
<td>$0</td>
<td>$25,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Other Non Salary Costs</td>
<td>$132,197</td>
<td>$227,872</td>
<td>$337,593</td>
<td>$417,314</td>
<td>$460,403</td>
<td>$529,559</td>
<td></td>
</tr>
<tr>
<td>Total Direct Costs</td>
<td>$881,155</td>
<td>$1,094,899</td>
<td>$1,094,899</td>
<td>$1,144,329</td>
<td>$1,325,545</td>
<td>$2,164,365</td>
<td></td>
</tr>
</tbody>
</table>

### Directly Controllable Margin

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directly Controllable Margin</td>
<td>$0</td>
<td>$1,919,014</td>
<td>$6,515,446</td>
<td>$8,778,189</td>
<td>$11,608,523</td>
<td>$13,650,708</td>
<td>$14,560,876</td>
</tr>
</tbody>
</table>

### Less: UEM DVC Contributions

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEM Capital Levies</td>
<td>$615,465</td>
<td>$1,492,835</td>
<td>$2,282,347</td>
<td>$2,919,823</td>
<td>$3,216,629</td>
<td>$3,576,918</td>
<td></td>
</tr>
<tr>
<td>UEM Cost Recoveries</td>
<td>$814,594</td>
<td>$1,615,471</td>
<td>$2,426,347</td>
<td>$3,052,960</td>
<td>$3,365,457</td>
<td>$3,804,242</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$1,539,301</td>
<td>$3,707,091</td>
<td>$5,394,794</td>
<td>$5,972,783</td>
<td>$6,582,086</td>
<td>$7,381,365</td>
<td>$8,381,164</td>
</tr>
</tbody>
</table>

### Operating Margin

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Margin</td>
<td>$0</td>
<td>$380,613</td>
<td>$2,245,455</td>
<td>$3,668,274</td>
<td>$5,116,148</td>
<td>$5,888,175</td>
<td>$6,527,434</td>
</tr>
</tbody>
</table>

### Summary Enrolment & Load Profile

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP / HECs enrolments</td>
<td>40</td>
<td>45</td>
<td>52</td>
<td>61</td>
<td>70</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Local Enrolments</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>International Enrolments</td>
<td>74</td>
<td>78</td>
<td>76</td>
<td>80</td>
<td>88</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Total Commencing Enrolments</td>
<td>114</td>
<td>123</td>
<td>128</td>
<td>141</td>
<td>158</td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>Faculty of Registration Load (EFTSL)</td>
<td>72.5</td>
<td>156.3</td>
<td>232.9</td>
<td>296.1</td>
<td>325.6</td>
<td>359.2</td>
<td></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>
<td>0.0</td>
<td></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>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Total Load (EFTSL)</td>
<td>72.5</td>
<td>156.3</td>
<td>232.9</td>
<td>296.1</td>
<td>325.6</td>
<td>359.2</td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
Notes: Fixed costs are assumed to be development costs, Continuing salary costs and non salary costs based on FTE drivers. Excessively high breakeven points (typical in early years where losses might be expected) are shown as zero and should be reviewed in terms of the ($) dollar impact only.

Net Present Value - 5 Years only 12.00% $7,135,987
Internal Rate of Return - 5 Years only 0

Breakeven Point Over Time vs. Proposed Load

<table>
<thead>
<tr>
<th>Breakeven Point</th>
<th>Proposed Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>2020</td>
</tr>
<tr>
<td>46.8</td>
<td>72.5</td>
</tr>
</tbody>
</table>

Fixed Cost 693,893 682,887 883,074 901,544 920,401 1,137,455
Variable Cost 1,726,562 3,782,022 5,736,347 7,305,155 8,074,677 9,060,354
Total Cost 2,420,456 4,464,908 6,619,421 8,206,699 8,995,078 10,197,809
Income 2,801,069 6,710,363 10,287,695 13,322,848 14,883,253 16,725,244
Load 72.5 156.3 232.9 296.1 325.6 359.2
Income 38,625 42,922 44,171 44,995 45,711 46,567
Variable Cost 23,808 24,191 24,630 24,672 24,800 25,226
Contribution 14,817 18,731 19,542 20,324 20,911 21,341
Breakeven Point 47 36 45 44 44 53

2019 2020 2021 2022 2023 2024
Breakeven Point 46.8 36.5 45.2 44.4 44.0 53.3
Proposed Load 72.5 156.3 232.9 296.1 325.6 359.2
PART 3: Course details

3.1 Course name: Bachelor of Project Management
Bachelor of Engineering(Hons)/Bachelor of Project Management

3.2 Course abbreviation: BPM; BE(Hons)/BPM

3.3 Start year: 2019 Start semester: 1

3.4 Name of award: Bachelor of Program Management/ Bachelor of Engineering(Hons)/Bachelor of Project Management

3.5 Combined degree? Yes No

3.6 Combined type: (if applicable) xCombined 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 different levels unless otherwise specified in the Resolutions

3.7 Honours offered? Yes No

3.8 Honours type; (if applicable) □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

3.9 Course group: Undergraduate Postgraduate coursework Postgraduate research

3.10 Field of Education (ASCED) codes:
Primary code: 080315 Secondary code: (Combined courses only)

3.11 Course AQF Level
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

3.12 Short course description: for the UAC Guide, Good Universities Guide
This degree will provide project management skills, theories and methods that help organisations in any industry deliver new products, services and infrastructure. Project managers implement new systems and processes and effect change within organisations.

3.13 Full course description: for Sydney Courses
This degree will provide project management skills, theories and methods that help organisations in any industry deliver new products, services and infrastructure. Project managers implement new systems and processes and effect change within organisations. Subjects include Project Initiation and Scope, Project Time Cost and Resources, Executing Projects, Facilitation & Stakeholder Engagement and Project Analytics.

You can choose majors that provide context for application of project management in a variety of industries: construction, IT, health, design and access a range of majors available at the University. This degree is also an ideal complement to the Bachelor of Engineering and is offered as a combined degree.

Career opportunities are varied as project management skills are transferable across industries. Graduates will be highly sought after and could work in professional and management roles in property development, construction, mining, IT, banking and finance, state or federal government or in consultancy roles in the engineering, water, health or energy sector.

3.14 Australian Higher Education Statement (AHEGS)
Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal

Detail
This is an undergraduate coursework qualification, taught in English, requiring the accumulation of 144 credit points over three years of full-time study. Admission is normally on the basis of a senior secondary qualification; alternative pathways exist for non-recent school leavers. This course is located at Level 7 of the Australian Qualifications Framework.

Outcomes
Graduates have a broad and coherent body of knowledge and skills in all aspects of project management. They are strategic and creative thinkers; have strong theoretical training; can keep abreast of new developments in the field; can work independently or as part of a team; and have the skills to communicate their findings clearly.

Features
Students complete a cohesive sequence of core units of study, supplemented by electives, and may complete a major. The degree may be awarded with honours to students who complete an additional year of full-time study.

Accreditation
For BE/BPM students only
Sydney engineering awards are accredited by Engineering Australia (www.engineersaustralia.org.au/) and by other major professional engineering institutions. Graduates are recognised internationally through the Washington Accord of the International Engineering Alliance (www.washingtonaccord.org/).

3.15 Expected normal length of candidature:
Full-time Min: 3 year Max: 6 year
Part-time Min: 8 years Max: 10 years

Approved by the Academic Board, 3 December 2014
3.16 Minimum credit points for completion: Bachelor of Project Management – 144 Credit points
Bachelor of Engineering(Hons)/Bachelor of Project Management 240 credit points

3.17 Location/campus for student attendance:
- Camperdown and Darlington
- Rozelle
- Full online
- Other (please specify): Hospital (Clinic) (please specify):

3.18 Mode of delivery:
- Face-to-face teaching: Yes
- Will international students be able to study in ‘face-to-face’ mode for at least 75% of the time each semester: Yes
- Distance education: Yes
- Offshore delivery: Yes

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

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
- Prohibited Employment Declaration: Yes
- Health records and Privacy Information Declaration: Yes
- Working with Children: Yes

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

3.24 Prohibition (if applicable)
- Not Applicable
- Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University’s coursework policy or, at a course level, any pre-requisites or co-requisites)

3.25 Articulation pathway (if applicable):
- Code
- Course name
- Credit given

3.26 Proposed commencing year course fee per 1 EFTSL
- Domestic fee-paying: CSP
- International fee-paying: $44,500

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.
- Description:
- Cost: $11

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

<table>
<thead>
<tr>
<th>Bachelor of Project Management</th>
<th>Proposed enrolments in first three years of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019</td>
</tr>
<tr>
<td>Student Type</td>
<td>S1</td>
</tr>
<tr>
<td>Commonwealth Supported Place</td>
<td>30</td>
</tr>
<tr>
<td>(CSP)</td>
<td></td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td></td>
</tr>
<tr>
<td>International fee-paying</td>
<td></td>
</tr>
<tr>
<td>(Onshore)</td>
<td>33</td>
</tr>
<tr>
<td>International fee-paying</td>
<td></td>
</tr>
<tr>
<td>(Offshore)</td>
<td>35</td>
</tr>
<tr>
<td>Research Training Scheme</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</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.

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 train?
- Not applicable

PART 4: Admission details

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

Approved by the Academic Board, 3 December 2014
4.1 Admission pathway: ☑ UAC ☐ Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.2 Areas of study: Project management as applied to construction, built environment, software development, health and other project types. Core subjects include Project Initiation and Scope, Project Time Cost and Resources, Effective Project Communication, Facilitation and Stakeholder Engagement, Executing Projects, Project Analytics. In the final year, you will undertake a capstone project in a real project setting.

4.3 Assumed knowledge: BPM HSC Mathematics Extension 1. From 2019, this course will require a course prerequisite of Mathematics (Band 4 or higher). The assumed knowledge will still apply.

4.4 Minimum education requirements:
- Year 12 (senior secondary certificate) or equivalent ☑
- Graduate Certificate ☐
- Relevant employment or professional experience ☐
- Graduate Diploma ☐
- Bachelor’s (Pass) ☐
- Master’s – advanced learning ☐
- Bachelor’s (Hons) ☐
- Master’s – professional ☐
- Additional information: Master’s – research ☐

4.5 Estimated or target minimum ATAR (for UG only):
- 2018 BPM ATAR 87 BE/BPM ATAR 92
- 2019 BPM ATAR 88 BE/BPM as per FEIT
- 2020 BPM ATAR 89 BE/BPM TBC
- 2021 BPM ATAR 90 BE/BPM as per FEIT

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.): NA

4.7 If the proposal is for a postgraduate award course, please indicate the application closing date: NA
- For domestic students, closing date for applications: NA
- For international students, closing date for applications: NA

4.8 Second semester admission: ☑ Yes ☐ No
If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase

4.9 International student admission: ☑ Yes ☐ No
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)?
- No
- If yes, please indicate IELTS equivalent:

Other international student entry requirements:

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: 074381C ☐ Application pending ☑ Not applicable
International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.

5.2 UAC Code 513610 ☐ Application pending ☑ Not applicable
The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale
Provide an academic rationale for the course or the amendment to the course. This statement will explain the reason for the course’s existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

Samples:
"The course exists in order to provide foundational education for students of outstanding ability in xxx to the standard necessary for entry to the xxx profession and professional accreditation."
or
"The course exists to provide a broadly-based liberal arts education to students from a range of backgrounds to a level that that will prepare them for a broad range of employment options or postgraduate study at the masters level."
or
"The course exists to provide specialist postgraduate training in the emerging field of xxx to medicine graduates with a minimum of"
The amended Bachelor of Project Management (BPM) course endeavours to develop competencies of undergraduate students in project management that (i) incorporates the University’s graduate qualities as per the university’s strategic plan 2016-2020 (Strategy 5 – to transform the learning experience); (ii) aligns with competencies based on current Project Management standards; (iii) incorporates current student and recent graduates’ feedback; and (iv) is vetted by industry experts.

6.2 Academic aims and objectives

**State the academic aims of the course or the amendment to the course.**

In general terms, objectives are statements about what teachers intend a course do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty’s and the University’s educational strategy, for example, by identifying aspects of the education that will be distinctive in terms of quality, the faculty’s approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

The primary aim of this course to develop graduates who are “critical systems thinkers who get the job done”.

The amended BPM degree focuses on core behavioural and technical competencies that are informed and motivated by project management standards (such as the IPMA CB4 - International Project Management Association’s Individual Competence Baseline 4th version), student feedback and advice from industry experts.

In the final year of the course, students engage in a capstone project over two semesters with subject matter experts from industry. This provides students with the opportunity to consolidate their learning and apply it within a real project context. It is expected that students will not only engage in social and experiential learning during this phase of their degree, but that a deep learning approach will also be utilised.

By also undertaking units of study in the Table S major, (e.g. Information Systems major), the course provides students with both PM and interdisciplinary competencies that help produce future project leaders.

6.3 Statement of learning outcomes

**State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.**

Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in the Australian Qualifications Framework. Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole. Faculties should demonstrate and amplify, if it is not immediately apparent from the stated outcomes, how the outcomes relate to generic attributes of University graduates.

The learning outcomes are documented in section 6.4, showing how the PM Program specific qualities map to the University Graduate Qualities.

6.4 Statement of generic attributes

**Provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.**

Please refer to the University policy *Generic Attributes of Graduates* for explanations on the five clusters of abilities and skills.
Note: This section refers to the Graduate Qualities proposed in the 2016-2020 Strategic Plan, as contextualised for the BPM with addition of PM specific graduate qualities based on those sought by employers.

**University Graduate Qualities**

- Demonstrate depth of disciplinary expertise
- Critical thinking and problem solving
- Information/digital literacy
- Inventiveness
- Communication (oral and written)
- Demonstrate cultural competence
- Demonstrate interdisciplinary effectiveness
- Have an integrated professional, ethical and personal identity
- Influence

**PM Program Specific Qualities**

- Apply broader skills
- Manage in ambiguity
- Be self-aware
- Maintain absolute focus on outcome
- Act with drive and initiative

**Graduate Qualities**

- Demonstrate depth of disciplinary expertise
  - Excel at applying and continuing to develop expertise in the graduate's chosen discipline or disciplines
    - apply project management tools and techniques
    - apply program management tools and techniques
    - apply portfolio management tools and techniques

- Apply broader skills
  - Increase the impact of expertise, and to learn and respond objectively and creatively to novel problems and opportunities
    - Critical thinking and problem solving
      - think critically and solve problems
    - Information/digital literacy
      - source and utilise digital information
    - Inventiveness
      - think and act creatively
    - Communication (oral and written)
      - communicate effectively, orally and in writing

- Demonstrate cultural competence
  - Work productively, collaboratively and openly in diverse groups and across cultural boundaries
    - act in a culturally competent manner

- Demonstrate interdisciplinary effectiveness
  - Work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualized and systemic forms of understanding
    - apply project management techniques across a range of disciplines
    - Teamwork
      - lead, set direction and delegate
      - contribute to an effective team environment
Have an integrated professional, ethical and personal identity

- Build integrity, confidence and personal resilience, and the capacities to manage challenge and uncertainty
  - be self-aware

Influence

- Be effective in exercising professional and social responsibility and making a positive contribution to society
  - exercise influence through interpersonal skills
  - demonstrate empathy and listen effectively
  - critically question
## PART 7. Learning and teaching

### 7.1 Course structure

**AMENDED BACHELOR OF PROJECT MANAGEMENT**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Introduction to PM</td>
<td>Project Initiation &amp; Scope</td>
<td>Project Acceptance</td>
</tr>
<tr>
<td>Effective Project Communication</td>
<td>Project Time, Cost and Resources</td>
<td>Project Analytics</td>
</tr>
<tr>
<td>Systems Thinking in Projects</td>
<td>Facilitation &amp; Stakeholder Engagement</td>
<td>Critical Thinking for Projects</td>
</tr>
<tr>
<td>Major</td>
<td>Major</td>
<td>Major</td>
</tr>
</tbody>
</table>

**PM Electives**

<table>
<thead>
<tr>
<th>Projects in Controlled Environment</th>
<th>Sustainability and Knowledge Management</th>
<th>Project Cost and Finance</th>
<th>Scheduling</th>
<th>International Project Management</th>
<th>Change and Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agile Project Management</td>
<td>Electives from FEIT to allow for BE/BPM combined degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Majors**

**Table A Major – Construction**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL1900 Introduction to Civil Engineering</td>
<td>CIVL1810 Engineering Construction &amp; Surveying</td>
<td>BADP2002 City Form &amp; Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table A Major – Design Practice & Management (in development)**

**Table A Major – Infrastructure (in development)**

**Table A Major – International Development (in development)**

**Table S Major**

**Minors**

**Project Controls**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Initiation &amp; Scope</td>
<td>Project Acceptance</td>
<td>Project Cost and Finance</td>
</tr>
<tr>
<td>Project Time, Cost and Resources</td>
<td>Project Analytics</td>
<td></td>
</tr>
</tbody>
</table>
### AMENDED BACHELOR of ENGINEERING/ BACHELOR of PROJECT MANAGEMENT - 2019
(example provided is BE (Civil)/BPM)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Y1 S1</strong></td>
<td>CIVL1900 Introduction to Civil Engineering</td>
<td>MATH1021 Calculus of one variable and MATH1002 Linear Algebra</td>
</tr>
<tr>
<td></td>
<td>GEOL1501 Engineering Geology 1</td>
<td>CIVL 1802 Statics</td>
</tr>
<tr>
<td><strong>Y2 S2</strong></td>
<td>ENGG1801 Engineering Computing</td>
<td>MATH2061 Linear Mathematics and Vector calculus</td>
</tr>
<tr>
<td></td>
<td>CIVL2812 Project appraisal</td>
<td>CIVL2010 Environmental Engineering</td>
</tr>
<tr>
<td><strong>Y3 S1</strong></td>
<td>CIVL 2700 Transport Systems</td>
<td>CIVL2110 Materials</td>
</tr>
<tr>
<td><strong>Y4 S1</strong></td>
<td>CIVL3612: Fluid Mechanics</td>
<td>CIVL3205: Concrete Structures 1</td>
</tr>
<tr>
<td></td>
<td>CIVL3811: Engineering Design and Construction</td>
<td>CIVL3206: Steel Structures 1</td>
</tr>
<tr>
<td><strong>Y5 S1</strong></td>
<td>CIVL4903: Civil Engineering Design</td>
<td>CIVL4022: Thesis A</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
### AMENDED BACHELOR OF PROJECT MANAGEMENT

<p>| Year 1 | S1C and S2C | ENGG1850 | Introduction to PM | CO | 6 |
| Year 1 | S1C and S2C | ENGG1863 | Effective Project Communication | CO | 6 |
| Year 1 | S1C | PMGT1711 | Systems Thinking in Projects | CO | 6 |
| Year 1 | S1C | Table A or S Major | | EL | 6 |
| Year 1 | S1C and S2C | ENGG1860 | Project Initiation &amp; Scope | CO | 6 |
| Year 1 | S1C and S2C | ENGG1865 | Project Time, Cost and Resources | CO | 6 |
| Year 1 | S2C | PMGT1852 | Facilitation &amp; Stakeholder Engagement | CO | 6 |
| Year 1 | S2C | Table A or S Major | | EL | 6 |
| Year 2 | S1C | ENGG2855 | Project Acceptance | CO | 6 |
| Year 2 | S1C | ENGG2851 | Project Analytics | CO | 6 |
| Year 2 | S1C | PMGT2711 | Critical Thinking for Projects | CO | 6 |
| Year 2 | S1C | Table A or S Major | | EL | 6 |
| Year 2 | S2C | PMGT2854 | Executing Projects | EL | 6 |
| Year 2 | S2C | PMGT2821 | Project Conflict Management | CO | 6 |
| Year 2 | S2C | PMGT2822 | Reframing Projects | CO | 6 |
| Year 2 | S2C | Table A or S Major | | EL | 6 |
| Year 3 | S1C | PMGT3858 | Adapting to Project Context | CO | 6 |
| Year 3 | S1C | PMGT3624 | Elective: Change &amp; Transformation | EL | 6 |
| Year 3 | S1C | PMGT 3611 | Elective: Projects in Controlled Environment | EL | 6 |
| Year 3 | S1C | PMGT 3612 | Elective: Agile Project Management | EL | 6 |
| Year 3 | S1C | Table A or S Major | | EL | 6 |
| Year 3 | S1C | PMGT3850 | Project Management Capstone A | CO | 6 |
| Year 3 | S2C | ENGG3854 | Legal Aspects of Projects | CO | 6 |</p>
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code/Name</th>
<th>Elective Description</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2C</td>
<td>ENGG2850</td>
<td>Project Cost and Finance</td>
<td>EL</td>
<td>6</td>
</tr>
<tr>
<td>S2C</td>
<td>PMGT 3623</td>
<td>Scheduling</td>
<td>EL</td>
<td>6</td>
</tr>
<tr>
<td>S2C</td>
<td>PMGT3856</td>
<td>Sustainability &amp; Knowledge Management</td>
<td>EL</td>
<td>6</td>
</tr>
<tr>
<td>S2C</td>
<td></td>
<td>Table A or S Major</td>
<td>EL</td>
<td>6</td>
</tr>
<tr>
<td>SC2</td>
<td>PMGT3851</td>
<td>Project Management Capstone B</td>
<td>CO</td>
<td>6</td>
</tr>
<tr>
<td>SC2</td>
<td>PMGT3857</td>
<td>International Project Management</td>
<td>EL</td>
<td>6</td>
</tr>
</tbody>
</table>
### Award requirements

To qualify for the award of the Bachelor of Project Management, a candidate must complete 144 credit points, comprising:

- (a) 84 credit points of degree core units of study as set out in the table below;
- (b) A major (48 credit points) from the list of majors from the table below or from Table S in the Shared Pool for Undergraduate Degrees;
- (c) (Optionally) a minor of 36 credit points from the list of majors from the table below;
- (d) additional elective units from the table below as may be necessary to gain credit to complete the requirements of the degree.

### Majors

Table A majors available in this course are:
- Construction

### Minors

Table A minors available in this course are:
- Project Controls
- People and Change

### Degree Core

The degree core units of study required for this course are listed below.

#### 1000-level units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG1850 Introduction to Project Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>ENGG1863 Effective Project Communication</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>PMGT1711 Systems Thinking in Projects</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG1860 Project Initiation &amp; Scope</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>ENGG1865 Project Time, Cost and Resources</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>PMGT1852 Facilitation &amp; Stakeholder Engagement</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

#### 2000-level units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG2855 Project Acceptance</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG2851 Project Analytics</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT2711 Critical Thinking</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>PMGT2854</td>
<td>Executing Projects</td>
<td>6</td>
</tr>
<tr>
<td>PMGT2821</td>
<td>Project Conflict Management</td>
<td>6</td>
</tr>
<tr>
<td>PMGT2822</td>
<td>Reframing Projects</td>
<td>6</td>
</tr>
<tr>
<td>PMGT3858</td>
<td>Adapting to Project Context</td>
<td>6</td>
</tr>
<tr>
<td>ENGG3854</td>
<td>Legal Aspects of Projects</td>
<td>6</td>
</tr>
<tr>
<td>ENGG2850</td>
<td>Project Cost and Finance</td>
<td>6</td>
</tr>
<tr>
<td>PMGT3624</td>
<td>Change &amp; Transformation</td>
<td>6</td>
</tr>
<tr>
<td>PMGT3611</td>
<td>Projects in Controlled Environment</td>
<td>6</td>
</tr>
<tr>
<td>PMGT3612</td>
<td>Agile Project Management</td>
<td>6</td>
</tr>
<tr>
<td>PMGT3623</td>
<td>Scheduling</td>
<td>6</td>
</tr>
<tr>
<td>PMGT3856</td>
<td>Sustainability &amp; Knowledge Management</td>
<td>6</td>
</tr>
<tr>
<td>PMGT3857</td>
<td>International Project Management</td>
<td>6</td>
</tr>
</tbody>
</table>
### Construction Major

Achievement of a major in Construction requires 48 credit points from this table including:

- 12 credit points of 1000-level core units;
- 12 credit points of 2000-level core units;
- 6 credit points of 3000-level core units;
- 12 credit points of 3000-level interdisciplinary project units
- 6 credit points of 3000-level selective units;

#### Units of Study

The relevant units of study are listed below:

### 1000-level units of study

#### Core units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL1900 Introduction to Civil Engineering</td>
<td>6</td>
<td>N</td>
<td>ENGG1800 OR CHNG1108 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL1810 Engineering Construction &amp; Surveying</td>
<td>6</td>
<td>A</td>
<td>CIVL1900. Some statistical awareness is an advantage and co-enrolment in MATH1005 Statistics is advised. HSC Mathematics Extension 1 or completion of (MATH1001 or MATH1021) and MATH1002 are sufficient for non-statistical maths preparation</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2000-level units of study

#### Core units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADP2002 City Form &amp; Development</td>
<td>6</td>
<td>P</td>
<td>DAAE1001 or (DAAE2002 and ENGG1850)</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAAE2008 Innovative Building Structures</td>
<td>6</td>
<td>P</td>
<td>BDES1023 N DESA2206</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3000-level units of study

#### Core units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESA3011 Introduction to Building Construction</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Core interdisciplinary project units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGTxxxxx Capstone A</td>
<td>6</td>
<td>tba</td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGTxxxxx Capstone B</td>
<td>6</td>
<td>tba</td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Selective units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADP3002 Property and the Built Environment</td>
<td>6</td>
<td>P</td>
<td>BAEN3001 or (DAAE1001 and DESA3011) or (DAAE2002 and DESP1001)</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAAE3001 Sustainable Architectural Practice</td>
<td>6</td>
<td>P</td>
<td>BDES1023 or (DAAE1001 and DESA3011) or (DAAE2002 and DESP1001) Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------</td>
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</tr>
<tr>
<td>Project Controls Minor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement of a minor in Project Controls requires 36 credit points from this table including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 credit points of 1000-level core units;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 credit points of 2000-level core units;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 credit points of 3000-level core units;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units of Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The relevant units of study are listed below</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-level units of study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG1860 Project Initiation &amp; Scope</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>ENGG1865 Project Time, Cost and Resources</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>2000-level units of study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG2855 Project Acceptance</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG2851 Project Analytics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG2850 Project Cost and Finance</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>3000-level units of study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT3623 Scheduling</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Achievement of a minor in People and Change requires 36 credit points from this table including:
- 12 credit points of 1000-level core units;
- 12 credit points of 2000-level core units;
- 12 credit points of 3000-level core units;

### Units of Study

The relevant units of study are listed below.

#### 1000-level units of study

**Core units**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG1863 Effective Project Communication</td>
<td>6</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>PMGT1852 Facilitation &amp; Stakeholder Engagement</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

#### 2000-level units of study

**Core units**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT2821 Project Conflict Management</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT2822 Reframing Projects</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

#### 3000-level units of study

**Core units**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT3856 Sustainability &amp; Knowledge Management</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT3624 Change &amp; Transformation</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

The BPM will be delivered in line with the existing undergraduate pedagogical approach. Lectures and structured tutorials will be offered and opportunities to use simulated case studies and group work based on industry based problems will be provided.

Guest lectures by industry experts will be facilitated to support learning. Case studies used will reflect an interdisciplinary context and a project management simulation will be used to develop an holistic approach in project management.

Assessments will be a combination formative and summative types conducted in individual and group modes. The assessments in the units will be coordinated to develop peer to peer learning and networking opportunities.

The capstone units will be undertaken after the core units and require an industry linked project and industry sponsor to facilitate student learning.

All teaching and assessment are mapped back to the Project Management Program Learning Progression Table to ensure teaching and assessments address learning outcomes both of the unit and in summation for the program. A sample of this is provided below outlining the level 1 to 3 proficiency levels expected at an undergraduate level and these levels also reflect both graduate qualities and industry standards.

### Project Management Program Learning Progression Table

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Project Development</strong>&lt;br&gt;Ensuring clear identification of project strategy, scope, risks, assumptions and expected business value in plans and proposals for complex large scale projects with significant uncertainties (GAC Domains 1 &amp; 2).</td>
<td>Project Novice. Understands and applies, as directed, the formal requirements of a complex project proposal, including project strategy, scope, business case, and assessment of time, costs, risks and probabilities.</td>
<td>Project Practitioner. Prepares complex project proposals that are credible as early draft representations and technically complete, including project strategy, scope, business case, and assessment of time, costs, risks and probabilities.</td>
</tr>
<tr>
<td><strong>2) Project Delivery</strong>&lt;br&gt;Managing the complex dependencies and changing circumstances of large scale projects while maintaining optimal quality and ensuring long-term value (GAC Domains 3, 4 &amp; 5).</td>
<td>Project Novice. Understands and applies, as directed, the formal requirements of project contracting, procurement, quality control and progress management, within the scope of specific project objectives and responsibilities, and with due regard for overall project goals, dependencies and business value.</td>
<td>Project Practitioner. Undertakes guided exercises in project contracting, procurement, quality control and progress management, within the scope of specific project objective and responsibilities, and with due regard for overall project goals, dependencies and business value.</td>
</tr>
<tr>
<td><strong>3) Project Methods</strong>&lt;br&gt;Making effective use of the diverse range of methods, approaches and tools developed for the modelling and analysis of the project cycle.</td>
<td>Project Novice. Uses given modelling methods and tools as directed to investigate assigned project questions.</td>
<td>Project Practitioner. Selects and uses modelling methods and tools, as appropriate, with general understanding of assumptions and limitations involved, to investigate assigned project questions.</td>
</tr>
<tr>
<td><strong>4) Project Leadership</strong>&lt;br&gt;Connecting and engaging project members and stakeholders with their varied roles and responsibilities through a shared sense of the underlying value at personal, project and organisational levels. (AIPM Knowledge Area 5 &amp; 9; GAC Domain Elements 3.4, 6.4, 6.5; CPM Competency Standards View 7).</td>
<td>Project Novice. Understands and applies, as directed, established principles and models of practice regarding the alignment of shared project roles and responsibilities.</td>
<td>Project Practitioner. Independently recognises and engages with issues of shared project roles and responsibilities and their alignment with project goals and strategy, applying relevant principles and practice as appropriate.</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
Conveying complex subject matter accurately, informatively and constructively in discussions, negotiations, documentation and reporting, with due regard for risks and uncertainties of information sources, assumptions and conclusions (AIPM Knowledge Area 5).

Complex material accurately and informatively for clearly defined requests with small, familiar audiences. Taking content requirements and information sources as given. Recognises and reliably interprets specialist language within restricted context.

Complex material accurately and informatively for specific and implied requests with familiar audiences. Shows some critical judgement regarding content requirements, issues, evidence, assumptions and uncertainties, with routine guidance. Generally reliable in recognising and interpreting specialist language.

Conveys complex material accurately, informatively and constructively for broadly defined objectives and audiences. Shows probing critical judgement regarding content requirements, issues, evidence, assumptions and uncertainties, within given theoretical and practical guidelines. Reliably interprets and makes appropriate use of specialist language.

6) Professional Practice
Maintaining a high standard of professional conduct and proficiency, consistent with current codes of practice professional project management (GAC Domain Elements 6.1-3).

Project Novice: Aware of PM professional practice codes and knowledge sources, in particular PMBoK.

Project Associate: Discusses professional practice issues with appropriate reference to PM knowledge sources, in particular PMBoK. Seeks opportunities to learn from experience, reflecting constructively upon both failures and successes.

Project Practitioner: Takes initiative in furthering own PM professional development and engaging with recommended PM knowledge sources, whether from PMI or other industry bodies.

7.3 Assessment procedures

Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors will be used and describe any benchmarking role or reporting role that such assessors will play in the faculty.

The combined degree will follow the single degree component in their assessment procedures.

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
<th>Use of external assessors/examiners (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final examinations</td>
<td>At the unit of study level the maximum exam weighting is 75%, expected levels to be 40%</td>
<td>No</td>
</tr>
<tr>
<td>Group assignments (includes 3rd year capstone project), quizzes</td>
<td>At the unit of study level the maximum weighting is 45%, expected levels to be 20%</td>
<td>No</td>
</tr>
<tr>
<td>Individual assignments</td>
<td>At the unit of study level the maximum weighting is 75%, expected levels to be 25%</td>
<td>No</td>
</tr>
<tr>
<td>Lab/Tutorial Participation</td>
<td>Expected levels for tutorial participations are at 15%</td>
<td>No</td>
</tr>
</tbody>
</table>

The BPM learning outcomes are strongly based on teamwork and collaboration. Consequently the emphasis is on group work and real life projects, particularly in the Capstone units of study. The BPM units will make use of tools for support of teams and teamwork proven to be worthwhile at Masters level (e.g. Belbin profiles, Catme/Sparkplus).

Assessment regimes will vary among individual units of study; however, all units will contain a mixture of formative and summative assessment.

7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above.

The requirement that each academic complete comprehensive CUSP outlines, refer to the Project Management Program Learning Progression table and participate in regular review of units with the unit of study coordinator and the academic directors provides assurance of the teaching and assessment quality. Units in the BPM will be designed so that each assessment is mapped to an outcome description that is subsequently linked to a program learning outcome. This ensure consistency within units and across programs.

7.5 Quality assurance arrangements and program review

Approved by the Academic Board, 3 December 2014
All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.

Provide details of practices and processes to be implemented to:

<table>
<thead>
<tr>
<th>Practice</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>monitor, measure and achieve quality learning and teaching</td>
<td>Student unit of Study evaluations, Faculty T&amp;L committee, School T &amp; L committee, Program academic director semester review, regular feedback sessions with academics</td>
</tr>
<tr>
<td>review content, delivery and Resolutions of the course</td>
<td>School T&amp;L Committee, Global Accreditation Centre of the Project Management Institute accreditation process and annual reaccreditation process</td>
</tr>
<tr>
<td>review and rationalise Units of Study for the course</td>
<td>Semester review undertaken by PG and UG Directors of program. Use of canvas to manage version control of content</td>
</tr>
</tbody>
</table>

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

The Faculty of Engineering and Information Technologies undertakes continuous review and improvement of systems, processes and policies. The Bachelor of Project Management is stewarded by University wide, faculty and local quality improvements and assurance in curriculum design and delivery

**Course and Unit of Study Portal**
Curriculum design is supported by a professional team experienced in processes and adherence to resolutions. The Course and Unit of Study Portal (CUSP) will be used to help monitor and manage curriculum. Key reports from CUSP on assessment, teaching, reading and tutorial plans are available to be reviewed across all units in the program.

**Project Management Program Learning Progression table**
The undergraduate and postgraduate program are guided by the Project Management Program Learning Progression table that maps all units of study to learning outcomes at each AQF level equivalence. This is generated in consultation with industry standards, practitioners and academic insight.

**Canvas and Instructional design**
All units of study will use a templated Canvas site and in Commons have stored teaching resources for academics to use. Faculty instructional and learning designers will inform Canvas architecture.

**Continuous Program Review practices**
A rigorous progress of academic curriculum is undertaken for all programs in the Project Management Program and a documented practice of review is outlined below. Both the UG and PG project management academic program are developed as outlined below.

A local policy of control and continuous improvement supports the faculty and university wide quality teaching practices and policies.
7.6 Student workload

Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a twenty-four credit point load for a semester should equate on average to 35 – 45 hours work per week, including preparation time. It is accepted that students may make greater contributions of time voluntarily and during peak periods.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Within any given week each unit will have a 2 hour lecture. A full time load requiring 8 hours lectures per week</td>
</tr>
<tr>
<td>Tutorials</td>
<td>Within any given week each unit will have a 1 hour tutorial A full time load requiring 4 hours tutorial attendance per week</td>
</tr>
<tr>
<td>Practical experience</td>
<td>0</td>
</tr>
<tr>
<td>Independent study</td>
<td>Within any given week each unit will require 3 hours of study. A full time load requiring 12 hours of study per week</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>Within any given week each unit will have 4 hours of assessment related work A full time load requiring 16 hours per week</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
</tbody>
</table>

Workload for assessment tasks

Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

No changes will be made to existing procedures or student workload per unit. All units in the BPM will be 6 credit points. The Faculty currently bases existing unit workload guidelines from 9 to 12 hours per week per unit.

CUSP Teaching Schedule report will be reviewed prior to each semester to identify all assessments due and modify this as necessary in consultation with the academics.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

Approved by the Academic Board, 3 December 2014
Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

- Units of study are timetabled and assessments planned to ensure adequate gaps for students to complete assessments that are individual and group based.
- Study groups are established amongst students for interaction and peer learning and support.
- A dedicated tutor is available one hour a week for consultation and this is available and promoted routinely for students to access.

## 7.7 Academic advice, support and student representation

Academic advice will be provided by the Undergraduate Academic Director. A welcome and introduction to the academic program will be held for new students to direct students to library services and resources to help with academic reading and writing and build initial engagement. The session will be recorded and provided to online students.

Academics are familiar with responsibly triaging students to support services such as Careers, counselling and disabilities services for students with complicated needs.

The Program has a team of administrative staff who employ a dedicated student coordinator responsible for hosting industry linked events and talks to provide students an opportunity to link with industry to enrich their learning. The keynote addresses will be videoed for online students.

The Project Management program has a dedicated student association that represents the needs of students and consultation with current students and alumni is sought to continuously improve the program. Strong links currently exist with both AIPM and PMI, the industry bodies that are enthusiastic in their support of the PM Soc (the University’s Project Management Society).

The library has journals and learning and teaching resources related to the project management discipline and in addition a database of relevant project management case studies have been identified and annotated locally. This is available in the library for academics and students to use in assessments and to support learning and teaching. An online version of the PMBOK® guide and IPMA ICB4 will be made available to all PM students to support learning.

## 7.8 Remediation and reassessment

All current practices will be followed.

Students are required to be in attendance at the correct time and place of any formal or informal examinations. Participation in a minimum number of assessment items will be a requirement of any unit of study. Assessment items that are noted in CUSP and communicated to students in the unit of study guide that are of low value can be reweighted.

Non-attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Supplementary examinations will be offered where appropriate according to the policy and external exams are provided to students who are studying online. External exams are coordinated at the school level and secure locations and processes to invigilate and send and receive exams are exercised.

The Coursework Rule provides full details of the University policy and procedures and this policy will guide decisions regarding assessment.

The Academic Director and unit of study coordinators monitor students for satisfactory progress towards the completion of their award course and students at risk are provided opportunity for feedback and support in the preparation of assessments as part of routine teaching and learning practices. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule) and Faculty monitoring, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

An exam board meeting is held at the end of each semester to discuss individual cases and overall performance of students in each unit and relative to other units.

## 7.9 Combined degrees and inter-faculty arrangements

Arrangements for students studying a Table S major will be aligned to University wide practices and approaches linked to Table S major units. This will be investigated through 2018 as the requirements become more evident. The BPM Table S major will be available in 2019 so will have the benefit of 2018 experience to provide the
necessary communication interfacy.

Combined degrees with Engineering (e.g. Civil, Mechanical, Aeronautical, Electrical, and Chemical & Biomolecular Engineering & Biomedical Engineering) will be preserved and follow the current processes and mechanisms for administration and operation. That is, the combined BE/BPM degrees would still be administered by the respective Engineering Schools. If a student requires degree advice, the director of the respective Engineering School would be the first point of contact. For academic advice related to the PM component of the degree, the director of the BPM would be the main point of contact.

7.10 Influence of external accreditation or other professional requirements

The Bachelor of Project Management will be seeking accreditation with the Global Accreditation Centre for Project Management Institute USA. The Project Management Program Learning progression table that synthesises the industry standards, academic insight and industry consultation ensures a coherent program. University of Sydney graduate qualities have also been mapped to the project management graduate qualities that also ensures accreditation requirements and academic rigour is provided.

The BPM includes two Capstone units undertaken in the last year of the program. Students work in groups to synthesise their learning and in the context of an industry based problem demonstrate both project management technical skills and knowledge and broader graduate attributes.

7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

Not applicable

7.12 Resolutions

<table>
<thead>
<tr>
<th>Senate, Faculty and Course Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.1 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>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.2 Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.3 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>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic dress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.4 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>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transitional arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
Transitional arrangements will be planned by the Undergraduate Director as necessary.

<table>
<thead>
<tr>
<th>Item 8</th>
<th>Description</th>
<th>2018 S2</th>
<th>2018 S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.12.5</td>
<td>Last semester intake under existing Resolutions</td>
<td>Domestic</td>
<td>International</td>
</tr>
<tr>
<td>7.12.6</td>
<td>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?</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>7.12.7</td>
<td>For course deletions, advise the last date for enrolments into the existing course</td>
<td>Streams will be discontinued in 2019</td>
<td></td>
</tr>
<tr>
<td>7.12.8</td>
<td>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.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>7.12.9</td>
<td>For course deletions, outline the provisions in place for students enrolled under existing Resolutions</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current 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. (It is not necessary to provide detailed information on the names or qualifications of individual staff members)

The Academic Staff to deliver the program will be from academics on staff and the current sessional academics that teach in the existing Bachelor of Project Management.

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

Track record of delivering and growing project management academic program over the last 7 years.

Project management academic staff at all levels of promotion that ensures succession planning.

Leading academics have both professional and research experience and have a track record of professional accreditation and delivery.

Existing sessional academics have industry experience and are available for delivering in this new program.

The strength and financial viability of the existing program having experienced continued high growth.

Professional staff with business development skills and postgraduate education qualifications can be leveraged in industry and program positioning and strategic growth.

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. Please include in this section the use of supervisors for professional placements.

NA

8.2 Teaching space and related facilities

9.2.1 Teaching rooms

No additional spaces than are currently available and planned for the University and Precinct

9.2.2 Lecture theatres

No additional spaces than are currently available and planned for the University and Precinct

9.2.3 Laboratories

NA

9.2.4 Staff offices

No additional spaces than are currently available and planned for the University and Precinct

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

NA

9.2.6 Professional placement locations

No additional spaces than are currently available and planned for the University and Precinct

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

9.3.1 Computer technology

No additional resources than are currently required for the existing BPM

9.3.2 Other equipment

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns

Approved by the Academic Board, 3 December 2014
raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

**APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)**

The Senate Resolutions for the Faculty of Engineering and Information Technologies must be read in conjunction with the appropriate Resolutions for the Faculty of Engineering and Information Technologies the individual Course resolutions and rules.

Resolutions of the Senate

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

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

(2) This list is amended with effect from 1 January, 2017. 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>RHENGINE</td>
<td>Doctor of Engineering</td>
<td>DEng</td>
<td>Published work</td>
</tr>
<tr>
<td>RPPHDENG</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RPMHLENG</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>MAENGINE</td>
<td>Master of Engineering</td>
<td>ME</td>
<td>72</td>
</tr>
<tr>
<td>MAINFTEC</td>
<td>Master of Information Technology</td>
<td>MIT</td>
<td>72</td>
</tr>
<tr>
<td>MAINFTMG</td>
<td>Master of Information Technology Management</td>
<td>MITM</td>
<td>72</td>
</tr>
<tr>
<td>MAHLTCIN</td>
<td>Master of Health Technology Innovation</td>
<td>MHTI</td>
<td>96</td>
</tr>
<tr>
<td>MADATASC</td>
<td>Master of Data Science</td>
<td>MDS</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Master of Complex Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Professional Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aerospace Engineering</td>
<td>MPE(Aerospace)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Biomedical Engineering</td>
<td>MPE(Biomedical)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Chemical and Biomolecular Engineering</td>
<td>MPE(Chemical &amp; Biomolecular)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>MPE(Civil)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
<td>MPE(Electrical)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Fluids Engineering</td>
<td>MPE(Fluids)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Geomechanical Engineering</td>
<td>MPE(Geo)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>MPE(Mechanical)</td>
<td>144</td>
</tr>
<tr>
<td>Code</td>
<td>Course title &amp; stream</td>
<td>Abbreviation</td>
<td>Credit points</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>MPE(Power)</td>
<td>Power Engineering</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>MPE(Software)</td>
<td>Software Engineering</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>MPE(Structural)</td>
<td>Structural Engineering</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>MPE(Telecoms)</td>
<td>Telecommunications Engineering</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>MPM</td>
<td>Master of Project Management</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>MPL</td>
<td>Master of Project Leadership</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>BCST(ComputerScience)</td>
<td>Bachelor of Computer Science and Technology*</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>BCST(InformationSystems)</td>
<td>Information Systems</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>BEHons(Aeronautical)</td>
<td>Bachelor of Engineering Honours</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>BEHons(Biomedical)</td>
<td>Biomedical Engineering</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>BEHons(Chemical and Biomolecular)</td>
<td>Chemical and Biomolecular Engineering</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>BEHons(Civil)</td>
<td>Civil Engineering</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>BEHons(Electrical)</td>
<td>Electrical Engineering</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>BEHons(Mechanical)</td>
<td>Mechanical Engineering</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>BEHons(Mechatronic)</td>
<td>Mechatronic Engineering</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>BEHons( Software)</td>
<td>Software Engineering</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>BPM</td>
<td>Bachelor of Project Management*</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>BPM(Civil Engineering Science)</td>
<td>Bachelor of Project Management (Civil Engineering Science)</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>BPM(Software)</td>
<td>Bachelor of Project Management (Software)</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>BPM(Built Environment)</td>
<td>Bachelor of Project Management (Built Environment)</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>BIT(ComputerScience)</td>
<td>Bachelor of Information Technology*</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>BIT(InformationSystems)</td>
<td>Information Systems</td>
<td></td>
<td>192</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study.
*^may be awarded with honours in an integrated program

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAINFITM</td>
<td>Master of Information Technology/Master of Information Technology</td>
<td>MIT/MITM</td>
<td>96</td>
</tr>
<tr>
<td>Code</td>
<td>Course title</td>
<td>Abbreviation</td>
<td>Credit points</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>BHENGART</td>
<td>Bachelor of Engineering Honours/Bachelor of Arts</td>
<td>BEHons/BA</td>
<td>240</td>
</tr>
<tr>
<td>BHENGCOM</td>
<td>Bachelor of Engineering Honours/Bachelor of Commerce</td>
<td>BEHons/BCom</td>
<td>240</td>
</tr>
<tr>
<td>BHENGDAR</td>
<td>Bachelor of Engineering Honours/Bachelor of Design in Architecture</td>
<td>BEHons/BDesArch</td>
<td>240</td>
</tr>
<tr>
<td>BHENGLAW</td>
<td>Bachelor of Engineering Honours/Bachelor of Laws</td>
<td>BEHons/LLB</td>
<td>288</td>
</tr>
<tr>
<td>BHENGMSC</td>
<td>Bachelor of Engineering Honours/Bachelor of Medical Science</td>
<td>BEHons/BMedSci</td>
<td>240</td>
</tr>
<tr>
<td>BHENGSCI</td>
<td>Bachelor of Engineering Honours/Bachelor of Science</td>
<td>BEHons/BSc</td>
<td>240</td>
</tr>
<tr>
<td>BPITCART</td>
<td>Bachelor of Information Technology*/Bachelor of Arts*</td>
<td>BIT/BA</td>
<td>240</td>
</tr>
<tr>
<td>BPITCCOM</td>
<td>Bachelor of Information Technology*/Bachelor of Commerce*</td>
<td>BIT/BCom</td>
<td>240</td>
</tr>
<tr>
<td>BPITCLAW</td>
<td>Bachelor of Information Technology*/Bachelor of Laws*</td>
<td>BIT/LLB</td>
<td>288</td>
</tr>
<tr>
<td>BPITCMSC</td>
<td>Bachelor of Information Technology*/Bachelor of Medical Science*</td>
<td>BIT/BMedSc</td>
<td>240</td>
</tr>
<tr>
<td>BPITCSCI</td>
<td>Bachelor of Information Technology*/Bachelor of Science*</td>
<td>BIT/BSc</td>
<td>240</td>
</tr>
<tr>
<td>BHENGPRM</td>
<td>Bachelor of Engineering Honours*/Bachelor of Project Management*</td>
<td>BEHons/BPM</td>
<td>240</td>
</tr>
<tr>
<td>BHENGMST</td>
<td>Bachelor of Engineering Honours*/Bachelor of Music Studies*</td>
<td>BEHons/BMusStudies</td>
<td>240</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program

4 Graduate diplomas
APPENDIX 2: RESOLUTIONS OF THE FACULTY

Resolutions of the Faculty of Engineering and Information Technologies for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. 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 ‘Coursework Policy’), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course Enrolment

1 Enrolment Restrictions
(1) Except where explicitly listed in a Faculty recommended program of enrolment, or with the permission of the Dean or delegate, an undergraduate student shall satisfy the following enrolment requirements.
(a) No more than 26 credit points in either semester one or two;
(b) No more than 12 credit points in the summer session and 6 credit points in the winter session;
(c) A student may enrol only:
(i) in level 1000 units of study during their first year;
(ii) in level 1000 or 2000 units of study during their second year;
(d) A student shall enrol in lower year level core units of study as a priority above any higher year level units of study irrespective of meeting any prerequisite requirements of the higher year units.

2 Transferring Between Streams or Degrees
(1) Students admitted to specific postgraduate degrees or streams wishing to transfer between degrees or streams managed by the Faculty need to apply to the Faculty and obtain the approval of the Dean (or delegate). Students will be assessed based on their progress in their current degree or stream and must be able to show that they meet the criteria that apply to commencing students.

3 Time Limits
(1) Except where specific course resolutions specify alternative requirements, the following conditions must be met:
(a) A student must complete all the requirements for a coursework doctorate, within ten calendar years of first enrolment;
(b) A student must complete all the requirements for a combined BEHons, single or combined BIT, and BCST within ten calendar years of first enrolment;
(c) A student must complete all the requirements for a single (non combined) BEHons or BPM within the lesser of 16 enrolled semesters or ten calendar years of first enrolment;
(d) A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment; completing in a minimum of 1 semester and a maximum of 4 semesters
(e) A student must complete all the requirements for a graduate diploma within four calendar years of first enrolment; completing in a minimum of 2 semesters and a maximum of 6 semesters
(f) A student must complete all the requirements for a master's degree within six calendar years of first enrolment; completing in a minimum of 2 semesters and a maximum of 8 semesters.
(2) Periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time may exceed 10 years from first enrolment.

5 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCENGINE</td>
<td>Graduate Certificate in Engineering</td>
<td>GradCertEng</td>
<td>24</td>
</tr>
<tr>
<td>GCINFTEC</td>
<td>Graduate Certificate in Information Technology</td>
<td>GradCertIT</td>
<td>24</td>
</tr>
<tr>
<td>GCINFTMG</td>
<td>Graduate Certificate in Information Technology Management</td>
<td>GradCertITM</td>
<td>24</td>
</tr>
<tr>
<td>GCDATAASC</td>
<td>Graduate Certificate in Data Science</td>
<td>GradCertDS</td>
<td>24</td>
</tr>
<tr>
<td>GCPRJMG</td>
<td>Graduate Certificate in Project Management</td>
<td>GradCertPM</td>
<td>24</td>
</tr>
<tr>
<td>GCPRJLEA</td>
<td>Graduate Certificate in Project Leadership</td>
<td>GradCertPL</td>
<td>24</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
(3) Credit will not be granted for prior learning older than 10 years at the time of first enrolment.

4 Suspension, Discontinuation and Lapse of Candidature
The Coursework Rule and Coursework Policy specify the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule and Policy also define the circumstances when candidature is deemed to have lapsed. Students seeking to suspend, discontinue or apply for a return to candidature after a lapse must apply to the Dean of Engineering and Information Technologies or their delegate for permission, supplying detailed reasons and evidence to support the request.

5 Credit for Previous Study
(1) Conditions for the granting of credit for previous study are in accordance with the Coursework Rule and Policy, except:
(a) the maximum credit that may be granted to the Bachelor of Engineering Honours degree, Bachelor of Engineering Honours combined degrees, Bachelor of Information Technology degree or Bachelor of Information Technology combined degrees is 96 credit points;
(b) the maximum credit that may be granted to the Bachelor of Computer Science and Technology or Bachelor of Science and Technology(Advanced) or Bachelor of Project Management is 48 credit points; and
(c) credit for prior learning at the University of Sydney at postgraduate level may be given subject to the approval of the Faculty and to the following conditions:
(i) where no award has been conferred, credit may be transferred in full to the Graduate Diploma and Master degree;
(ii) if an award has been conferred credit to a limit of 12 credit points may be transferred.
(d) credit for prior learning at postgraduate level at an external institution recognised by the University of Sydney may be granted as follows:
(i) where no award has been conferred credit to a maximum of 50 percent of the degree may be approved, provided units of study have been completed at credit average and are equivalent to units of study offered under the degree being taken;
(ii) where an award has been conferred credit to a maximum of 12 credit points may be approved provided units of study have been completed at credit average and are equivalent to units of study offered under the degree being taken;
(iii) credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment.
(e) where Course resolutions make other specifications.
(f) that credit must not be awarded where it would result in less than 50% of the course being undertaken at the University of Sydney.

Part 2: Unit of Study Enrolment
6 Cross-institutional Study
(1) Provided permission has been obtained in advance, the Dean (or delegate) may permit a student to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
(a) the resolutions of the student's course of enrolment do not specifically exclude cross-institutional study; and either
(b) the unit of study content is not taught in any corresponding unit of study at the University; or
(c) the student is unable, for good reason, to attend a corresponding unit of study at the University.

7 International Exchange
The Faculty encourages students to participate in international exchange programs, except where specified otherwise in the resolutions for a particular course. Students must apply to the Head of the relevant School of Engineering and Information Technologies to obtain approval for their planned enrolment while on exchange. This guarantees that the units completed externally will be correctly matched to the core requirements of their Course. International exchange must not exceed 12 months / 48cp and must not be approved where it would result in less than 50% of the normal course requirements being completed at the University of Sydney.

Part 3: Studying and Assessment
8 Attendance
(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.
(2) Students are expected to attend a minimum of 90 percent of timetabled activities for a unit of study, unless granted exemption by the Dean or Head of School most concerned. The Dean or Head of School most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90 percent.

9 Special Consideration for Illness, Injury or Misadventure
Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Policy provides full details of the University policy and procedures.

Approved by the Academic Board, 3 December 2014
10 Concessional Pass
In this Faculty the grade PCON (Concessional Pass) is not awarded.

11 Re-assessment
The Faculty does not offer opportunities for re-assessment other than on the grounds of approved special consideration.

Part 4: Progression, Results and Graduation
12 Satisfactory Progress
The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule and Coursework Policy, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

13 Award of the Bachelor's Degree with Honours
Honours is available to students as either appended honours or integrated honours. Admission, requirements and award for the honours courses are in accordance with the relevant course resolutions.

14 Faculty of Engineering and Information Technologies Specific Weighted Average Mark Indicators.
(1) The Weighted Average Mark (WAM) is calculated by the formula:

<table>
<thead>
<tr>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>$WAM = \frac{\sum (CP_i \times M_i)}{\sum CP_i}$</td>
</tr>
</tbody>
</table>

where
(a) $CP_i$ is the number of credit points for the unit of study.
(b) $Mi$ is the mark achieved for the unit of study.

(2) The Engineering Integrated Honours Weighted Average Mark (EIHWAM) is calculated by the formula:

<table>
<thead>
<tr>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>$EIHWAM = \frac{\sum (Wi \times CP_i \times M_i)}{\sum (Wi \times CP_i)}$</td>
</tr>
</tbody>
</table>

where
(a) $Wi$ is the weighting given by 0 for 1000 level units of study, 2 for 2000 level units, 3 for 3000 level units and 4 for 4000 level or above units. Thesis units of study are given a double weighting of 8.
(b) $CP_i$ is the number of credit points for the unit of study.
(c) $Mi$ is the mark achieved for the unit of study.

All attempts at units of study are included except for: units of study assessed on a pass/fail basis; units of study with a grade of DC; and credited units of study from other institutions. The mark used for units of study with a grade of AF or DF is zero.

15 University Medal
A student who has qualified for the award with first class honours and has an EIHWAM of 85 or above, and who has demonstrated excellence in their honours thesis will be considered for the award of a University Medal. The Medal is awarded at the discretion of the Dean or relevant Associate Dean, after the recommendation of the relevant Head of School, to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule and Coursework Policy.

Part 5: Other
16 Transitional Provisions
(1) These resolutions apply to students who commenced their candidature on or after 1 January, 2017.
(2) Students who commenced prior to 1 January, 2017 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

Bachelor of Project Management

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 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>BPPRJMGT</td>
<td>Bachelor of Project Management</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time or part time. Part time students must still follow appropriate enrolment progression and are subject to the same degree time limits as full time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Admission to candidature
(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award
The units of study that may be taken are set out in Table A for the Bachelor of Project Management, and Table S of the Shared Pool for Undergraduate Degrees.

Candidates must complete 144 credit points including:
(a) 84 credit points of degree core units as set out in Table A and
(b) A major (48 credit points) from Table A or Table S;
(c) Optionally, a Table A minor (36 credit points), noting that specified core units may be cross counted in Table A minors;
(d) and additional electives from Table A as may be necessary to gain credit to complete the requirements of the degree.

5 Requirements for the Honours degree
(1) Honours is available to meritorious candidates who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the Head of School is satisfied the candidate cannot undertake full-time study.
(2) To qualify for admission to the honours year a candidate should:
(a) have qualified for, or been awarded, the pass degree or an equivalent degree from another university, including a stream or major in the intended area of study;
(b) Admission to the Honours program is by permission of the program coordinator
(c) Admission requires an HWAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours.
(3) To qualify for the award of the honours degree a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the Head of School. The honours mark is determined by calculating a WAM from the 48 credit points of honours level units of study.
6 Award of the degree

(1) The Bachelor of Project Management is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class as below:

<table>
<thead>
<tr>
<th>Description</th>
<th>HWAM Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 &gt;= HWAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 &lt;= HWAM &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 &lt;= HWAM &lt; 75</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 &lt;= HWAM &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>HWAM &lt; 65</td>
</tr>
</tbody>
</table>

(2) Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

7 University Medal

A student with an honours mark of 90 or above and a minimum ISWAM of 80 may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving student in each stream who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule.

8 Major and Minors

Bachelor of Project Management

Majors

(a) Completion of a Major from Table A or Table S is a requirement of the Bachelor of Project Management
(b) Requirements for completion of Majors are as set out in Table A and Table S.

The Majors in Table A include;
1. Construction

Minors

a) Candidates have the option to complete a Table A Minor
b) Requirements for completion Minors are as set out in Table A

The Minors in table A include:
1. Project Controls
2. People and Change

9 Transitional provisions

These resolutions apply to students who commenced their candidature on or after 1 January 2019.

Students who commenced their candidature prior to 1 January 2019 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified
APPENDIX 4: LIBRARY IMPACT STATEMENT

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See http://www.library.usyd.edu.au/contacts/subjectcontacts.html.

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

| 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. | As existing BPM |

Text here

This section to be completed by library staff

Library resources required

| Does the Library already collect resources in this area? | ☒ Yes ☐ No |
| Comments |

| Initial costs of acquiring basic resources (digital and non-digital) | $0 |
| Monographs (including multimedia resources, reading list items and multiple copies) |
| New journal titles (including back-runs) |
| Additional databases / digital resources |

Approved by the Academic Board, 3 December 2014
### Initial resources costs

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Initial resources costs</strong></td>
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</table>

### Ongoing costs of resources

<table>
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<tr>
<th>Description</th>
<th>Cost</th>
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<td>$0 no new subscriptions</td>
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</tbody>
</table>

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

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<tr>
<th>Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Ongoing information resources costs</td>
<td>No change</td>
</tr>
</tbody>
</table>

### Additional resource requirements

No new demands due to nature of course revision.

### Comments

Academic Liaison Librarian will work with applicable unit of study coordinators to support students' development of research skills, including providing resources embedded into Canvas where appropriate.

### Implications

None foreseen.

### Estimated number of hours

Library Director’s comments*

* The Library Director should sign on the front page.
**APPENDIX 5: REFERENCE – SESSION CODES**

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
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</thead>
<tbody>
<tr>
<td>S1C</td>
<td>Semester 1</td>
</tr>
<tr>
<td>S1CG</td>
<td>Session 1 early census</td>
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<tr>
<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CIJA</td>
<td>Int January*</td>
</tr>
<tr>
<td>S1CIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIMR</td>
<td>Int March*</td>
</tr>
<tr>
<td>S1CIAP</td>
<td>Int April*</td>
</tr>
<tr>
<td>S1CIMY</td>
<td>Int May*</td>
</tr>
<tr>
<td>S1CIJN</td>
<td>Int June*</td>
</tr>
<tr>
<td>S2C</td>
<td>Semester 2</td>
</tr>
<tr>
<td>S2CG</td>
<td>Session 2 early census</td>
</tr>
<tr>
<td>S2CRA</td>
<td>Semester 2a (first seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CRB</td>
<td>Semester 2b (last seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CIJL</td>
<td>Int July*</td>
</tr>
<tr>
<td>S2CIAU</td>
<td>Int August*</td>
</tr>
<tr>
<td>S2CISE</td>
<td>Int September*</td>
</tr>
<tr>
<td>S2CIOC</td>
<td>Int October*</td>
</tr>
<tr>
<td>S2CINO</td>
<td>Int November*</td>
</tr>
<tr>
<td>S2CIDE</td>
<td>Int December*</td>
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<td>Summer School Main</td>
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<tr>
<td>S1NSLA</td>
<td>Summer School Late</td>
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<tr>
<td>S1CRS4</td>
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<td>Research period 3</td>
</tr>
<tr>
<td>S1CRR4</td>
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<td>SSAF Semester 1</td>
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<td>SSAFS2</td>
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## APPENDIX 6: REFERENCE – CAMPUS CODES

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</thead>
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<td>AM</td>
<td>Amsterdam</td>
</tr>
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<td>BS</td>
<td>Burren Street</td>
</tr>
<tr>
<td>CC</td>
<td>Camperdown/Darlington</td>
</tr>
<tr>
<td>CD</td>
<td>Concord Clinical School</td>
</tr>
<tr>
<td>CE</td>
<td>Central Clinical School</td>
</tr>
<tr>
<td>CF</td>
<td>Camden</td>
</tr>
<tr>
<td>CH</td>
<td>Children’s Hospital at Westmead Clinical School</td>
</tr>
<tr>
<td>CN</td>
<td>China</td>
</tr>
<tr>
<td>CS</td>
<td>Surry Hills</td>
</tr>
<tr>
<td>DB</td>
<td>Distance Education Burren Street</td>
</tr>
<tr>
<td>DE</td>
<td>Distance Education Camperdown/Darlington</td>
</tr>
<tr>
<td>DF</td>
<td>Distance Education Camden</td>
</tr>
<tr>
<td>DL</td>
<td>Distance Education Lidcombe</td>
</tr>
<tr>
<td>DM</td>
<td>Distance Education Mallett Street</td>
</tr>
<tr>
<td>DO</td>
<td>Distance Education Orange</td>
</tr>
<tr>
<td>DR</td>
<td>Distance Education Rozelle</td>
</tr>
<tr>
<td>DS</td>
<td>Distance Education Surry Hills</td>
</tr>
<tr>
<td>DW</td>
<td>Distance Education Westmead Clinical School</td>
</tr>
<tr>
<td>DY</td>
<td>Distance Education Sydney</td>
</tr>
<tr>
<td>GE</td>
<td>Germany</td>
</tr>
<tr>
<td>HK</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>ID</td>
<td>Indonesia</td>
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<tr>
<td>IT</td>
<td>Italy</td>
</tr>
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<td>KT</td>
<td>Kyoto/Tokyo</td>
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<tr>
<td>LC</td>
<td>Cumberland</td>
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<td>ML</td>
<td>Malaysia</td>
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<tr>
<td>MS</td>
<td>Mallett Street</td>
</tr>
<tr>
<td>NE</td>
<td>Nepean Clinical School</td>
</tr>
<tr>
<td>NO</td>
<td>Northern Clinical School</td>
</tr>
<tr>
<td>NP</td>
<td>Nepal</td>
</tr>
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<td>OC</td>
<td>Orange</td>
</tr>
<tr>
<td>RC</td>
<td>Rozelle</td>
</tr>
<tr>
<td>SA</td>
<td>Sydney Adventist Hospital Clinical School</td>
</tr>
<tr>
<td>SC</td>
<td>Sydney (used by the Sydney Conservatorium of Music only)</td>
</tr>
<tr>
<td>SH</td>
<td>Shanghai</td>
</tr>
<tr>
<td>SJ</td>
<td>St James</td>
</tr>
<tr>
<td>SP</td>
<td>Singapore</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>WC</td>
<td>Westmead</td>
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<tr>
<td>WN</td>
<td>Western Clinical School at Westmead</td>
</tr>
<tr>
<td>ZZ</td>
<td>No information on location</td>
</tr>
</tbody>
</table>
APPENDIX 7: AQF COMPLIANCE

Attach AQF documentation here.
RECOMMENDATION

That the Academic Board note the report from meeting of the Graduate Studies Committee held on 13 February 2018;

(1) rescind the course resolutions for the Doctor of Medical Science, as presented, with immediate effect;

(2) approve the proposal from the Faculty of Science to change the name of the Master of Mathematics to the Master of Mathematical Sciences, and of the associated vertically integrated masters degrees eg. Bachelor of Science/Master of Mathematical Sciences; recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Science; and approve the amended course resolutions, with effect from 1 January 2019; and

(3) endorse the recommendations of the plan “Increasing Engagement Opportunities for HDR Students”, as presented.

ITEMS FOR APPROVAL

9.1 **Medicine**: Doctor of Medical Science

9.2 **Science**: Master of Mathematics and associated degrees

9.3 Increasing Engagement Opportunities for HDR Students

The Committee also:

- provided input to draft terms of reference for Academic Board approval;
- noted the Report of the Chair;
- noted the report of the Academic Board meeting held on 28 November 2017;
- noted the report of the HDR Scholarships Sub-Committee meeting of 2 February 2017 including the following comments:
  
  “…The Committee expressed its disappointment in the Universities’ decisions on reduced funding for international student scholarships. A disconnect between the communications received on strategic priorities to extend and promote international students and allocation of funds was noted by the Committee as undermining to credibility of the University. Concerns about how this is will impact on the Universities international reputation were also raised, with comments on the current offering from other Australian Universities in this space increasing, competitive offerings from the University will be required to secure high achieving students…; and

- noted an update on the Master of Advanced Studies, including the revised schedule for introducing the standalone degree.

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/2018/20180213%20GSC%20Agenda%20Pack

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

<table>
<thead>
<tr>
<th>Author</th>
<th>Ria Deamer, Sydney Medical School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Arthur Conigrave, Dean, Sydney Medical School</td>
</tr>
<tr>
<td>Paper title</td>
<td>Faculty of Medicine Course Resolutions for the Doctor of Medical Science</td>
</tr>
<tr>
<td>Purpose</td>
<td>It is proposed that the course resolutions for the Doctor of Medical Science be made obsolete by inclusion of the degree requirements in the University of Sydney (Higher Degree by Research Rule) 2011</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board rescind the course resolutions for the Doctor of Medical Science, as presented, with immediate effect.

EXECUTIVE SUMMARY

It is proposed that the course resolutions for the Doctor of Medical Science have been made obsolete by inclusion of the degree requirements in the University of Sydney (Higher Degree by Research Rule) 2011. To remove duplication, it is therefore proposed that the course resolutions be rescinded.
Doctor of Medical Science

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

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHMEDSCI-01</td>
<td>Doctor of Medical Science</td>
</tr>
</tbody>
</table>

2 Award of the Higher Doctorate

(1) the higher doctorate is awarded for published work, that in the opinion of examiners:

(a) constitutes a distinguished contribution to knowledge or creative achievement; and

(b) is recognised by scholars in the relevant field as constituting a distinguished contribution to knowledge or achievement in that field.

(2) without limiting subclause (1), a published work may be regarded as a distinguished contribution to knowledge if:

(a) it represents a significant body of research that advances knowledge in a chosen field; or

(b) it has given rise to, or is a major part of, a significant debate in scholarly books and journals among recognised scholars in a chosen field; or

(c) it has directly given rise to significant changes in the direction of research, or of practice, of a newer generation of recognised scholars in a chosen field.

(3) the higher doctorate is generally awarded to mature candidates with well developed careers.

Part 2: Admission requirements

3 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidacy an applicant must:

(a) hold a medical degree from the University of Sydney that was conferred ten or more years prior to the application date; or

(b) hold an eligible degree from another university or institution that was conferred ten or more years prior to the application date; or

(c) have qualifications that were conferred ten or more years prior to the application date and standing that are determined by the School and by the Graduate Studies Committee of the Academic Board to be equivalent to holding a degree from the University.

(2) To be eligible to be admitted to candidacy an applicant who does not meet the requirements of clause 3(1) must:

(a) have been a full-time member of the academic staff of the University for at least five years (or pro-rata part-time); or

(b) be recognised by the Academic Board, on the recommendation of the Dean, to have been involved in the teaching and research of the University to an equivalent level.

(3) To be eligible for candidature, an applicant who does not meet the requirements of subclause 3(1) or 3(2), must be recognised by the Academic Board, on the recommendation of the Dean, to have equivalent academic standing.

4 Application for admission to candidature

(1) An applicant for admission to candidature must:

(a) state the name of the higher doctorate;

(b) specify the applicant’s academic qualifications; and

(c) describe the applicant’s association with the University.

(2) The application must be accompanied by:

(a) a list of the published works that the candidate proposes to submit for examination;

(b) an overview of the theme of the published works;

(c) a statement of how the publications are related to each other and the overall theme;

(d) a self appraisal of the published works highlighting their significance in relation to the field of research and the world stage, including evidence of research impact;

(e) where there are a large number of publications whose dates range over a period of time and cover a range of subjects, a statement of how those publications are related to one another and to the field of research; and

(f) where jointly authored publications are to be submitted, a statement of the applicant’s role in the initiation, conduct or direction of such joint research.

5 Preliminary assessment of application for admission

(1) The Dean will appoint a Prima Facie Committee (Assessment Committee) to assess applications for admission to candidature.
The Prima Facie Committee will be comprised of Associate Dean (Postgraduate Studies) (or his/her nominee), as chair, and three to four Professors of School, nominated by the Dean. In addition, the head of discipline (or his/her nominee) will be asked to review the application and provide an assessment of the contribution to the chosen field.

The Prima Facie Committee will consider, in each application for admission, whether:

(a) the applicant is eligible for admission to candidature;
(b) the published work is in a field appropriate for the nominated degree;
(c) the School is competent to examine the work at the required level; and
(d) whether the applicant should be admitted to candidature.

Admission to candidature

If a prima facie case exists, the Academic Board may on the recommendation of the Dean, on advice from the Prima Facie Committee, admit the applicant to candidature.

Enrolment

A successful applicant must enrol as a candidate for the higher doctorate in the first enrolment period for one part-time semester following receipt of his or her offer of admission.

Part 3 Thesis and examination

Submission of work for examination

The candidate must submit to the Dean five copies of the published work (thesis) that meets the requirements of higher doctorates specified in the HDR Rule.

Form of the thesis

(1) The thesis shall be submitted for examination in permanent form as set out below. Provision for electronic submission of theses for the purpose of examination may occur where both the candidate wishes to submit in this form and examiners are prepared to examine in this way. Candidates wishing to submit electronically are required to advise of their intent at the time of enrolment so that arrangements may be made with respective examiners.

(2) Permanent form thesis

(a) The thesis shall be on international standard A4 size paper sewn and bound in boards covered with bookcloth, buckram or other binding fabric.
(b) The title of the thesis, the candidate's initials and surname, the title of the degree, the year of submission and the name of the University of Sydney should appear in lettering on the front cover and on the title page.
(c) The lettering on the spine, reading from top to bottom, should conform as far as possible to the above except that the name of the University of Sydney may be omitted and the thesis title abbreviated. Supporting material should be bound in the back of the thesis as an appendix or in a separate set of covers.

(3) Electronic form thesis

(a) A thesis submitted in electronic form must normally be submitted on disk and must be in a format that the school determines as acceptable to both the candidate and the examiner(s), with the same structure as the ultimate printed version, and each chapter must be in a separate document.
(b) The title of the thesis, the candidate's initials and surname, the title of the degree, the year of submission and the name of the University of Sydney should appear on the title page and on a label affixed to the disk.
(c) A hard copy of the thesis should normally be submitted for retention by the school office, and further copies for any examiner(s) unwilling or unable to examine the thesis electronically. A copy for retention in the school office may also be submitted in electronic form.

Appointment of examiners

(1) The Academic Board will, on the recommendation of the Dean, on advice from the Prima Facie Committee, appoint at least three examiners, of whom at least two will be external examiners. Recommended examiners should be known to be familiar with the examination of research theses, be active in research and/or scholarship and be free from conflict of interest.

(2) The Academic Board may appoint examiners in addition to those recommended by the Dean.

Examination

Examination of the thesis shall be conducted in accordance with the HDR Rule.

Lodging the published work

If the Academic Board decides to award a higher doctorate to the candidate, the candidate must lodge one bound copy of the published work printed on acid-free archival paper with the school for lodgment with the University Library.

Part 4: Other

Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January 2014 and persons who commenced their candidature prior to 1 January 2014 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2014 and elect not to proceed under these resolutions complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 31 December 2014. The Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
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<table>
<thead>
<tr>
<th>Author</th>
<th>Professor Mary Myerscough, Associate Head of School (Education), School of Mathematics and Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Trevor Hambley, Dean of Science</td>
</tr>
<tr>
<td>Paper title</td>
<td>Name change for the Master of Mathematics</td>
</tr>
<tr>
<td>Purpose</td>
<td>This submission is to request a name change for the Master of Mathematics postgraduate coursework masters degree and its associated vertically integrated masters degrees. The new name, Master of Mathematical Sciences better reflects the degree’s breadth of choices and is favoured in market research with prospective students.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to change the name of the Master of Mathematics to the Master of Mathematical Sciences, and of the associated vertically integrated masters degrees eg. Bachelor of Science/Master of Mathematical Sciences;
2. recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Science; and
3. approve the amended course resolutions, with effect from 1 January 2019.

EXECUTIVE SUMMARY

The proposed amendment is to change every occurrence of Master of Mathematics in the degree resolutions to Master of Mathematical Sciences and to change every occurrence of the abbreviation MMath to MMathSci.

The School of Mathematics and Statistics has received approval for a two-year coursework Masters to be introduced in 2019 which can be vertically integrated with both the BSc and the BA. Similar postgraduate coursework degrees are offered by institutions both in Australia and overseas under various names. The degree was named Master of Mathematics pending market research with prospective postgraduate and undergraduate students. This market research has now been completed.

This research showed that Master of Mathematical Sciences was regarded as the title with the best fit and most liked for the degree by prospective postgraduate students. This title was also regarded as a good fit and well-liked by prospective undergraduate students for the vertically integrated masters with the BSc and BA.

Both cohorts preferred Master of Mathematical Sciences to Master of Mathematics.

The title Master of Mathematical Sciences captures the breadth of choice within the degree well, as students have the opportunity to focus on Mathematics, Statistics, Statistical Data Science, or Financial Mathematics and Statistics.

The School also considered the title Master of Mathematics and Statistics, but decided that adopting this title would necessitate ensuring that all graduates had some knowledge of statistics and that this is not the intent of the postgraduate degree.
**BACKGROUND / CONTEXT**

In 2017 the School of Mathematics and Statistics proposed a new postgraduate coursework degree, following the University’s decision to introduce masters degrees that were vertically integrated with the BSc and BA. There is strong evidence from other universities that there is a growing market for this type of degree. It also provides the opportunity for better preparation for students entering research degrees.

To ensure that the degree was approved in time to commence in 2019, the proposal used the interim title of Master of Mathematics while we commissioned market research in parallel with the degree approval process. The results of this market research clearly do not support Master of Mathematics as a degree title but do support Master of Mathematical Sciences.

**ISSUES**

The sole issue for consideration is the change of name for the degree. The name change to Master of Mathematical Sciences is supported by market research and also by members of the School of Mathematics and Statistics.

**OPTIONS**

The options are either to keep the name as Master of Mathematics or to change the name to Master of Mathematical Sciences. The Chair of Academic Board and the Provost have already approved the use of Master of Mathematical Sciences in marketing, handbooks and UAC materials for 2019 commencing students.

**CONSULTATION**

The market research surveyed 268 prospective undergraduate students with ATARs of 90 and above, and 168 postgraduate students.

The School of Mathematics and Statistics Education Committee supports the change.

We have also consulted with Louise Atkins (Student recruitment) and Kate Sanday (Marketing and Communication) in the Faculty of Science office.

We have consulted the DVCE, the Provost, the Acting Chair of Academic Board and the Associate Dean (Education) of Science who all support the change.

**FINANCIAL CONSIDERATIONS**

There are no financial considerations. The change is cost-neutral at this stage.

**RISKS / BENEFITS**

The benefit is a set of degrees with more attractive and relevant titles.

The risk is that mention MMath or Masters of Mathematics may not be completely eliminated from published materials and degree resolutions, resulting in confusion.
IMPLEMENTATION

Revised resolutions have been prepared by the Faculty of Science and the Faculty of Arts and Social Science.

With the permission of the Provost and Chair of Academic Board, the undergraduate handbook and the UAC entries are already using the new degree title.

Web pages and other outward-looking publications either have been changed or will be changed soon.

Staff of the School of Mathematics and Statistics and the Faculty of Science have been informed of the planned change, and the Faculty of Science Board endorsed the change at its meeting of 6 February 2018.

ATTACHMENTS

Extracts from Pollinate report. The first extract is the page on the results of surveying prospective undergraduate students for the vertically integrated masters degrees. The second extract is the page on the survey results for prospective students for the stand-alone masters degree.
Increasing engagement opportunities for HDR students

To seek endorsement of a plan for the University to provide more opportunities for HDR students to participate in engagement experiences.

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board endorse the recommendations of the plan “Increasing Engagement Opportunities for HDR Students”, as presented.

EXECUTIVE SUMMARY

The University Strategy 2016-2020 (the Strategy) outlines ambitions for the University to increase its engagement with the wider communities of which it is a part. This reflects a strong push to increase Australian universities’ research engagement, with interactions between researchers and industry a necessary precursor to innovation.

BACKGROUND

The University Strategy 2016-2020 (the Strategy) identifies engagement with industry and the wider community as an important objective to promote excellence in research. As part of this, it is necessary to increase the engagement opportunities of HDR students. During 2017, a process of University-wide consultation was undertaken, including seeking input from Associate Deans Research Education on current opportunities. These were categorised into four broad types and the attached plan was developed to increase their availability and take-up across the University (Attachment 1).

ISSUES

The proposed recommendations aim to improve the menu of engagement opportunities available to HDR students, establish networks of coordination across the University to effectively link students with partners offering engagement opportunities, and establish the supporting technical infrastructure to manage and report on engagements. The recommendations are:

Recommendation 1: Increase the availability and take-up of short-term intensives

Short-term intensives are activities that may be as short as 24-48 hour ‘hackathons’ or up to a week or two in duration. They are often focused on generating possible solutions to a particular problem and involve participants working in multi-disciplinary teams. By participating in these intensive activities, students broaden the applicability of their developing research skills and knowledge to a novel problem outside the domain of their immediate research focus and also experience generating ideas in combination with others who have different forms of expertise. Intensives of this kind therefore complement the primary research experience by requiring rapid, creative, group-based response in contrast to the often sustained, careful, individual response characteristic of the HDR research experience.

An added benefit is that students experience a new way in which HDR graduates can contribute to industry. Intensives are also the most flexible engagement opportunities available to HDR students. They take little time away from candidature, and can fit with students’ scholarly studies and practical research in the laboratory, field or archives. This flexibility means that intensive engagement events can be taken up by students from
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many different fields of study, and may be suitable for inclusion in the new HDR coursework curriculum, to be introduced progressively from 2019.

For this reason, it is recommended that the University move to increase the number, availability, and uptake of these opportunities. To do so, the following steps are proposed.

- The Higher Degree by Research Administration Centre (HDRAC) should ensure that details of intensive engagement opportunities offered to HDR students are centrally collected and publicised, with online enrolment available to all students.
- The Education portfolio should target funding support to the creation of intensives, whether these will sit within the HDR curriculum or outside of it as a co-curricular activity. As part of this, the possibility of short-term intensives being made available as for-credit units of study within the HDR curriculum should be explored during 2018 with possible introduction in 2019.

Recommendation 2: Continue to work with external partners to develop internships, industry PhDs and shared-candidature models
Longer-term engagement opportunities such as internships, industry PhDs and shared-candidature models are successful where they are appropriate to the field of study or even the project undertaken by a particular student, and where there is strong interest from partners in participating in such models. For these reasons, it is proposed that an increase in these types of engagement opportunities be sought via the following mechanisms.

- A joined-up communication and responsibility framework along the lines of that outlined below (section 3) should be implemented to ensure that as partnerships are established and developed by the various parties with responsibility for the University’s external engagement, opportunities for HDR students to be involved with these partners are identified and communicated.
- The University Executive – Research Education (UE-RE) committee should consider implementation of the recommendations of the internships working party (attachment 1), particularly those that pertain to internship agreements, the Annual Process Review, and accessibility.

Recommendation 3: Promote the value of engagement to HDR students and supervisors
Current barriers to increased HDR student participation in engagement opportunities should be addressed. These are often a result of a perception that such experiences will reduce the time available to the student to complete the thesis or meet research goals. The University should work to ensure that such perceptions are reduced over time by taking the following steps.

- Ensure that the rationale and evidence for the impact of engagement as well as engagement case studies are communicated via supervisor training, UE-RE showcases, and once-a-year special events for supervisors across the University.
- Ensure that HDR supervision practices support the development of graduate qualities, including engagement activities.
- Ensure that supervisors’ involvement in HDR engagement activities is recognised in academic performance and promotion schemes.

Recommendation 4: Improve data on HDR student participation in engagement activities
At present, the University has no way to record HDR student participation in the various engagement opportunities that are currently available. This means we are unable to meet government reporting requirements that will be in place from 2018, and will affect the evaluation of the University’s HDR activities. Collecting data on the extent and duration of HDR student participation in engagement is therefore vital and will also allow monitoring of level of HDR student engagement. Such data would then permit the University to track the success and impact of initiatives to increase engagement.

- Summary data on the extent of student participation should be reported annually to the University Executive – Research Education (UE-RE) committee.
- Options for recording of student participation in engagement activities and from which data can be extracted for annual HEIMS reporting should be explored.

CONSULTATION
The Pro Vice-Chancellor (Research – Enterprise and Engagement), Pro Vice-Chancellor (Education – Enterprise and Engagement), Associate Deans Research Education and HDRAC team were consulted to develop the HDR engagement plan. This paper will also be presented to the University Executive – Research Committee for endorsement.
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ATTACHMENTS

**Attachment 1:** Increasing Engagement opportunities for HDR Students
Increasing Engagement opportunities for HDR Students
Executive Summary

The University Strategy 2016-2020 (the Strategy) outlined an intention to triple the University’s investment in research, and to capitalise on the breadth and depth of disciplinary excellence available to us to solve the most important problems facing society and explore new ways of living. To do so, it is necessary that the University engages with the end users of research, continuing its work to build partnerships with the wider community that enable our research to make a difference at local and global scales.

For Higher Degree by Research (HDR) students, developing skills to interact with and understand settings in which research problems are generated and research outcomes are utilised adds to students’ capacity to produce new thinking to solve complex challenges. It also builds understanding of some of the challenges of research translation and impact. These broader capabilities, captured in the University’s graduate qualities for PhD students, are arguably developed by engagement with such settings.

This paper presents a series of recommendations intended to increase HDR engagement opportunities and hence respond to the Strategy’s ambitions for investing in the development of HDR students (Initiative 2.2). These recommendations aim to ensure that the majority of HDR students at the University can participate in an engagement experience during their candidature, while ensuring that such experiences do not detract from the achievement of research goals and timely completion of a thesis. This will necessitate an immediate focus on expanding short, intensive engagement opportunities and making sure these are made available across the University (Recommendation 1).

This approach should not lose sight of the significant value to students and the University of deeper and longer engagement activities, such as internships, shared candidature models, and industry PhDs. Development of these more extended experiences relies on external partnerships, and the recognition in these partnerships of opportunities for HDR student involvement. To recognise and grow such opportunities will require coordination between the various areas responsible for managing the University's partnerships (Recommendation 2).

One barrier to HDR student participation in engagement is believed to be a concern on the part of supervisors that engagement may distract students from their primary research goals and delay completion of the research thesis. Such concerns should be addressed through careful monitoring, evaluation and dissemination of HDR student engagement and its impacts. Successful approaches to student engagement should also be communicated widely. It will be important also to recognise the role of engagement in the HDR student experience and the value that supervisors add in guiding students to suitable and rewarding engagement activities during candidature (Recommendation 3).

Finally the success of this plan in increasing meaningful engagement of HDR students necessitates the collection and provision of reliable data. Recommendation 4 is to ensure that the University finds a way to reliably monitor and report student participation in engagement activities.
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Abbreviations

ACOLA Australian Council of Learned Academies
AMSI Australian Mathematical Sciences Institute
ARC Australian Research Council
CDIP Commercial Development and Industry Partnerships team (Research portfolio)
Go8 Group of Eight universities
HDR Higher Degree by Research
HDRAC Higher Degrees by Research Administration Centre (Registrar portfolio)
HEIMS Higher Education Information Management System
LMS The university’s Learning Management System
NISA National Innovation and Science Agenda
OECD Organisation for Economic Cooperation and Development
RBG Research Block Grant
RTP Research Training Program
STEM Science, Technology, Engineering and Mathematics
UE-RE University Executive – Research Education committee
Recommendations

The following recommendations are a mixture of immediate actions the University should take in order to increase the availability of engagement opportunities to all higher degree by research (HDR) students, and longer-term changes. These recommendations are intended to be sensitive to the field of study in which a HDR student is studying and the needs and interests of the University’s external partners.

Recommendation 1: Increase the availability and take-up of short-term intensives

Short-term intensives are activities that may be as short as 24-48 hour ‘hackathons’ or up to a week or two in duration. They are often focused on generating possible solutions to a particular problem and involve participants working in multi-disciplinary teams. By participating in these intensive activities, students broaden the applicability of their developing research skills and knowledge to a novel problem outside the domain of their immediate research focus and also experience generating ideas in combination with others who have different forms of expertise. Intensives of this kind therefore complement the primary research experience by requiring rapid, creative, group-based response in contrast to the often sustained, careful, individual response characteristic of the HDR research experience.

An added benefit is that students experience a new way in which HDR graduates can contribute to industry. Intensives are also the most flexible engagement opportunities available to HDR students. They take little time away from candidature, and can fit with students’ scholarly studies and practical research in the laboratory, field or archives. This flexibility means that intensive engagement events can be taken up by students from many different fields of study, and may be suitable for inclusion in the new HDR coursework curriculum, to be introduced progressively from 2019.

For this reason, it is recommended that the University move to increase the number, availability, and uptake of these opportunities. To do so, the following steps are proposed.

- The Higher Degree by Research Administration Centre (HDRAC) should ensure that details of intensive engagement opportunities offered to HDR students are centrally collected and publicised, with online enrolment available to all students.
- The Education portfolio should target funding support to the creation of intensives, whether these will sit within the HDR curriculum or outside of it as a co-curricular activity. As part of this, the possibility of short-term intensives being made available as for-credit units of study within the HDR curriculum should be explored during 2018 with possible introduction in 2019.

Recommendation 2: Continue to work with external partners to develop internships, industry PhDs and shared-candidature models

Longer-term engagement opportunities such as internships, industry PhDs and shared-candidature models are successful where they are appropriate to the field of study or even the project undertaken by a particular student, and where there is strong interest from partners in participating in such models. For these reasons, it is proposed that an increase in these types of engagement opportunities be sought via the following mechanisms.

- A joined-up communication and responsibility framework along the lines of that outlined below (section 3) should be implemented to ensure that as partnerships are established and developed by the various parties with responsibility for the University’s external engagement, opportunities for HDR students to be involved with these partners are identified and communicated.
- The University Executive – Research Education (UE-RE) committee should consider implementation of the recommendations of the internships working party (attachment 1), particularly those that pertain to internship agreements, the Annual Process Review, and accessibility.
Recommendation 3: Promote the value of engagement to HDR students and supervisors

Current barriers to increased HDR student participation in engagement opportunities should be addressed. These are often a result of a perception that such experiences will reduce the time available to the student to complete the thesis or meet research goals. The University should work to ensure that such perceptions are reduced over time by taking the following steps.

- Ensure that the rationale and evidence for the impact of engagement as well as engagement case studies are communicated via supervisor training, UE-RE showcases, and once-a-year special events for supervisors across the University.
- Ensure that HDR supervision practices support the development of graduate qualities, including engagement activities.
- Ensure that supervisors’ involvement in HDR engagement activities is recognised in academic performance and promotion schemes.

Recommendation 4: Improve data on HDR student participation in engagement activities

At present, the University has no way to record HDR student participation in the various engagement opportunities that are currently available. This means we are unable to meet government reporting requirements that will be in place from 2018, and will affect the evaluation of the University’s HDR activities. Collecting data on the extent and duration of HDR student participation in engagement is therefore vital and will also allow monitoring of level of HDR student engagement. Such data would then permit the University to track the success and impact of initiatives to increase engagement.

- Summary data on the extent of student participation should be reported annually to the University Executive – Research Education (UE-RE) committee.
- Options for recording of student participation in engagement activities and from which data can be extracted for annual HEIMS reporting should be explored.
1. Introduction

The University Strategy 2016-2020 (the Strategy) outlines ambitions for the University to increase its engagement with the wider communities – local, national and international – of which it is a part. This aim of increasing engagement applies to both the research and the education activities of the University, and has already led to number of changes, including the appointment of Pro Vice-Chancellors Enterprise and Engagement in each of the Research and Education portfolios, as well as a Vice-Principal of External Relations. One of the critical ways in which research and education are integrated at the University is through higher degrees by research (HDR): the PhD, other research doctorates and Masters by Research. This paper outlines a plan to increase engagement opportunities for students within these degrees.

The Strategy defines engagement as the unification of education and research with the wider work of the disciplines and the life of the various communities that connect with the University. For researchers, and research students, this is usually understood as any activity that results in researchers interacting with the end-users of research, often collectively referred to as ‘industry’. ‘Industry’ in this sense is meant broadly, and can apply to community groups, government and the general public.

Over the past decade or so there has been a strong push to increase Australian universities’ research engagement. High-quality research, from basic through to applied and translational, is the driver of national innovation, and interactions between researchers and industry are a necessary precursor to this innovation. While Australia ranked ninth in the Organisation for Economic Cooperation and Development (OECD) for production of research in 2013, it was close to the bottom of OECD rankings in industry-university collaboration, a gap that needs to be bridged if we are to realise the full benefits of our public investment in research. As HDR students produce a substantial amount of Australia’s research output, working in contexts that build connections with, and an understanding of, the end-users of research is an important way to address this gap, whether or not they go on to careers as academic researchers or choose employment within industry.

In a bid to encourage universities to drive such engagement, the Australian Government has recently made changes to research funding structures to give increased weight to funding success in categories 2, 3 and 4 – that is, funding from industry and non-Australian Research Council (ARC)/National Health and Medical Research Council government sources. As part of the same National Innovation and Science Agenda (NISA), the government announced changes to the Research Training Program (RTP), now half of the Research Block Grant (RBG) the University will receive. For the RTP, categories 3 and 4 will drive 25% of funding, and for the Research Support Program, the other half of the RBG, 50%.

Starting in 2018, the University will be required to report to government HDR student engagement with industry through new Higher Education Information Management System (HEIMS) elements. Required reporting in 2018 includes student participation in internships (for periods of 30 days or longer) and co-supervision of HDR students by industry. Eventually, further elements will be required, including joint or full funding of a student by industry, formal training for students in industry engagement, and other commercialisation or industry engagement activities.

The ARC’s Excellence in Research for Australia ranking is also adding an impact and engagement measure. This was trialled during 2017, and will be implemented in full during 2018. The pilot report, released in November 2017 recommends that use of the HEIMS element measuring co-supervision of HDR students by industry partners be delayed until after the 2018 ranking. This is expected to commence from the next assessment of this measure, however, in line with the HEIMS reporting implementation.

These changes to research and research training funding as well as performance measures were partly prompted by two reviews which took place during 2015, the Review of Research Policy and Funding Arrangements (the Watt Review) and the Australian Council of Learned Academies Review of Australia’s Research Training System (the ACOLA Review). Both reviews focused on the issues of research translation, and were accepted in full by government through the NISA. In doing so, the government is aiming to increase engagement between universities and industry in order to drive innovation.
Students too, likely with an eye to the changing employment market or due to strong interest in how their research can address real-world problems, have expressed desires to see an increase in engagement opportunities. A number of qualitative comments made in the 2016 Graduate Outcomes Survey (GOS) and the Student Experience Survey (SES) requested further connections with industry, opportunities to do internships, or commented on the lack of these during their degree.

In considering how to increase the engagement activities available to HDR students, initiative 2.2 of the Strategy commits the University to creating new opportunities for joint PhD programs with leading global partners in business, industry and community organisations. This includes opportunities for students to spend time working with industry and community partners, both local and global, and the possibility for more industry sponsored PhDs. Simultaneously, the University proposes to provide greater support for PhD students to participate in start-up and incubator programs.

This plan outlines the ways in which four broad types of engagement activities are currently accessed and used across the University (section 2); and proposes ways in which an increase in the availability and uptake of these activities may be encouraged for HDR students, particularly within the PhD (section 3).

The four types of activities considered differ in the average duration of the engagement experience and the variety of engagements which might be experienced by any one student, which are inversely related as shown in figure 1. The ‘industry PhD’ discussed in the ACOLA Review and recognised in the Strategy is the longest in duration. A student undertaking one of these is unlikely to be able to afford time to participate in many other engagement activities or to embed themselves in ‘industry’ types or organisations other than the primary partner with whom they are working for their PhD. ‘Shared candidature’ models are shorter in duration, and therefore can provide a slightly higher chance that students may participate in more than one type of engagement activity. Internships can vary widely in duration, but generally are shorter again than the current ‘shared candidature’ model used at the University, and so students may experience one or more internships or combine these with another type of engagement activity. Finally, ‘intensives’, which is a catch-all term used to describe ‘hackathons’, ‘challenges’ and the like, are the shortest in duration and students could easily participate in multiple different intensives or combine this with another shorter-term experience.

Figure 1. The four broad types of engagement opportunities discussed here. The depth of engagement with an end-user of research is correlated to the duration of engagement activities, while the range of opportunities a single student may participate in, and the overall number of opportunities is inversely correlated with these measures.

1.1 The PhD Graduate Qualities

During 2017, the University agreed a set of graduate qualities for the PhD (table 1) that describe the skills, attributes and qualities a graduate of a Sydney PhD will develop. The quality of ‘engagement’ is included here, with the intent that PhD graduates should display high-level capabilities in disseminating research, and the ability to understand their own research in a broader context. An obvious route to developing this quality in PhD students is to ensure they take part in engagement activities. Such activities would also help to ensure that students are given opportunities to develop many of the other graduate qualities. For example, engagement experiences can help students to build their interdisciplinary effectiveness, by developing a wider perspective on their research and an improved understanding of the wider research community. Engagement opportunities can also build a student’s influence, by helping them to contextualise their research, and perhaps allowing them to make a
positive contribution to a current societal challenge. The very skills that make our researchers attractive to industry – critical thinking, inventiveness and digital prowess – can all be developed and improved by working with industry.

It is important then, not to see engagement as a single quality that can be ‘ticked off’ by completing an activity, but more to consider engagement initiatives as additional means by which our PhD candidates can develop all of the graduate qualities.

<table>
<thead>
<tr>
<th>PhD qualities</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Deep expertise</td>
<td>To possess expert, world standard knowledge in an area of specialisation, a mastery of relevant research methods and the capability to contribute to scholarship and knowledge discovery</td>
</tr>
<tr>
<td>Broader skills:</td>
<td></td>
</tr>
<tr>
<td>Critical thinking and problem solving</td>
<td>To display high level capabilities in critical thinking and problem solving and a commitment to lifelong learning and discovery</td>
</tr>
<tr>
<td>Communication (oral and written)</td>
<td>To have excellent oral and written communication skills relevant to specialist and general audiences</td>
</tr>
<tr>
<td>Information/digital literacy</td>
<td>To evaluate and utilise contemporary digital tools, resources and technologies</td>
</tr>
<tr>
<td>Inventiveness</td>
<td>To be innovative and creative in response to novel problems, and to be willing to take risks</td>
</tr>
<tr>
<td>Engagement</td>
<td>To display high level capabilities in disseminating research, and build understanding of own research in a broader context by participating in engagement with end-users of research</td>
</tr>
<tr>
<td>Project planning and delivery</td>
<td>To plan, manage and deliver research projects effectively</td>
</tr>
<tr>
<td>Cultural competence</td>
<td>To display high levels of cultural competence and embody best practice with regard to cultural competence in research</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary settings to develop broader perspective, innovative vision and the capacity to work effectively within national and international research and innovation systems</td>
</tr>
<tr>
<td>Professional, ethical, personal identity</td>
<td>To exercise integrity, confidence and resilience</td>
</tr>
<tr>
<td>Influence</td>
<td>To be professionally and socially responsible and make a positive contribution to society; Recognise and promote the implications of own research in a broader societal context</td>
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Table 1. The University of Sydney’s PhD Graduate Qualities.
2. Current Engagement

In general, access to engagement opportunities for HDR students at the University is minimal. Levels of access also vary widely, however, with some faculties, schools, or fields of study highly engaged with industry and providing many opportunities for their students, and others providing almost none. For students, it can be difficult to find opportunities if they are not directly related to their field of study, or managed by their supervising school. While the below is not a comprehensive survey of all opportunities currently available at the University, it is an attempt to describe this highly variable landscape, with a particular focus on the four types of engagement activities identified in section 1.

2.1 Industry PhDs

Industry PhDs occur where the research project completed by the student is directly aligned with the work of an industry partner. The industry partner is actively involved in the education of the student through supervision, hosting off-campus work, career development activities and mentorship. This is necessarily a ‘whole of candidature’ model. The purpose of an industry PhD is to do research that contributes to solving a particular problem. Examples of projects students might complete range from working on pharmaceutical drug development, to quantum computing for a technology company or ore body discovering for mining companies. The research topic is usually closely linked to commercial objectives.

At the University, there are currently 130 accounts which support industry PhD students at the University to a total amount of $2.36M. These may support more than one student, but this is still a relatively low number given the total number of HDR students at the University – around 4% of the 3,600 2017 EFTSL. A key factor in the creation of industry PhDs is the supervisor’s or school’s existing research relationships with industry. For some fields of study this can be very strong but for others, further relationship building is necessary to strengthen these links. As identified in the Strategy the University has historically not had a strongly diversified funding profile for research, and there is a need to bolster research that directly addresses the problems of industry. For these reasons, the Strategy proposed increasing investment in the Commercial Development and Industry Partnership (CDIP) team. A result of the implementation of that proposal is new CDIP business development managers embedded in each faculty to support staff to pursue industry engagement and commercialisation. This support will be material in building the connections essential to developing more industry PhDs.

2.2 Shared Candidature PhDs

In 2016 the Group of Eight (Go8) universities in partnership with Westpac developed the Westpac STEM PhD. This PhD program allows students to continue their research part time while also working at Westpac. Westpac is not directly involved in the research activities of the student and there are no intellectual property implications, as can be the case with industry PhDs. Instead, Westpac benefits through access to the University’s top students, who can apply high-level STEM skills and innovation to solving commercial problems. Students benefit from work experience, professional development, and mentoring, whilst being paid a pro-rata salary.

At present, this is a small volume scheme and focused on STEM disciplines. It is also a new model, and evaluating the experiences and success of the first group of students participating, as well as considering the experiences of the partner and of the University will be key to further refining and improving it.

The shared candidature PhD does not provide additional research income to the University from industry (thus affecting Research Block Grants), nor does it necessarily directly enhance research outcomes. The model does, however, further strengthen the University’s partnerships with industry and benefits our students through providing them with a meaningful industry experience.
2.3 Internships
Internships are available across the University to students enrolled in undergraduate degrees, postgraduate coursework degrees, and higher degrees by research. Probably the fewest are offered to HDR students, as opportunities are mostly offered as units of study, which have historically not been a part of HDR degrees. Internships on offer tend to be between four weeks to twelve months in duration, with the majority less than twelve weeks long. Partners who currently offer internships to our students include businesses, social enterprises and government agencies, who offer various types of internships, including international industry internships, legal clerkships and industry mentoring.

The largest internship program focused on HDR students is the Australian Mathematical Sciences Institute (AMSI) intern program, which is designed for PhD students and matches students with specific industry projects for periods of up to three months. In taking up the ACOLA Review’s recommendations, the Australian Government has supported expansion in this program such that it can provide internships for up to 1400 students per year across the country. Unfortunately, rates of uptake of this program at the University have been low (section 3.3).

While HDR students are welcome to undertake internships with the agreement of their supervisor, there is no current reporting or recording of the activities that a student completes outside of their PhD. This is problematic for the University in that there is no way of knowing how many of our students are participating in these opportunities, assuring the quality of the experiences thus offered, and addressing gaps where students and supervisors who might like to participate in internship opportunities are unaware of how to access these. It is also worth noting that reporting on internships for HDR students will be the only measure of HDR engagement activity during 2018.

2.4 Intensives
Intensive engagement activities are those that take place over a short period of time (from as little as a day to up to twelve weeks), tend to be multidisciplinary in nature, and require students to apply their skills and knowledge to solving a particular problem. The University currently offers a number of opportunities that would fall into this category. One example is ‘Inventing the Future’ a course held over six weeks of day-long sessions, where postgraduate coursework and HDR students work in multidisciplinary teams (drawn from a subset of faculties) on one of three real-world briefs provided by academics or industry partners. The course takes students through the innovation process, from ideation to prototyping and industry pitch.

Other examples include hackathons, such as that hosted by the Sydney University Law Society during 2017. Sponsored by a law firm, this brought together not only students of law and coding, but was open to students from all faculties. Students worked in teams to win prizes, supported by project managers and professional developers provided by the sponsors. The AgDataChallenge is another example, where a team of University PhD students were led and mentored by a faculty member to win second prize in 2016, while the winning team was led by a second University PhD student. Students who participated in the latter commented on the value of the experience in understanding how their own research should consider the end use and the end user.

While there has been significant interest in this space, particularly in relation to encouraging entrepreneurship and commercialisation, opportunities are currently developed on an ad-hoc basis, often in response to the interests and passion of individual academic staff. This means that there is a lack of University-wide coordination of such opportunities, and that as a result, intensives can be hard to for students to discover and access.
3. Ways to Increase Engagement Opportunities

In response to the Strategy’s ambitions to increase HDR engagement opportunities, it is proposed that the University look to increase the availability of short-term intensives as a first priority. By focusing on short experiences, it is more likely that more students, across more of the University’s fields of study, can be involved. This widespread coverage will increase the likelihood that students graduating from a Sydney PhD will understand the settings in which research problems are generated, and research outcomes utilised.

It is also important that students have the opportunity to participate in more than one engagement experience. Student perceptions of career trajectories often change during candidature, and by providing a range of engagement activities students can use these to explore their interests and capabilities and prepare for careers that may or may not involve the academy. By building an understanding of the challenges of research translation and impact, students will be better equipped to address these whatever their future career pathway.

This focus on a wide variety of intensive engagement opportunities aims to reach the majority of our HDR students and to allow all to participate in some way. Longer experiences are often incredibly valuable for students, however, as well as providing benefit to the industry partner and the University. For these reasons, while these will always be fewer in number and reach a smaller proportion the student body, improvement in the number of these offered at the University is also sought.

Many of the challenges in realising these aims are shared between the types of engagement activities, but as the longer-term activities are usually the result of other forms of partnership between industry and the University, these have some particular challenges. Reforms are suggested here that will address these, particularly the issues of coordination and communication, and steps that may address the cultural barriers within the University that discourage both students and supervisors from participating in engagement.

3.1 Short-term intensives

While some intensives are currently offered at the University, these are currently patchily distributed, with many opportunities faculty specific and difficult for students to find (section 2.4). Students may also experience difficulty accessing opportunities where they are peripheral to their field of research and viewed by their supervisor as external to their main project.

By investing in intensives, the University can ensure that more students can take part in innovation-thinking, entrepreneurship development and thus develop an enhanced understanding of the needs of end-users of research. Many intensive activities are focused on solving problems of industry partners and so students are challenged to integrate knowledge and skills in unfamiliar but realistic contexts. Some intensives are also incubators, focused on start-ups, and can help students develop skills in commercialisation of research.

Some steps have already been taken to increase student access to intensives as part of the implementation of the Strategy. These include the University’s new Innovation Week, which includes a student innovation challenge hosted by Incubate, a University of Sydney Union accelerator. As part of the University’s emerging entrepreneurship ecosystem, Incubate works with early stage startups to develop business direction, moving through to a pitch stage. The Business School’s Genesis StartUp program also provides support for students, staff and alumni to develop ideas to the prototype and pitch stage. The Innovation Hub, now in the Education portfolio, offers further start-up assistance to students, guiding them through the early stage start-up phase. The University is also a shareholder in Cicada Innovations which takes start-up companies to successful businesses.

Entrepreneurship programs such as the above are focused on those who have already formed an idea they think might be suitable for business development. Other types of intensives can be broader in focus. Some might help students develop the sort of thinking that may lead to an idea suitable for start-up support through one of the above programs. The Inventing the Future is a good example of
this sort of intensive experience, and is one that could be developed into a within-curriculum opportunity for HDR students to come together in multidisciplinary teams and work on an authentic problem with the potential for commercialisation. The University should consider whether this model can be either expanded or replicated as the HDR curriculum is developed.

Many intensives are run as co-curricular activities, however, and are agnostic to the background of the student undertaking them. Analysis of innovation ecosystems has shown that diversity of background is often key to successful innovations, with breakthrough innovations usually coming from those peripheral to, rather than deeply immersed, in a particular field of study1. For these reasons, while the possibility of including intensives within the HDR curriculum, most likely as a 2 credit point OLE unit, should be further explored, the majority are likely to remain co-curricular, with the incentives for student participation interest in the topic at hand or in engagement, entrepreneurship, commercialisation or innovation. The challenge then, lies in ensuring that students can discover these opportunities, whether taken for-credit or not. This will require a central coordinating point, such as the HDRAC, to be notified of all relevant opportunities, and to find some way of communicating these to students to enable their participation.

3.2 Longer-term opportunities

A focus on internships is clear in the Australian Government’s implementation of the NISA, with both the HEIMS collection data focusing initially on internships for HDR students, and the ARC’s impact and engagement metric looking to include this measure. This is prompted by the ACOLA review, which suggested that by including internship opportunities for as many students as possible, PhD students would be better prepared for future careers. For students, other advantages of undertaking an internship include a better understanding of how research is accessed and used by industry and opportunities to build networks. For industry partners, internships provide access to talent to solve pressing problems, greater connections with academia, and a potential recruitment opportunity for a high-quality future worker.

While concerns are sometimes raised regarding the potential for internships to distract a student from the core HDR deliverable of an examinable thesis within desired completion times, overseas experience has shown the impact of internships on completions to be minimal (ACOLA Review, 2015). During 2017 a University Executive – Research Education (UE-RE) working party on HDR internships recommended a number of steps be taken to increase the number of internships available (attachment 1). These include the development of a standardised internship agreement, inclusive of intellectual property arrangements; ensuring opportunities are discussed as part of students’ Annual Performance Review process; and ensuring students across all fields of study are able to access opportunities.

Shared candidature models, could also be scaled up from the single existing scheme to many versions of the model, pending evaluation of the outcomes from the initial cohort. To do so will require a good understanding of our partners and their needs, and for the University to work to develop a clear statement of benefit for the partner in engaging in such a model. In the Westpac scheme, the University came together with the other Go8 universities to offer a national company their best students in every capital city. Similar schemes could be offered to partners whose business is on a national scale, and collaboration with other universities through the Go8 or other networks could again be leveraged to ensure the partner’s needs are met. While the focus of the Westpac scheme was on STEM students, the humanities and creative disciplines also have much to offer the business world and the University should work to develop clear statements of value for partners to consider. This type of engagement model is suitable for a large company that wants to invest in people over an extended period of time.

Finally, while industry PhDs are the most in-depth and therefore likely to be the rarest of the models to be used for engagement at the University, these should be pursued where appropriate and can likely be much expanded over their current numbers. For students, benefits of such a model are the development of industry knowledge, understanding and contacts as well as post-candidature career opportunities. For the University, benefits are the establishment of a relationship with industry that can

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1 Peter Svensson, ‘Openness and Innovation: Possibilities for NSW’ Science and Research Breakfast Seminar 8 November 2017
lead to further research opportunities and the creation of a body of knowledge and expertise in areas with commercialisation opportunities. While there are some limitations on industry PhDs regarding intellectual property and constraints to the scope of the research, these can be managed through research agreements, which the CDIP team supports faculties in developing.

To increase the number of industry PhDs offered, the University should consider actively seeking these as part of partnership agreements. This will require work to ensure those involved in establishing such agreements are aware of the University’s priorities in this regard, and will necessitate good coordination (section 3.3). As outlined in the Strategy, work to increase the number of Cooperative Research Centres the University leads should also provide industry PhDs opportunities as research relationships with industry in general are strengthened.

3.3 Remove barriers to HDR engagement

The University has worked in recent years to reform its ‘front door’ for engagement with industry and the management of partnerships. Since 2016, a Vice-Principal of External Relations, a Pro Vice-Chancellor Education – Enterprise and Engagement and a Pro Vice-Chancellor Research – Enterprise and Engagement have all been appointed. The role of these executives is to oversee the University’s engagement efforts and coordinate the various types of engagement and its purposes. In addition, in response to the ambitions of the Strategy to focus research effort on the problems of industry, the CDIP team has embedded business development managers in each faculty. As the University seeks to increase the engagement opportunities for HDR students, it will be vital to ensure that these opportunities are within scope for partnership discussions at all levels, and that there is a common understanding of priorities.

Partnerships for research and partnerships for education both have the potential to provide opportunities for HDR students. For these reasons, it will be necessary that each of the research and education engagement groups are involved in identifying opportunities and passing them on to a central coordinating point that can review these and ensure they are made available to the appropriate students. This review would need to take into account the partners’ needs, and to find the appropriate model for embedding the opportunity into the student experience, whether as a short-term intensive made available to multi-disciplinary teams or a targeted internship made available to students in specific fields of study. This assessment should be made by the Education portfolio, in consultation with the relevant faculties. Where the opportunity is to be embedded within curriculum, it would need to find a faculty partner, and be endorsed by the Graduate Studies Committee of the Academic Board.

For both short- and long-term experiences, reforms are needed to ensure students can discover opportunities. This should be coordinated by the HDRAC, who would also manage communications, and ensure that the appropriate participation information can be captured for reporting purposes – both to the Australian Government and for the University’s own internal purposes. As the University expands activities in this area, and gathers its own data on the impact of engagement on the HDR experience, success rates and so forth, these data could eventually be used by UE-RE to set and monitor HDR student engagement targets.

Technical support for a number of these processes would be welcome. The External Relations portfolio is currently investigating solutions for Client Relationship Management that can provide a common platform for engagement teams to manage partnerships. It will be important that any such solution ensure a way is found to identify and direct HDR opportunities to the Education portfolio for review.

Similarly, while communicating opportunities to students can currently be managed via student-facing webpages, there is no current way to track how many HDR students are undertaking engagement experiences or their type. Such reporting is necessary starting in 2018 for HEIMS, and will be essential to managing targets for engagement opportunities. As the new HDR curriculum is developed for 2019, Sydney Student will be used to enrol students in curriculum opportunities through units of study, and can be used to report these opportunities, but such a system will fail to capture those that are not offered in this manner. It is therefore recommended that further work be undertaken during 2018 to investigate potential ways in which these can be managed.
Finally, it will be necessary to communicate successes and benefits flowing from HDR engagement activities across the University. Current uptake of HDR opportunities may be affected by supervisor concerns about the potential for distraction from a students’ primary research goals and the completion of the thesis. Such perceptions may be partially responsible for the University’s poor performance in the 2017 AMSI internships. The University hosted and co-funded a coordinator to distribute the government-funded AMSI internships in the Sydney region, along with the University of Technology Sydney. One hundred internships were on offer across the Sydney basin, but only one University of Sydney student ultimately participated. The coordinator noted that the low uptake of these internships appeared to be driven by supervisor concerns regarding the time spent by students on ‘non-research’ activities.

These concerns are not uncommon – in the UK, the Biotechnology and Biological Sciences Research Council noted a similar issue when they required all of their funded students to take part in three month internships unrelated to their research programs. An early evaluation of this program has instead found that students often return to their research reinvigorated, and that the internship has a positive effect on student success. Other studies have reported significant gains in candidates’ creativity, cognitive abilities, knowledge base and self-management.

With the focus on short-term intensives, and the possibility that internships as well as the intensives can fit within the to-be-developed HDR curriculum, it is unlikely that the majority of the experiences to be offered will significantly reduce the time a student has available to develop their thesis. Nevertheless, as reliable data becomes available within the University, it will be important to monitor the impact of engagement activities on student success. Additionally, the experiences of students and supervisors who have participated in engagement activities and found them beneficial should be disseminated widely so that successful models may be replicated. Finally, consideration could be given to recognising the value that supervisors can add by including appropriate HDR student engagement activities as part of candidature. This could be done by ensuring that HDR supervision is understood within the performance, promotion and recognition criteria, as a process of ensuring the development of the PhD graduate qualities in HDR students, including through engagement activities.

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## Executive Summary

The University Executive Research Education Committee recommended that a Working Party be established under the Committee to investigate and develop a University-wide mechanism to support HDR students to undertake internships. A Working Party was established in August and addressed a variety of issues relating to HDR internships, including a statement of responsibilities, developing a shell unit for internships to be hosted on the learning management system, data collection, including the internship experience on a student's academic transcript, and different internship models and recording options.

## Background / Context

The ACOLA review[^4] suggested that the Australian PhD could better prepare students for their working life by including internship opportunities for as many students as possible. Such internship opportunities may involve students working in industry on discrete projects that differ from their own research questions. The advantage for the student was proposed as arising from better readiness to join the workforce, better understanding of how the end-users of research work, opportunities to build networks, and a better awareness of the societal gains from an expert-thinker workforce. The industry

partner gains by having access to new talent to solve pressing problems, greater connections with academia, and a potential pipeline for high-quality human capital. Universities gain by increasing the level of engagement with industry partners, which is both academically and financially beneficial.

Currently, internships as part of HDR candidatures are occurring across the university without a governance structure, feedback, or record of what activities are completed by the student. In addition, the Commonwealth has indicated its intention to capture data about how HDR students are engaging with end-users of research through the introduction of a new HEIMS data element (593). Therefore, it is recommended that the University develop mechanisms to both promote internship opportunities for HDR students and capture information about how students are engaging with industry while undertaking internships.

The Department of Education and Training has provided a broad definitional outline of industry engagement for HDR students which includes:

- 'an HDR student working on an industry defined research problem,
- an HDR student supervised by an employee in industry,
- an HDR student working on the student’s own HDR project in an industry setting, and
- an HDR student undertaking a formal cadetship, internship or employment with an industry employer (undertaken either at the same time as the HDR project or during a break in the HDR).’5

The Working Party examined issues relating to internships with a broad understanding of what constitutes HDR student and industry engagement, which generally aligned with the scope outlined above. Whether academic placements within degree programmes should constitute an internship for the purpose of encouraging and collecting data about internships was also discussed and considered to be outside the scope of the Working Party’s definition of HDR student internship experiences. Furthermore, if an organisation is eligible to receive research grants (for instance, Australian Research Council Grants), then such an organisation may not be considered ‘industry’.

**ISSUES/OPTIONS**

The following issues and proposed solutions were considered by the HDR Internships Working Party.

**Completions**

While industry internships contribute to the student experience, appropriate checks should be implemented to ensure internships do not impact on individual completions. To prevent additional pressure on students that are at risk of not completing, a HDR student’s suitability for taking an internship could be discussed at each APR panel. Students that receive a ‘marginal’ or ‘unsatisfactory’ progress review rating would not be considered suitable to receive additional encouragement at the APR to undertake an industry internship. Additionally, the working group recommended that faculties provide final quality assurance and there should be continued supervisor contact with the HDR student.

**Internship uptake**

Due to the Commonwealth’s proposed data collection changes relating to industry engagement by HDR students, the Working Party considered options for encouraging and supporting student uptake of internships.

The Working Party considered whether a question about a HDR student’s intention or interest in undertaking an internship be included in the PhD application form. This proposal ensures that the possibility of undertaking an internship is raised immediately with the student. However, the HDR student may not be best placed at the pre-candidature stage to decide if an industry internship is an option they will pursue.

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5 Australian Government Department of Education and Training (Jan 2017) ‘New research block grant data requirements – Consultation Paper’
Alternatively, supervisors could be encouraged through faculties to discuss the option of an internship with the student during the first three months of candidature. This approach would ensure that the student and the supervisor can make an informed decision about the additional requirements involved in undertaking an internship after the student is accustomed to the workload involved in undertaking a PhD.

The Working Party also recommends that there is an opportunity for internship options to be discussed at the APR panel. Including internships as a section for discussion at the APR ensures there is a University-wide approach to encouraging internships. The APR is an ideal discussion point during candidature as it would allow for a well-informed and considered appraisal of whether a particular student would benefit from industry engagement.

A key challenge for the institution is how to disseminate information about internship opportunities to students such that potential participants can access the challenge of the task, the relevance of the activity to his/her candidature and the benefits provided. Any proposed solution to this challenge should not constrain opportunities by faculty or discipline – HDR students from across the campus should be able to assess any opportunity for suitability for their candidature.

Recording of internships

The University does not currently have a means of identifying how many HDR internships are occurring and what activities are performed. This is problematic given the increased emphasis by the Commonwealth on incentivising research and industry collaboration, and it inhibits the University’s ability to ensure there are widespread opportunities for HDR students to enhance their skills through industry engagement. The question arises then, what does the University need to know about a given internship activity? At a minimum, we need to report to the Commonwealth on the number of students undertaking internships, the nature of the internship host and the duration of the internship.

Additionally, as an institution we may want to understand how any given internship opportunity helped an individual HDR student meet the graduate qualities. Therefore, the Working Party recommends that the University develop a means of recording a student’s achievements, work and development whilst undertaking an internship, and the relationship of these to the graduate qualities. The recording should involve the student, academic supervisor and industry professional. This could take the form of a standardised tool in which the student and industry supervisor records what activities occurred and what skills were gained, while the University supervisor and student agree on how this experience relates to the graduate qualities. This mechanism would also be used to support data submissions to the Commonwealth regarding HDR end-user engagement as required.

Consideration has been given to students that require assistance to engage with industry, however there are likely to be HDR students that source internships without University support. The mechanism will need to ensure that these students are captured during data collation for potential reporting to the Department of Education and Training. Furthermore, while internships are available during candidature, some HDR students may wish to undertake an internship post-submission, and the reporting mechanism will need to ensure that data relating to these students is also captured. Therefore, during APR and supervisor discussions students should be reminded of the proposed LMS module and the post-internship form that is completed by the student, supervisor and industry professional.

The Working Party also identified a bipartite HDR-internship arrangement: internships that contribute to the overall project (completed within candidature), and others that are industry based (not thesis or project-related) that would be undertaken outside of candidature or after submission. While some internships may be incorporated in the appendix or chapter of a thesis or project, others may be related to graduate qualities and develop a student’s skills without directly relating to the HDR thesis, resulting in the student undertaking an internship without a record from the University. Therefore, to ensure that all students have an acknowledgement of their completion of an internship as a University of Sydney student, it is proposed that internships are recorded on academic transcripts.

HDR student-industry agreements

Whilst structured internship programmes such as AMSI Intern and the CRC programs have standardised agreements, the more ad-hoc opportunities will need management. Such internship opportunities cannot
proceed with an internship agreement that has been checked by the Office of General Counsel (OGC) and the Commercialisation and Development Unit (CDIP). Care should be taken that any agreements identify the intellectual property implications of the internship activity. We recommend that a draft template agreement be produced to fit the University’s requirements after discussion with the OGC and CDIP.

**Intellectual Property**
There is a risk that HDR students may inadvertently share IP while undertaking an internship. The Working Party considered a variety of solutions to this issue including providing links to a clear framework for IP for HDR students, a link on the HDR portal that contains online IP training for students, and the availability of an internship agreement as discussed above.

**Insurance – Statement of Responsibilities**
The University will need to develop an explicit statement delineating the responsibilities of the University and the industry provider regarding insurance coverage. This statement is intended to protect the student and the University. The principles within the statement would be incorporated in the LMS module and covered in the contract a HDR student signs with the industry partner prior to undertaking the internship. We recommend that the Director- Graduate Research obtain written clarification from the Audit and Risk Management Unit on the insurances applicable to students whilst involved in internships.

**Industry partner as a supervisor**
The Working Party identified an opportunity to encourage communications between the University and industry partner during the period of a student’s internship. This could include meetings among supervisors and partners leading to a series of networking and knowledge exchange events, or potentially an annual special award ceremony to recognize efforts of our best industry partners. Fostering collaborative strategic relationships would not only assist in ensuring positive internship experiences for students who partake in the program and attract new participants, it could also potentially lead to Linkage Projects, Industrial Transformation Research Hubs, or Cooperative Research Centres.

**Compulsory internships**
The Working Party considered whether recommendations should be made regarding compulsory internships. This was discussed because it would ensure that broader skills are developed, engagement with industry occurs, and assists with declining employment opportunities in academia for PHD students post-study. However, given the limited number of internships available within industry for HDR students, the multifaceted nature of internship models across disciplines, and other implementation issues it was decided that undertaking an internship should not be compulsory as it is one means by which a student could meet the graduate qualities. An alternative suggestion is a formal process about recording what activities occur and what skills are developed, and encouraging students to consider whether they wish to undertake an industry internship at the APR panel. Therefore, rather than making an internship compulsory, the mechanism would ensure that every student has the opportunity to engage with the end users of research and support their needs should they wish to do an internship.

**CONSULTATION**
The recommendations are based on consultation with the below HDR Internships Working Party members:

- Ross Coleman (Director, Graduate Research)
- Samuel Mueller (Associate Dean Research Education, FacSci)
- Ruth Phillips (Associate Dean Postgraduate Research, FASS)
• Martin Mackey (Associate Dean Research Education, FHS)
• Maria Ishkova (nominee, PVC Research – Enterprise & Engagement)
• George Carayannopoulos (Head, Higher Degree Research Administration Centre)
• Hugh O’Dwyer (Policy and Project Officer, DVC-Education)

**RISKS**

The linking of Commonwealth higher education and research funding with HDR student-industry engagement data requirements poses a financial risk to the university.

The University does not currently have a means of identifying the extent of industry engagement with and supervision of HDR students that undertake internships.
RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Quality Committee held on 20 February 2018;

(1) approve the terms of reference, membership and processes for the review of Student Wellbeing and Safety, as the first theme in the Phase 5 Academic Board / University Executive reviews; and

(2) note the Academic Board/University Executive Phase Four Faculty Review Report for Sydney Law School.

ITEMS FOR DECISION

10.1 Phase 5 Academic Board / University Executive Thematic Review: Student Wellbeing and Safety

This proposal was endorsed for presentation to the Academic Board.

10.2 Report of the Phase 4 Academic Board / University Executive Faculty Review of Sydney Law School

This proposal was noted for presentation to the Academic Board, with a progress report on action undertaken by Sydney Law School in response to the Review to be sought in early 2019.

The Committee also:

- endorsed draft Terms of Reference;
- noted the report of the Academic Board meeting held on 28 November 2017; and
- noted the report of the HDR Examinations Sub-Committee.

Full agenda papers are available from the Academic Quality Committee website, at sydney.edu.au/secretariat/academic-board-committees/academic-quality-committee

Associate Professor Wendy Davis
Interim Chair, Academic Quality Committee
Non-Confidential

**Author**  
Lynda Rose, Associate Director (Operations) Office of the Provost

**Reviewer/Approver**  
Kate Small, University Quality Manager  
Tony Masters, Chair Academic Board

**Paper title**  
Thematic Review of Student Wellbeing and Safety

**Purpose**  
For the Academic Quality Committee consider the terms of reference, membership, processes and objectives of the Phase 5 AB/UE review on student wellbeing and safety.

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**RECOMMENDATION**

*That the Academic Quality Committee recommend that the Academic Board approve the terms of reference, membership and processes for the review of Student Wellbeing and Safety, as the first theme in the Phase 5 Academic Board/University Executive reviews.*

**BACKGROUND / CONTEXT**

In 2017 the Academic Board and the University Executive endorsed a proposal for the next five-year phase of joint Academic Board/University Executive reviews to be conducted as annual thematic reviews across faculties, University schools and, where applicable, portfolios. The agreed theme for the first year of the new process in 2018 is **Student Wellbeing and Safety**, an issue of critical importance to the University, and one that has become the subject of regulatory attention from TEQSA.

*The Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework) includes a section on wellbeing and safety that requires providers to provide timely and accurate advice on access to student support services and to promote and foster a safe environment on campus and online. The Academic Board/University Executive review will focus, as the first theme in this phase, on student wellbeing as set out in the Threshold Standards. For the purposes of the review we will use the definitions of “wellbeing” and “safety” that are used by TEQSA in the Guidance Note: Wellbeing and Safety to mean to broadly encompass overall wellness and freedom from harm, respectively.*

**OBJECTIVE**

This review will examine and make recommendations for improvements to the availability, provision and communication of services and processes to ensure the wellbeing and safety of specific cohorts of students across or within faculties and University schools. In focusing on wellbeing within faculties and for specific cohorts, it will both build on and drill down from recently completed University reports on student wellbeing as well as other public documents.

**PROCESS**

1. The review will be conducted by a review panel with membership as specified below.
2. Secretariat support for the review will be provided by the Office of the Provost and DVC.
3. In the initial phase of the review, faculties and University schools will be asked to provide details of the top five issues affecting wellbeing and/or safety for student cohorts within their programs or units of study (e.g. mental health, harassment, placements, travel etc).
4. Subject to Ethics Committee approval, the review panel will also conduct an online survey of students canvassing the major issues affecting wellbeing and safety from a student perspective.
5. The review panel will use feedback from faculties and University schools and the survey to determine what further information is required from individual faculties and University schools. Information may also be sought from Student Administrative Services and Student Support Services. The review
Non-Confidential

The review panel will produce a report including recommendations to enhance student wellbeing and safety. These recommendations may apply to a specific faculty or University School, or at a pan-faculty level. The report and recommendations will be provided to the University Executive and the Academic Quality Committee of the Academic Board for endorsement.

Faculties, University schools, portfolios and/or PSUs will report to the University Executive and the Academic Board on the progress of implementation of endorsed recommendations on an annual basis until all recommendations are complete.

TERMS OF REFERENCE

The review panel will:

1. Examine and report on student well-being and safety from cohort, faculty/University school and pan-faculty perspectives;
2. Examine and report on the avenues and contacts for support for students if needed and the ways and means of communicating this information to students;
3. Examine and report on how staff are informed and trained regarding University and faculty processes;
4. Examine and report on faculty strategies for enhancing student wellbeing and safety within their immediate remit;
5. Examine and report on how critical incidents are managed at the local level.
6. Make recommendations for improvements to the availability, communication and/or provision of processes and services to ensure student wellbeing and safety.

TIMELINE

The review panel will be established in early 2018 and will report to the University Executive and Academic Quality Committee by the end of October 2018.

PANEL MEMBERSHIP

The review panel membership will consist of:

1. The Provost and/or Chair of the Academic Board, one of whom will act as Chair of the Review Panel;
2. A nominee of the Provost, representing faculties and University schools;
3. A nominee of the Chair of the Academic Board, representing members of the Academic Board;
4. A representative from Student Support Services, nominated by the DVC (Education);
5. The DVC (ISS) or nominee;
6. The President of the SRC or nominee;
7. The President of SUPRA or nominee;
8. Two Associate Deans (Student Life) nominated by the University Executive;
9. Up to two external members who have expertise in the area, nominated by the Vice-Chancellor.
Non-Confidential

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<tr>
<th>Author</th>
<th>Ms Veronica Boulton, Head, Education - Faculty of Science</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Professor Trevor Hambley, Dean of Science</td>
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<tr>
<td>Paper title</td>
<td>Master of Nutrition and Dietetics (MND) minor course amendment</td>
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<tr>
<td>Purpose</td>
<td>To advise the Graduate Studies Committee and the Academic Board of the changes required to semester dates of the MND to ensure they are aligned with the standard University calendar</td>
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RECOMMENDATION

That the Academic Board:
(1) Approve the proposal from the Faculty of Science to amend the Academic Calendar for the 2019 academic year and onwards for the Master of Nutrition and Dietetics course; and
(2) Request that the Academic Model Team create, if possible, two new unit of study sessions which match the NTDT5612 placement dates.

EXECUTIVE SUMMARY

The purpose of the proposal is to amend the MND semester dates for year 2, as they do not currently align with the standard University calendar.

In particular, NTDT5612 is a 22-week placement semester that students take in the second year of the course – it has been part of the MND course structure for many years. NTDT5612 can be undertaken in Semester 1 or Semester 2. It begins earlier than the standard semester dates, which is not ideal from an enrolment/administrative perspective, and has caused some confusion among students and staff in the past years.

The first semester of year 2 starts on the Monday of the last week of January, and continues for 22 weeks (with 2 weeks of break included) until end of June/early July.

The second semester of year 2 follows on from first semester completion (usually first Monday of July, but some years is last day of June). This placement semester also runs for 22 weeks (with 2 weeks of break included), until end of November / early December.

For example:
2019 Semester 1 - 28/1-28/6
2019 Semester 2 - 1/7-29/11

IMPLEMENTATION

The corrected semester dates for NTDT5612 will be aligned with standard semester dates from 2019 onwards.

ATTACHMENTS

1. Master of Nutrition and Dietetics minor course amendment proposal
2. Unit of Study minor change proposal
Minor Course Amendment Proposal

Faculty: Sydney School of Life and Environmental Sciences, Faculty of Science

Contact person: Anna Rangan, Program Director

1. Name of award course
   Master of Nutrition and Dietetics (MND)

2. Purpose of proposal

   To amend the MND semester dates for year 2, as they do not currently align with the standard University calendar.

   NTDT5612 is a 22-week placement semester, that students take in the second year of the course - it has been part of the MND course structure for many years. NTDT5612 can be undertaken in Semester 1 or Semester 2. It begins earlier than the standard semester dates, which is not ideal from an enrolment/administrative perspective, and has caused some confusion among students and staff in the past years.

3. Details of amendment

   Change the course dates to cover the placement unit.

   The first semester of year 2 starts on the Monday of the last week of January, and continues for 22 weeks (with 2 weeks of break included) until end of June/early July.

   The second semester of year 2 follows on from first semester completion (usually first Monday of July, but some years is last day of June). This placement semester also runs for 22 weeks (with 2 weeks of break included), until end of November/early December.

   For example:

   2019 Semester 1
   28/1-28/6

   2019 Semester 2
   1/7-29/11

4. Transitional arrangements

   No transitional arrangements are required

5. Other relevant information

6. Signature of Dean

   Prof T W Hambley
   Dean, Faculty of Science

   [Signature]

   1/2/18

Minor Course Amendment Proposal

Version 03.09.2012
UNIT OF STUDY Minor change

Please return this form to cecily.oakley@sydney.edu.au two weeks prior to the PGSC meeting where you wish it to be discussed.

Proposer’s Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Anna Rangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>8351 3816</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Anna.rangan@sydney.edu.au">Anna.rangan@sydney.edu.au</a></td>
</tr>
<tr>
<td>Affiliation</td>
<td>Program Director, Master of Nutrition and Dietetics</td>
</tr>
</tbody>
</table>

Type of Change proposed

To correctly align the NTDT5612 semester with an appropriate semester code, as it currently does not align with the intensive or standard semester codes.

NTDT5612 is an extended 22-week placement semester, that has been part of the MND course structure for many years. NTDT5612 can be undertaken in the first or second six months of the second year of the MND program.

It is currently described as a Feb-intensive or July-intensive unit which is not ideal from an enrolment/administrative perspective, and has caused some confusion among students and staff in the past years.

Extended semester dates for NTDT5612

The first semester of year 2 starts on the Monday of the last week of January, and continues for 22 weeks (with 2 weeks of break included) until end of June/early July.

The second semester of year 2 follows on from first semester completion (usually first Monday of July, but some years is last day of June). This placement semester also runs for 22 weeks (with 2 weeks of break included), until end of November/early December.

For example:

2019 Semester 1
28/1/2019 - 28/6/2019

2019 Semester 2
1/7/2019 - 29/11/2019

2020 Semester 1
27/01/2020 - 26/6/2020

2020 Semester 2
29/6/2020 - 27/11/2020
### Unit of Study Details for Sydney Student and Handbook

Please refer to the current Faculty handbook for current information. Please highlight the changes.

<table>
<thead>
<tr>
<th>Unit of Study code</th>
<th>NTDT5612</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit of Study title</td>
<td>Dietetics Training Placement</td>
</tr>
<tr>
<td>Credit point value</td>
<td>24</td>
</tr>
<tr>
<td>Description</td>
<td>This is a 22-week placement semester which includes 20 weeks of placements and 2 weeks break. Whilst on placement, students do not undertake any other units of study.</td>
</tr>
<tr>
<td>School or Unit responsible for the Unit of Study</td>
<td>Nutrition and Dietetics, School of Life and Environmental Sciences</td>
</tr>
<tr>
<td>Shared Teaching</td>
<td>n/a</td>
</tr>
<tr>
<td>Semester offered</td>
<td>In second year of the Master of Nutrition and Dietetics program students undertake placement in either the first six months of the year (January -June) or the second six months of the year (July-December).</td>
</tr>
<tr>
<td></td>
<td>2019 Semester 1</td>
</tr>
<tr>
<td></td>
<td>28/1/2019 - 28/6/2019</td>
</tr>
<tr>
<td></td>
<td>2019 Semester 2</td>
</tr>
<tr>
<td></td>
<td>1/7/2019 - 29/11/2019</td>
</tr>
<tr>
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<td>2020 Semester 1</td>
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<td>27/01/2020 – 26/6/2020</td>
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<tr>
<td></td>
<td>2020 Semester 2</td>
</tr>
<tr>
<td></td>
<td>29/6/2020 – 27/11/2020</td>
</tr>
<tr>
<td>Level</td>
<td>Post-graduate coursework (Master degree)</td>
</tr>
<tr>
<td>Classes per week</td>
<td></td>
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<tr>
<td>Lectures</td>
<td></td>
</tr>
<tr>
<td>Tutorials</td>
<td></td>
</tr>
<tr>
<td>Prac/Labs</td>
<td>Clinical placements 20 weeks full time</td>
</tr>
<tr>
<td>Formal Assessment</td>
<td>Attaining competence as per Dietitians Association of Australia (DAA) Competency Standards Pass or Fail at completion</td>
</tr>
<tr>
<td>Out of class prescribed student workload</td>
<td>n/a</td>
</tr>
<tr>
<td>Other expected student workload</td>
<td>n/a</td>
</tr>
<tr>
<td>Lecturer/s in charge</td>
<td>Margaret Nicholson</td>
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<tr>
<td>Entry requirements</td>
<td></td>
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<tr>
<td>Prerequisite</td>
<td>NTDT5503, NTDT5601, NTDT5602, NTDT5604, NTDT5305, NTDT5608, NTDT5307</td>
</tr>
</tbody>
</table>
## Co-requisites
none

## Prohibition
none

## Notes
Compliant with NSW Ministry of Health clinical placement requirements.

## Unit of Study description for the Faculty Handbook
During twenty weeks students develop practice-based skills in each of three domains; individual case management, community/public health nutrition and food service management as prescribed in the requirements of the professional accrediting body, Dietitians Association of Australia.

## Textbooks
None

## ASCED code
069901 (Nutrition and Dietetics)

### Unit Context

**Award course(s) in which this Unit of Study will be offered?**

- Graduate Certificate in Applied Positive Psychology
- Graduate Certificate in Coaching Psychology
- Graduate Certificate in Science (History and Philosophy of Science)
- Graduate Certificate in Sustainability
- Graduate Diploma in Coaching Psychology
- Graduate Diploma in Environmental Science
- Graduate Diploma in Marine Science and Management
- Graduate Diploma in Medical Physics
- Graduate Diploma in Psychology
- Graduate Diploma in Science
- Graduate Diploma in Sustainability
- Master of Environmental Science and Law
- Master of Marine Science and Management
- Master of Medical Physics
- Master of Nutrition and Dietetics
- Master of Science in Coaching Psychology
- Master of Science in Environmental Science
- Master of Sustainability

### How will the student pathway be effected?

The student pathway will not be affected.
NTDTS612 is a second year unit of study, a core requirement for the Master of Nutrition and Dietetics.
Is this proposal likely to affect any professional accreditations?

No, as accreditation requires these specified weeks of placement.

**Authorisation**

**Head of Department/School/Unit**
I have checked that this proposal is complete, that all necessary consultation has occurred and confirm that it has my support.

Name: [Handwritten name]

Signature: [Handwritten signature]

Tel: 123456

Date: 11/01/18

Page 4
Non-Confidential

| Author | Matthew Charet, Executive Officer to Academic Board |
|Reviewer/Approver | Associate Professor Tony Masters, Chair of Academic Board |
|Paper title | Report on promotion of academic staff |
|Purpose | To note the report on the promotion of academic staff to Levels B, C, D and E in 2017. |

RECOMMENDATION

That the Academic Board note the report on the promotion of academic staff to Levels B, C, D and E in 2017.

EXECUTIVE SUMMARY

The Academic Board is asked to note the following report from the Academic Promotions Unit (Office of the Provost and Deputy Vice-Chancellor) regarding the promotion of academic staff to Levels B, C, D and E in 2017.
Report on promotion of academic staff to Level B
Twenty-three applications for promotion to Level B were received in 2017.

The recommendations for promotion to Level B made by each Local Promotions Committee were forwarded to the Provost and Deputy Vice-Chancellor for approval.

In total twenty applications for promotion to Level B were approved by the Provost and Deputy Vice-Chancellor, effective 1 January 2018.

<table>
<thead>
<tr>
<th>Title</th>
<th>Surname</th>
<th>Given</th>
<th>Faculty</th>
<th>Stream applied &amp; Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr</td>
<td>Bonati</td>
<td>Michelle Lee</td>
<td>Faculty of Arts and Social Sciences</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>Dr</td>
<td>Campbell</td>
<td>Rachel Marian</td>
<td>Sydney Conservatorium of Music</td>
<td>Education-focused</td>
</tr>
<tr>
<td>Dr</td>
<td>Harnett</td>
<td>Joanna</td>
<td>Faculty of Pharmacy</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>Dr</td>
<td>Held</td>
<td>Fabian Philipp</td>
<td>Faculty of Science</td>
<td>Research-focused</td>
</tr>
<tr>
<td>Dr</td>
<td>Hou</td>
<td>Chao</td>
<td>Faculty of Engineering and Information Technologies</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>Mr</td>
<td>Kite</td>
<td>James David</td>
<td>Sydney Medical School</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>Dr</td>
<td>Krycer</td>
<td>James Robert</td>
<td>Faculty of Science</td>
<td>Research-focused</td>
</tr>
<tr>
<td>Dr</td>
<td>Lee</td>
<td>Sammy Chi Sam</td>
<td>Sydney Medical School</td>
<td>Research-focused</td>
</tr>
<tr>
<td>Dr</td>
<td>Murphy</td>
<td>Simon</td>
<td>Faculty of Science</td>
<td>Research-focused</td>
</tr>
<tr>
<td>Dr</td>
<td>Nanayakkara</td>
<td>N K Badungoda ge Shanika Tharangani</td>
<td>Faculty of Dentistry</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>Dr</td>
<td>Sahni</td>
<td>Sumit</td>
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</tr>
<tr>
<td>Dr</td>
<td>Sakhaee</td>
<td>Ehssan</td>
<td>Faculty of Engineering and Information Technologies</td>
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<tr>
<td>Dr</td>
<td>Silversides</td>
<td>Katherine Lee</td>
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</tr>
<tr>
<td>Dr</td>
<td>Singh</td>
<td>Mini</td>
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<tr>
<td>Dr</td>
<td>Sitbon</td>
<td>Clara</td>
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<td>Dr</td>
<td>Van</td>
<td>Connie</td>
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<td>Van Golde</td>
<td>Celine</td>
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<td>Dr</td>
<td>Willowson</td>
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<td>Dr</td>
<td>You</td>
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<tr>
<td>Dr</td>
<td>You</td>
<td>Jing Jing</td>
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</table>
## Academic Promotion to Level B - 2017

The following table on application and success rates (broken down by Faculty, Research or Education Focused and gender) is provided for the information of the Board.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Male T&amp;R</th>
<th>Male R-F</th>
<th>Male E-F</th>
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<th>Female R-F</th>
<th>Female E-F</th>
<th>Female (All)</th>
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<td>SLS</td>
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<td>1</td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>

### Applications received 2017 = 23

### Successful applicants 2017 = 20

---

Academic Board
6 March 2018

456

Item 11.2 Academic Promotions - Page 3 of 13
Report on promotion of academic staff to Level C

Sixty-two applications for promotion to Level C were received in 2017.

The recommendations for promotion to Level C made by each Local Promotions Committee were forwarded to the Provost and Deputy Vice-Chancellor for approval.

The Provost and Deputy Vice-Chancellor approved the following fifty-three promotions to Level C, effective from 1 January 2018.

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Surname</th>
<th>Given Name</th>
<th>Faculty</th>
<th>Stream recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr</td>
<td>Adhikari</td>
<td>Kedar Nath</td>
<td>Faculty of Science</td>
<td>Research-focused</td>
</tr>
<tr>
<td>2</td>
<td>Dr</td>
<td>Austin</td>
<td>Paul</td>
<td>Sydney Medical School</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>3</td>
<td>Dr</td>
<td>Bogaardt</td>
<td>Hans Cornelius</td>
<td>Faculty of Health Sciences</td>
<td>Teaching and Research</td>
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<td>4</td>
<td>Dr</td>
<td>Britton</td>
<td>Philip Neil</td>
<td>Sydney Medical School</td>
<td>Teaching and Research</td>
</tr>
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<td>5</td>
<td>Dr</td>
<td>Candido</td>
<td>Christhina</td>
<td>Faculty of Architecture, Design and Planning</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>6</td>
<td>Dr</td>
<td>Chan</td>
<td>Cliffton Lai Lim</td>
<td>Sydney Medical School</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>7</td>
<td>Dr</td>
<td>Chau</td>
<td>Josephine Yuk-Yin</td>
<td>Sydney Medical School</td>
<td>Research-focused</td>
</tr>
<tr>
<td>8</td>
<td>Dr</td>
<td>Chung</td>
<td>Vera Yuk Ying</td>
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<td>Teaching and Research</td>
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<tr>
<td>9</td>
<td>Dr</td>
<td>Coady</td>
<td>Christopher</td>
<td>Sydney Conservatorium of Music</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>10</td>
<td>Dr</td>
<td>Coulson</td>
<td>Susan Elizabeth</td>
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<tr>
<td>11</td>
<td>Dr</td>
<td>Dracopoulos</td>
<td>Susie Athanasia</td>
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<td>Education-focused</td>
</tr>
<tr>
<td>12</td>
<td>Dr</td>
<td>Duranti</td>
<td>Marco</td>
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<tr>
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<td>Dr</td>
<td>Engelen</td>
<td>Lina</td>
<td>Sydney Medical School</td>
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<tr>
<td>14</td>
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<td>Faulkner</td>
<td>Patrick</td>
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<tr>
<td>15</td>
<td>Dr</td>
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<td>Michelle Barbara</td>
<td>Sydney Medical School</td>
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</tr>
<tr>
<td>16</td>
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<td>Gnjidic</td>
<td>Danijela</td>
<td>Faculty of Pharmacy</td>
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<tr>
<td>17</td>
<td>Dr</td>
<td>Goldwater</td>
<td>Micah Balser</td>
<td>Faculty of Science</td>
<td>Teaching and Research</td>
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<tr>
<td>18</td>
<td>Dr</td>
<td>Harre</td>
<td>Michael Stephen</td>
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<tr>
<td>19</td>
<td>Dr</td>
<td>Harvey</td>
<td>Bernadette Anne</td>
<td>Sydney Conservatorium of Music</td>
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<tr>
<td>20</td>
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<td>Hedden</td>
<td>Brian Robert</td>
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<td>Teaching and Research</td>
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<tr>
<td>21</td>
<td>Dr</td>
<td>Herkes</td>
<td>Sharon Maree</td>
<td>Sydney Medical School</td>
<td>Education-focused</td>
</tr>
<tr>
<td>22</td>
<td>Dr</td>
<td>Hwang</td>
<td>Su-Kyoung</td>
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</tr>
<tr>
<td>23</td>
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<td>Johnson</td>
<td>Miranda</td>
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<td>Teaching and Research</td>
</tr>
<tr>
<td>24</td>
<td>Dr</td>
<td>Johnstone</td>
<td>Daniel</td>
<td>Sydney Medical School</td>
<td>Research-focused</td>
</tr>
<tr>
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<td>25</td>
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<td>Chin</td>
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<tr>
<td>26</td>
<td>Dr</td>
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<tr>
<td>27</td>
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## Academic Promotion to Level C - 2017

The following table on application and success rates (broken down by Faculty, Research or Education Focused and gender) is provided for the information of the Board.

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Applications received 2017 = 62

Successful applicants 2017 = 53
Report on promotion of academic staff to Level D

Sixty-six applications for promotion to Level D were received in 2017. The Local Promotions Committees (LPCs) recommended forty-four applications for promotion to Level D. Seven applications not recommended for promotion were overturned by the CPC. In total fifty-one applications have been recommended for promotion to Level D Associate Professor.

The Provost and Deputy Vice-Chancellor approved the following fifty-one promotions to Level D, effective from 1 January 2018.

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# Academic Promotion to Level D - 2017

The following table on application and success rates (Broken down by Faculty, Research or Education Focused and gender) is provided for the information of the Board.

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T&R = Teaching & Research applicants, RF = Research Focused applicants, EF = Education Focused applicants
Academic staff promotion to level E in 2017

Sixty-four applications for promotion to Level E were received in 2017. The Local Promotions Committees (LPCs) recommended thirty-six of these applications for promotion, six applications not recommended by the LPC’s were overturned and recommended for promotion by the (CPC). One application recommended by the LPC was overturned and not recommended for promotion by the CPC. A total of forty-one applications are recommended for promotion to Level E, Professor by the Central Promotions Committee (CPC).

The Vice-Chancellor approved the following forty-one promotions to Level E, effective from 1 January 2018.

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Professor of Food and Nutrition Security
Professor of History of Education and Curriculum
Professor of Cereal Rust Genetics
Professor of Neurology
Professor of Medication Management
Professor of Gender and Employment Relations
Professor of Hazard and Disaster Risk Sciences
Professor of Musculoskeletal Anatomy
Professor of Coaching Psychology
Professor of Clinical and Experimental Ophthalmology
Professor in Education and Equity
Professor of Psychology
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### Conjoint successful applicants

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### Academic Promotion to Level E - 2017

The following table on application and success rates (Broken down by Faculty, Research or Education Focused and gender) is provided for the information of the Board.

| Faculty | Male T&R | Male R-F | Male E-F | Male (All) | Female T&R | Female R-F | Female E-F | Female (All) | Total | Male T&R | Male R-F | Male E-F | Male (All) | Female T&R | Female R-F | Female E-F | Female (All) | Total |
|---------|----------|----------|----------|-----------|------------|------------|------------|------------|-------|----------|----------|----------|-----------|------------|------------|------------|------------|-------|----------|----------|----------|-----------|------------|------------|------------|----------|-------|
| FADP    | 0        | 0        | 0        | 0         | 0          | 0          | 0          | 0          | 0     | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 0        | 0 |
| FASS    | 5        | 0        | 0        | 5         | 6          | 0          | 6          | 11         | 3     | 0        | 0        | 0        | 3          | 2          | 0          | 0          | 2        | 5 |
| DENT    | 0        | 0        | 0        | 0         | 0          | 0          | 0          | 0          | 0     | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 0        | 0 |
| SBS     | 2        | 0        | 0        | 2         | 2          | 0          | 2          | 4          | 0     | 0        | 0        | 0        | 0          | 1          | 0          | 0          | 1        | 1 |
| EIT     | 2        | 0        | 0        | 2         | 1          | 0          | 1          | 3          | 1     | 0        | 0        | 0        | 0          | 1          | 0          | 0          | 0        | 1 |
| Hlth Sci| 0        | 0        | 0        | 0         | 1          | 0          | 2          | 2          | 0     | 0        | 0        | 0        | 0          | 1          | 0          | 0          | 1        | 1 |
| SLS     | 0        | 0        | 0        | 0         | 1          | 0          | 1          | 2          | 0     | 0        | 0        | 0        | 0          | 1          | 0          | 0          | 1        | 1 |
| SMS     | 12       | 2        | 0        | 14        | 9          | 3          | 0          | 12         | 26    | 8        | 3        | 0        | 11         | 7          | 2          | 0          | 9        | 20 |
| SNS     | 0        | 0        | 0        | 0         | 0          | 0          | 0          | 0          | 0     | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 0        | 0 |
| Pharm   | 1        | 0        | 0        | 0         | 0          | 0          | 0          | 1          | 1     | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 0        | 1 |
| Sci     | 11       | 3        | 0        | 14        | 2          | 0          | 2          | 16         | 8     | 2        | 0        | 10        | 0          | 1          | 0          | 1        | 11 |
| SCA     | 0        | 0        | 0        | 0         | 0          | 0          | 0          | 0          | 0     | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 0        | 0 |
| SCOM    | 0        | 0        | 0        | 0         | 0          | 0          | 0          | 0          | 0     | 0        | 0        | 0        | 0          | 0          | 0          | 0          | 0        | 0 |
| Totals  | 33       | 5        | 0        | 38        | 22         | 4          | 0          | 26         | 64    | 21       | 5        | 0        | 26         | 12         | 3          | 0          | 15       | 41 |

*T&R = Teaching & Research applicants, RF = Research Focused applicants, EF = Education Focused applicants*