
ACADEMIC BOARD 15 SEPTEMBER 2020

Chair: Associate Professor Tony Masters

Manager Governance: Alyssa White
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<https://sydney.edu.au/about-us/governance-and-structure/governance/academic-board.html>

NOTICE OF MEETING

Meeting 05/2020 of the Academic Board will be held from **1:00pm – 3:00pm** on **Tuesday 15 September 2020** by Zoom. Members who are unable to attend are asked to notify Alyssa White at the above address.

The agenda for this meeting is below.

Alyssa White
Manager Governance (Senate & Academic Board)

AGENDA

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

		Presenter	Paper	Timing
☆ 1	WELCOME AND APOLOGIES	Chair		1:00pm
☆ 2	PROCEDURAL MATTERS			1:05pm
	2.1 Starring of Items and adoption of unstarred items	Chair	<i>verbal</i>	
	2.2 Minutes of Previous Meeting	Chair	<i>attached</i>	
	2.3 Business Arising	Chair	<i>verbal</i>	
☆ 3	STRATEGIC ITEMS OF BUSINESS			
	3.1 Anti-Racism Pledge	MOSAIC Network	<i>attached</i>	1.05pm
	3.2 2020 Thematic Review Report	University Quality Manager	<i>attached</i>	1.15pm
☆ 4	REPORT OF THE CHAIR			1.40pm
	4.1 General Report	Chair	<i>attached</i>	
	4.2 Student members' report	Students	<i>verbal</i>	
	4.3 Honours and Distinctions	Chair	<i>attached</i>	
☆ 5	REPORT OF THE VICE-CHANCELLOR	Vice-Chancellor & Principal	<i>confidential circulation</i>	2.00pm

☆ 6	QUESTION TIME	Questions to the Vice-Chancellor and Chair of the Academic Board.	Vice-Chancellor & Principal / Chair	<i>verbal</i>	2.35pm
7	REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE		Chair, ASPC	<i>attached</i>	
	7.1	Change to Master of Professional Engineering admission criteria			
	7.2	Progress Planning and Review for Higher Degree by Research Students Policy 2015			
	7.3	Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020			
	7.4	Amendments to Enrolment Suspensions			
	7.5	Proposed amendments to the University of Sydney (Governance of Faculties and University Schools Rule) 2016 ("GOFUS")			
	7.6	Amendments to the Higher Degree by Research Supervision Policy 2020			
8	REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE		Chair, USC	<i>attached</i>	
	8.1	<u>Education Portfolio</u> : Report of the Assessment Advisory Committee			
	8.2	<u>Faculty of Engineering</u> : Bachelor of Advanced Computing, New Cybersecurity Table A Major			
	8.3	<u>Faculty of Engineering</u> : Bachelor of Advanced Computing, course resolutions amendment			
	8.4	<u>Faculty of Science</u> : Bachelor of Science in Agriculture, Table E Specialisations			
	8.5	<u>Faculty of Science</u> : Science Table 1, Soil Science and Computer Science Majors			
	8.6	<u>Faculty of Science</u> : Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, course learning outcomes			
	8.7	<u>Faculty of Science</u> : Bachelor of Advanced Studies (Psychology), stream suspension			
	8.8	<u>Faculty of Engineering</u> : Bachelor of Engineering Honours			
	8.9	<u>Faculty of Engineering</u> : Faculty Resolutions			
	8.10	<u>Faculty of Medicine and Health</u> : Bachelor of Nursing (Advanced Studies), amendment to unit of study tables			
	8.11	<u>Faculty of Science</u> : Nanotechnology and Nanoscience program, Table A amendments			
9	REPORT OF THE GRADUATE STUDIES COMMITTEE		Chair, GSC	<i>attached</i>	

9.1	<u>HDR Scholarships Subcommittee</u> : Report of the HDRSSC, 2021 Schedule and Terms of Reference		
9.2	<u>University of Sydney Business School</u> : Master of Commerce; Graduate Certificate in Commerce; Graduate Diploma in Commerce and Master of Commerce (Extension)		
9.3	<u>University of Sydney Business School</u> : Master of Management		
9.4	<u>Faculty of Science</u> : Doctor of Veterinary Medicine and the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine		
9.5	<u>Faculty of Engineering</u> : Master of Engineering		
9.6	<u>Faculty of Engineering</u> : Faculty Resolutions		refer to Item 8.10
9.7	<u>Faculty of Medicine and Health</u> : Master of Nursing (Pre-registration)		
9.8	<u>Sydney Law School</u> : Master of Laws by Coursework and Graduate Diploma in Law		
9.9	<u>Education Portfolio</u> : Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the new Progress Planning and Review of Higher Degree by Research Students Procedures 2020		refer to Item 7.2
9.10	<u>Faculty of Engineering</u> : Master of Complex Systems		
10	REPORT OF THE ACADEMIC QUALITY COMMITTEE	Chair, AQC	<i>attached</i>
10.1	2020 Thematic Review Report		refer to Item 3.2
10.2	Working Parties		
10.3	Request of Course Review Deferrals		
10.4	Report – Teaching Well and Supporting Students During COVID-19 Symposium		
10.5	Progress Planning and Review for Higher Degree by Research Students Policy 2015		refer to Item 7.2
10.6	Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020		refer to Item 7.3
11	GENERAL BUSINESS		
11.1	Report of the Board of Interdisciplinary Studies	Deputy Vice-Chancellor (Education)	<i>attached</i>
11.2	2021 and 2022 Academic Board and Committee Meeting Dates	Chair	<i>attached</i>
11.3	2020 Level D and E Central Promotions Committee Membership	Senior Deputy Vice-Chancellor	<i>attached</i>

Next meeting: 1:00 pm – 3:00 pm, **17 November 2020**
via Zoom



ACADEMIC BOARD

1.00 pm, Tuesday 21 July 2020 by video conference

Members Present: A/Prof Tony Masters (Chair, Academic Board); Prof Jane Hanrahan (Chair, Academic Standards & Policy Committee); A/Prof Wendy Davis (Chair, Academic Quality Committee); A/Prof Michael Kertesz (Chair, Graduate Studies Committee) Dr Michael Spence AC (Vice-Chancellor and Principal); A/Prof Helen Agus (Science (Life and Environmental Sciences)); A/Prof Tihomir Ancev (Arts & Social Sciences (Economics)); Prof Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Prof Simon Bronitt (Dean, Law); Charlotte Bullock (Student Representative Council nominee); Dr Stephen Clibborn (University of Sydney Business School); Dr Susan Coulson (Health Sciences); A/Prof Steven Cumming (Health Sciences); Prof Glen Davis (Health Sciences); A/Prof Haryana Dhillon (Science (Psychology)); Liam Donohoe (President, Student Representative Council); Narjis Fatima (PG Student, Science); Prof Alan Fekete (Engineering (Computer Science)); Prof Stephen Garton (Senior Deputy Vice-Chancellor); Dr Tom Goldfinch (Engineering (Civil)); Shruti Goradia (UG Student, Medicine & Health); Prof Mark Gorrell (Medicine & Health (Centenary Institute)); A/Prof Thomas Grewal (Medicine and Health (Pharmacy)); Katarina Grobler (UG Student, Conservatorium); Dr Christopher Hartney (Arts & Social Sciences (Literature, Art & Media)); Prof Jason Harris (Law); Dr Daniela Helbig (Science, History & Philosophy of Science); Dr Grant Hooper (Law); Dr Syeda Zakia Hossain (Health Sciences); Cameron Howlett (PG Student, University of Sydney Business School); Dr Wenye Hu (Architecture, Design & Planning); Prof Duncan Ivison (Deputy Vice-Chancellor (Research)); Prof Lisa Jackson Pulver AM (Deputy Vice-Chancellor (Indigenous Strategy and Services)); Shervin Jivani (PG Student, Architecture, Design & Planning); Prof Cheryl Jones (Heads of School Committee representative, Medicine & Health); A/Professor Craig Jin (Engineering, Electrical & Information Engineering); Hamidreza Kahlaee (Science, Life & Environmental Sciences); Patty Kamvounias (University of Sydney Business School); Dr Claudia Keitel (Science (Life and Environmental Sciences)); Philip Kent (Director, University Libraries); James Kite (Medicine & Health (Medical Sciences)); A/Prof Ghena Krayem (Law); Dr Liwei Li (Engineering (Electrical)); Minran Liu (Co-President, Sydney University Postgraduate Representative Association); A/Prof Sandra Loschke (Architecture, Design & Planning); A/Prof John Lynch (Conservatorium); Dr Anne Mai-Prochnow (Engineering (Chemical and Biomolecular Engineering)); A/Prof Lynda Matthews (Health Sciences); Dr Slade Matthews (Medicine & Health (Medical School)); Elaine Mcfadzean (Faculty Academic Services Committee nominee); Prof Barbara Messerle (Provost and Deputy Vice-Chancellor); Dr Carolyn McKay (Law); Shurui Miao (Sydney University Postgraduate Representative Association nominee); Sayan Mitra (PG Student, Science); A/Prof Rebekah Moles (Medicine & Health (Pharmacy)); A/Prof Lenka Munoz (Chair, Undergraduate Studies Committee); Dr Shanika Nanayakkara (Medicine & Health (Dental School)); Brendon Nelson (Director, Student Administrative Services); A/Prof Maurice Peat (University of Sydney Business School); Dr Fernanda Penaloza (Arts & Social Sciences (Languages and Cultures)); A/Prof Stephanie Phillips (Medicine & Health (Adventist Hospital Clinical School)); A/Prof Helen Proctor (Arts & Social Sciences (Education & Social Work)); Prof Susanna Scarparo (Pro-Vice Chancellor (Student Life)); Dr Carl Schneider (Medicine and Health (Pharmacy)); Shervin Jivani (PG Student, Architecture, Design & Planning); Dr Yash Shrivastava (Engineering, Electrical & Information Engineering); A/Prof Siegbert Schmid (Science (Chemistry)); A/Prof Peter Sinclair (Health Sciences); Prof Nicholas Smith (Arts & Social Sciences (Philosophical & Historical Enquiry)); Prof Heiko Spallek (Heads of School Committee representative, Medicine & Health); Dr Sanet Du Toit (Health Sciences); Dr Gareth Vio (Engineering (Aeronautical, Mechanical & Mechatronic Engineering)); Dr Olaf Werder (Arts & Social Sciences (Languages and Media)); A/Prof Andrew Wait (Arts & Social Sciences (Economics)); A/Prof Tim Wilkinson (Engineering (Civil)); Prof Peter Wilson (Arts & Social Sciences (Philosophical & Historical Enquiry)); Prof Bronwyn Winter (Arts & Social Sciences (Languages and Culture)); A/Prof Derek Wyman (Science (Geosciences)); Dr Narelle Yeo (Conservatorium); Prof Iain Young (Dean, Science); A/Prof Jingdong Yuan (Arts & Social Sciences (Social and Political Sciences)); Xiner Yuan (Sydney University Postgraduate Representative Association nominee); and Dr Sanaa Zaki (Science (Veterinary Science)).

Apologies: James Ardouin (Student Representative Council, UG nominee); Dr Vasilki Betihavas (Medicine & Health (Nursing School)); Dr Francois Blanciak (Architecture, Design & Planning); A/Prof Leo Davies (Medicine & Health (Medical School)); Courtney Diggins (UG Student, Engineering); Prof Robyn Dowling (Head of School & Dean, Architecture, Design & Planning); Dr Astrid Frotjold (Medicine & Health (Nursing and Midwifery)); Lina Goh (HDR Student, Health Sciences); Prof Paul Groundwater (Medicine and Health (Pharmacy)); Trent Hammond (HDR Student, Medicine & Health); Tiffany Hanna (UG Student, Health Sciences); Prof Annamarie Jagose (Dean, Arts & Social Sciences); Prof Eric Knight (Pro-Vice Chancellor (Research- Enterprise and Engagement)); A/Prof Angela Knox (University of Sydney Business School); Prof Richard Miles (Pro Vice-

Chancellor (Education – Enterprise and Engagement)); A/Prof Stuart Lane (Medicine & Health (Nepean Clinical School)); A/Prof Sarah Lewis (Health Sciences); Dane Luo (UG Student, University of Sydney Business School); Dr Stephen Mould (Conservatorium); Duy Nguyen (HDR Student, Engineering); A/Prof John O’Byrne (Science (Physics)); Rengen Parlane (PG Student, Medicine & Health); Dr James Parkinson (Science (Mathematics & Statistics)); Prof Philippa Pattison (Deputy Vice-Chancellor (Education)); Dr Vijayasarithi Ramanathan (Medicine & Health (Westmead Clinical School)); Prof Anna Reid (Dean, Conservatorium); Prof Laurent Rivory (Pro-Vice-Chancellor (Research)); Prof Robyn Ward (Dean, Medicine & Health); Prof Greg Whitwell (Dean, University of Sydney Business School); Xinheng Wu (Sydney University Postgraduate Representative Association nominee); Anthony Yammine (HDR Student, Medicine & Health); Prof Sarah Young (Medicine & Health (Medical Sciences)); and Prof Willy Zwaenepoel (Dean, Engineering).

Attendees: Kate Calhau (Executive Assistant to Chair, Academic Board); Prof Ross Coleman (Director Graduate Research); Edwina Grose (Director, Student Operations); Kerrie Henderson (University Policy Manager); Kiuyan Hone (Committee Officer); Andrew Horne (Senior Policy and Projects Officer); Katie Humphries (Committee Officer); A/Prof Peter McCallum (Registrar and Academic Director, Education Policy & Quality); David Pacey (Secretary to Senate); Tim Payne (Director of Higher Education Policy & Projects); Medicine & Health); Kate Small (Deputy Chief of Staff); Cory Thomas (Committee Officer); Alyssa White (Manager Governance (Senate & Academic Board)); Rachael Weiss (University Quality Manager); and Lucinda Wright (Governance Support Officer).

Visitors: Honorary Associate Professor Rod Yager (Macquarie University).

UNCONFIRMED MINUTES

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

☆ 1 **WELCOME AND APOLOGIES**

Note for the Record

The Chair welcomed members to the meeting.

ACKNOWLEDGEMENT TO COUNTRY

Note for the Record

The Chair acknowledged the Traditional Owners of Australia and paid respects to the Gadigal people of the Eora Nation and to their Elders, past, present and emerging. The Chair recognised their continuing connection to land, country and culture, and also paid respects to the elders of the people of the lands on which the many members of the Academic Board are situated.

☆ 2 **PROCEDURAL MATTERS**

2.1 Starring of Items and adoption of unstarred items

Resolution AB2020/4-1

The Academic Board resolved to note that no additional items had been starred.

Note for the Record

The Chair requested that in the Board’s consideration of Item 7.1 Admission to Nursing post-registration, section 4 (4) (c) remain within the document. This was supported by the Board.

Action: AB 2020/4-1

The University Secretariat to note the inclusion of Section 4 (4) (c) when registering the approved admissions document.

2.2 Minutes of Previous Meeting

Resolution AB2020/4-2

The Academic Board resolved to confirm the minutes of the previous meeting held on 9 June 2020 as a true and accurate record.

2.3 Business Arising

There was no business arising.

☆ 3 STRATEGIC ITEMS OF BUSINESS

3.1 ATAR Reflections

Resolution AB2020/4-3

The Academic Board resolved to note the reflections on the ATAR.

Note for the Record

Honorary Associate Professor Rod Yager, Chair of the UAC Technical Committee on Scaling shared his reflections on the possible impacts of COVID-19 on the ATAR, specifically in regard to ATAR distribution and ramifications for university selection.

The purpose of the HSC is to assess how students have performed against the NESA standards and the ATAR calculation and scaling process is intended to calculate in a fair and equitable way, academic performance of each student ranked relative to the performance of the school leaving age population in their state. Accordingly, this year's year 12 students who would have achieved ATAR of 95 and over in a normal year (i.e. in the top 5%) will still achieve at that level, despite the overall quality of work being adversely impacted.

Modelling was completed to understand the impact of COVID-19 on university selection. The findings show that if there was reduction of 15% students eligible for the ATAR in NSW this year, there would be minimal impact on student numbers for the University of Sydney. The makeup of the student cohort however, i.e. the individual students, will be different than in a non-pandemic year, due to the variation in individual experiences of advantage or disadvantage to academic performance as a result of pandemic conditions. NESA is working to better understand the impact of COVID-19 on students and the adjustments that may be made to ease these effects.

Members considered the challenge of normalising across schools and by region to account for conditions that impact adversely on performance, given cohort factor in the variation of performance from year to year. As adjustments are already made at the ATAR level, there is a risk of double adjustment. Members also discussed the role of university selection and admission in addressing socio-economic disadvantage through entrance adjustments and schemes, and also considered whether broader low SES adjustments are valid adjustments at school level given that SES is based on postcode, and within a single postcode, there may be differently advantaged schools.

On the subject of the reliability of year 11 predictors correlating to the final ATAR, it was reported that NESA is in the process of understanding the correlation between year 11 and year 12 performance. The lack of standardisation of the year 11 marks across schools remains a challenge for universities in considering admission on the basis of year 11 performance.

3.2 Higher Education Reform Package Update

Resolution AB2020/4-4

The Academic Board resolved to note the verbal update on the Higher Education Reform Package.

Note for the Record

Dr Michael Spence (Vice-Chancellor & Principal) and Tim Payne (Director, Higher Education Policy and Projects) presented an update on the Government's Higher Education Reform Package, the context of the reforms, including trends of government funding for tertiary education, and details of the package.

The Higher Education Reform Package seeks to provide more Commonwealth supported places; to increase rates of Higher Education participation from regional and disadvantaged

areas; to incentivise study in area of industry need; to provide greater flexibility for universities to match places to demand; to foster closer engagement with industry.

The Vice-Chancellor and Principal, and Director, Higher Education Policy and Projects, outlined in detail the concerns of the University regarding the package and showed members a breakdown of funding gain and loss by discipline in 2021 and impact without transitional funding.

The implications for students were explained. There is uncertainty in the timing of communicating changes to students and implementation of system changes, given the postponement of Parliament until August.

Members noted that the discussions with the Government are of an ongoing and sensitive nature, and that any public response to the package must take into consideration the need for the Government's support of the international student corridor.

☆ 4 REPORT OF THE CHAIR

4.1 General Report

Resolution AB2020/4-5

The Academic Board resolved to note the report from the Chair and note the following Executive Approvals made by the Chair:

1. the approval of a proposal from the Faculty of Medicine and Health to amend the Doctor of Medicine course resolutions, with effect from Semester 2 2020;
2. the approval of a request from the Faculty of Medicine and Health for a revised calendar for a number of courses, to retain the original Semester 2 2020 teaching dates, with effect from Semester 2 2020; and
3. the approval of a proposal from the Office of the Deputy Vice-Chancellor (Education) to offer Graduate Certificates in the areas of Infection and Immunity, and Agriculture and Environment, as part of the Government's COVID-19 response short course scheme, with effect from Semester 2 2020.

Note for the record

The Chair referred to the written report of the Chair and highlighted the request for feedback from staff on the [draft international collaboration principles](#), which have been developed as a response to the government's guidelines to counter foreign interference in the Australian University sector. The Chair also updated members on the developments of changes to the pathway to a Silver Award for the Science in Australia Gender Equity (SAGE), and referred members to the [report](#) outlining SAGE plans for 2020/2021 including implementation of the Bronze Action Plan.

In recognition of the excellence and celebrate contributions of staff, members were encouraged to submit nominations for the [Vice-Chancellor's Awards for Excellence 2020](#).

Action: AB 2020/4-2

Executive Dean, Faculty of Medicine and Health and Faculty General Manager to note the Chair of Academic Board's executive approval of the proposal to amend the Doctor of Medicine course resolutions, with effect from Semester 2 2020.

Action: AB 2020/4-3

Executive Dean, Faculty of Medicine and Health and Faculty General Manager to note the Chair of Academic Board's executive approval of a revised calendar for Semester 2 2020 to apply to the following courses offered by the Faculty of Medicine and Health, with effect from Semester 2 2020:

1. Master of Brain and Mind Sciences MABRMISC-01
2. Graduate Diploma in Brain and Mind Sciences GNBRMISC-01
3. Graduate Certificate in Brain and Mind Sciences GCBRMISC-01

4. Master of Advanced Surgery (Breast Surgery) MAADVSUR1BSU
5. Graduate Diploma in Advanced Surgery (Breast Surgery) GNADVSUR1BSU
6. Master of Medicine (Child and Adolescent Health) MAMEDIC14CHA
7. Graduate Diploma in Medicine (Child and Adolescent Health) GNMEDIC12CHA
8. Master of Clinical Trials Research MACLITRR-01
9. Graduate Diploma in Clinical Trials Research GNCLITRR-01
10. Graduate Certificate in Clinical Trials Research GCCLITRR-01
11. Master of Medicine (Critical Care Medicine) MAMEDIC14CCM
12. Graduate Diploma in Medicine (Critical Care Medicine) GNMEDIC12CCM
13. Graduate Certificate in Medicine (Critical Care Medicine) GCMEDIC12CCM
14. Master of Medicine (General Practice and Primary Health Care) MAMEDIC14GPC
15. Graduate Certificate in Medicine (General Practice and Primary Health Care) GCMEDIC12GPC
16. Master of Medicine (Genomics and Precision Medicine) MAMEDIC14GPM
17. Master of Medicine (Internal Medicine) MAMEDIC14ITM
18. Graduate Diploma in Medicine (Internal Medicine) GNMEDIC12ITM
19. Graduate Certificate in Medicine (Internal Medicine) GCMEDIC12ITM
20. Master of Medicine (Metabolic Health) MAMEDIC14MBH
21. Master of Science in Medicine (Metabolic Health) MASCMEDI1MBH
22. Master of Medicine (Pain Management) MAMEPAMA-02
23. Graduate Diploma in Pain Management GNPAIMGT-01
24. Graduate Certificate in Pain Management GCPAIMGT-02
25. Master of Science in Medicine (Pain Management) MASMPAMA-02
26. Master of Medicine (Pain Management) in Orofacial Pain MAMEPAMA3ORF
27. Master of Science in Medicine (Pain Management) in Orofacial Pain MASMPAMA3ORF
28. Master of Medicine (Pharmaceutical and Medical Device Development) MAMEDIC14PMV
29. Master of Science in Medicine (Pharmaceutical and Medical Device Development) MASCMEDI1PMV
30. Graduate Diploma in Science in Medicine (Pharmaceutical and Medical Device Development) GNSCMEDI1PMV
31. Graduate Certificate in Medicine (Sexual and Reproductive Health) GCMEDIC12SRH
32. Master of Medicine (Sexual and Reproductive Health) MAMEDIC14SRH
33. Graduate Certificate in Medicine (Sexual and Reproductive Health) in HIV and STIs GCMEDIC12SRV
34. Master of Medicine (Sexual and Reproductive Health) in HIV and STIs MAMEDIC14SRV
35. Graduate Certificate in Medicine (Sexual and Reproductive Health) in Psychosexual Therapy GCMEDIC12SRT
36. Master of Medicine (Sexual and Reproductive Health) in Psychosexual Therapy MAMEDIC14SRT
37. Master of Medicine (Sexual and Reproductive Health) in Reproductive Health and Fertility MAMEDIC14SRR
38. Master of Medicine (HIV, STIs and Sexual Health) in Clinical Medicine MAMEDIC14HSI
39. Master of Science in Medicine (HIV, STIs and Sexual Health) in Counselling MASCMEDI1HSC
40. Master of Science in Medicine (Sexual and Reproductive Health) MASCMEDI1SRH
41. Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) GNSCMEDI1SRH
42. Master of Science in Medicine (Sexual and Reproductive Health) in HIV and STIs MASCMEDI1SRV
43. Graduate Certificate in Science in Medicine (Sexual and Reproductive Health) in HIV and STIs GCSCMEDI1SRV
44. Master of Science in Medicine (Sexual and Reproductive Health) in Psychosexual Therapy MASCMEDI1SRT
45. Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) in Psychosexual Therapy GNSCMEDI1SRT
46. Master of Science in Medicine (Sexual and Reproductive Health) in Public Health MASCMEDI1SRP
47. Master of Science in Medicine (Sexual and Reproductive Health) in Reproductive Health and Fertility MASCMEDI1SRR

48. Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) in Reproductive Health and Fertility GNSCMEDI1SRR
49. Master of Surgery MASURGER-02
50. Graduate Diploma in Surgery GNSURGER-02
51. Graduate Certificate in Surgery GCSURGER-01
52. Master of Surgery (Breast Surgery) MASURGER1BSU
53. Graduate Certificate in Surgery (Breast Surgery) GCSURGER1BSU
54. Master of Surgery (Cardiothoracic Surgery) MASURGER1CTS
55. Master of Surgery (Colorectal) MASURGER1CLT
56. Master of Surgery (Head and Neck) MASURGER1HNE
57. Master of Surgery (Neurosurgery) MASURGER1NEU
58. Master of Surgery (Orthopaedic) MASURGER1ORP
59. Master of Surgery (Otorhinolaryngology) MASURGER1OTO
60. Master of Surgery (Plastic/Reconstructive Surgery) MASURGER1PRS
61. Master of Surgery (Surgical Anatomy) MASURGER1SUN
62. Master of Surgery (Surgical Outcomes) MASURGER1SOU
63. Master of Surgery (Surgical Sciences) MASURGER1SUS
64. Graduate Certificate in Surgical Sciences GCSURGSC-01
65. Master of Surgery (Surgical Skills) MASURGER1SSK
66. Master of Surgery (Trauma Surgery) MASURGER1TSU
67. Master of Surgery (Upper Gastrointestinal Surgery) MASURGER1UGS
68. Master of Surgery (Urology) MASURGER1URO
69. Master of Surgery (Vascular Surgery and Endovascular Surgery) MASURGER1VES
70. Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) GCADCLSK1SUN
71. Master of Medicine (Clinical Neurophysiology) MAMEDICI4CNP
72. Graduate Diploma in Medicine (Clinical Neurophysiology) GNMEDICI2CNP
73. Master of Science in Medicine (Clinical Neurophysiology) MASCMEI1CNP
74. Graduate Diploma in Science in Medicine (Clinical Neurophysiology) GNSCMEDI1CNP
75. Graduate Certificate in Science in Medicine (Clinical Neurophysiology) GCSCMEI1CNP
76. Graduate Diploma in Ophthalmic Science GNOPHTSC-01
77. Master of Science in Medicine (Ophthalmic Science) MASMOPSC-01
78. Master of Medicine (Paediatric Medicine) MAMEDICI4PAM
79. Master of Medicine (Psychiatry) MAMEDICI4PSR
80. Master of Medicine (Trauma-Informed Psychotherapy) MAMEDICI4TIP
81. Master of Science in Medicine (Trauma-Informed Psychotherapy) MASCMEI1TIP
82. Graduate Certificate in Science in Medicine (Trauma-Informed Psychotherapy) GCSCMEI1TIP
83. Master of Science in Medicine (Psychotherapy) MASMPSYC-01
84. Doctor of Clinical Surgery TCCLISUR-01
85. Sydney Professional Certificate in Fundamentals of Immunotherapy GSFNDIMT-01
86. Sydney Professional Certificate in Intraoperative Neuromonitoring GSINOPNM-01
87. Sydney Professional Certificate in Oncoplastic Breast Surgery GSONBRSR-01
88. Sydney Professional Certificate in Orofacial Pain Science GSORFPSC-01
89. Master of Cancer and Haematology Nursing MACAHANU-01
90. Graduate Diploma in Cancer and Haematology Nursing GNCAHANU-01
91. Graduate Certificate in Cancer and Haematology Nursing GCCAHANU-01
92. Graduate Certificate in Clinical Nursing GCCLINUR-02
93. Graduate Certificate in Emergency Nursing GCEMENUR-02
94. Graduate Certificate in Intensive Care Nursing GCINCNUR-02
95. Graduate Certificate in Pharmacy Practice GCPHAPRA-01
96. Graduate Certificate in Primary Health Care Nursing GCPRHECA-01
97. Graduate Diploma in Advanced Nursing Practice GNADNUPR-01
98. Graduate Diploma in Emergency Nursing GNEMENUR-02
99. Graduate Diploma in Intensive Care Nursing GNINCNUR-02
100. Master of Advanced Nursing Practice MAADNUPR-01
101. Master of Emergency Nursing MAEMENUR-02
102. Master of Intensive Care Nursing MAINCNUR-02
103. Master of Mental Health Nursing MAMEHNUR-02
104. Master of Nursing (Nurse Practitioner) MANUNUPR-02

- 105. Master of Primary Health Care Nursing MAPRHECA-01
- 106. Sydney Professional Certificate in Metabolic Management GSMETBMG-01
- 107. Sydney Professional Certificate in Neurological Electrodiagnosis GSNRLELD-01
- 108. Sydney Professional Certificate in Qualitative Health Research GSQHLTR-01
- 109. Master of Medicine (Advanced) MAMEDADV-01
- 110. Master of Medicine (Advanced) (Critical Care Medicine)* MAMEDADV1CCM
- 111. Master of Medicine (Advanced) (Child and Adolescent Health)* MAMEDADV1CHA
- 112. Master of Medicine (Advanced) (Clinical Neurophysiology)* MAMEDADV1CNP
- 113. Master of Medicine (Advanced) (General Practice and Primary Health Care)*
MAMEDADV1GPC
- 114. Master of Medicine (Advanced) (Genomics and Precision Medicine)* MAMEDADV1GPM
- 115. Master of Medicine (Advanced) (Internal Medicine)* MAMEDADV1ITM
- 116. Master of Medicine (Advanced) (Metabolic Health)* MAMEDADV1MBH
- 117. Master of Medicine (Advanced) (Pharmaceutical and Medical Device Development)*
MAMEDADV1PMV
- 118. Master of Medicine (Advanced) (Psychiatry)* MAMEDADV1PSR
- 119. Master of Science in Medicine (Advanced) MASCMEAD-01
- 120. Master of Medicine (Sexual and Reproductive Health) and Master of Philosophy
MAMEDPHL-01
- 121. Master of Science in Medicine (Sexual and Reproductive Health) and Master of
Philosophy MASCMPHL-01

Action: AB 2020/4-4

Deputy Vice-Chancellor (Education), Executive Dean and the Faculty General Manager of the Faculty of Medicine and Health, and Dean and Faculty General Manager of the Faculty of Science to note the Chair of Academic Board's executive approval of the proposal to offer Graduate Certificates in the areas of Infection and Immunity, and Agriculture and Environment, as part of the Government's COVID-19 response short course scheme, with effect from Semester 2 2020.

4.2 Student Members' Report

Resolution AB2020/4-6

The Academic Board resolved to note the report of the student members of the Academic Board.

Note for the Record

The President of SUPRA reported on the joint submission with the SRC to the Office of the Minister of Skills and Tertiary Education for an amendment to [COVID-19 crisis accommodation](#) criteria and updated members on the distribution of PPE to students; and SUPRA [survey](#) on postgraduate students' online learning experience in Semester 1 2020, the results of which will be reported to the DVC Education.

The President of the SRC reported on the work of the SRC in preparing for Semester 2 elections, and provided an update on the mutual aid program; case work service; academic integrity issues and appeal management; tenancy issues and disputes, and plans to support the University in lobbying and corresponding with the crossbench in relation to the Higher Education Reform Package. The President, SRC voiced concerns around the availability of exam review sessions, and registered their interest in discussing offline with the DVC Education and Registrar and Academic Director (Education), issues relating to academic integrity concerns and ProctorU.

Members noted the ongoing concerns of the student body regarding the lack of availability of certain units of study in Semester 2.

Action: AB 2020/4-5

The DVC Education, Registrar and Academic Director (Education) and President of the SRC to discuss academic integrity and ProctorU.

4.3 Honours and Distinctions

Resolution AB2020/4-7

The Academic Board resolved to note the report of the Chair of the Academic Board on honours and distinctions.

Note for the Record

The Chair referred to the list of honours and distinctions and specifically extended his congratulations to Board member Professor Stephen Garton (Senior Deputy Vice-Chancellor) for his achievement.

Action: AB 2020/4-6

Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.

☆ 5 REPORT OF THE VICE-CHANCELLOR

Resolution AB2020/4-8

The Academic Board resolved to note the Vice-Chancellor's report.

Note for the Record

The Vice-Chancellor and Principal updated members on the progress towards re-introducing an on-campus experience for students in Semester 2 2020, acknowledging the rapidly changing health situation and possibility of transition back to online delivery if deemed necessary. Consultation is underway with Transport NSW to support the return to campus planning, however, given the recent announcement advising commuters to avoid catching public transport, there is still a degree of uncertainty.

In relation to the prolonged financial impact of COVID-19 on the University in the event that the international student numbers do not recover for Semester 1 2021, planning is in progress to model the scale of this impact. Staff communications will be released to provide further information on the University's financial outlook, and a review of Semester 2 2020 will be completed in October 2020 to inform response for Semester 1 2021.

A member queried the communications for S2 2020 international students, and the Vice-Chancellor referred to the existing [communications](#) available to support students during the COVID-19 pandemic. Members discussed the return to campus planning and social distancing in classrooms and labs and noted that whether a return to campus is practical will depend on the evolving health situation in NSW.

☆ 6 QUESTION TIME

A question was raised regarding the Academic Board's contribution to the selection process for the next Vice-Chancellor. It was clarified that the Academic Board was consulted as part of a Strategic Item of Business at the 5 May 2020 Board meeting. At this meeting, the Chair of the Senate Fellow and Chair of Senate People and Culture Committee, Professor Alan Pettigrew attended to detail the recruitment process for the new Vice-Chancellor, and extended the opportunity for feedback from Board members.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2020/4-9

The Academic Board resolved to note the report from the meeting of the Academic Standards and Policy Committee (ASPC) held on 30 June 2020.

7.1 Minor amendments to the Admissions Standards – English Language Proficiency

Resolution AB2020/4-10

The Academic Board resolved to approve the proposal from the Sydney Nursing School, Faculty of Medicine and Health to amend the faculty-specific English language requirements for the Nursing pre-registration programs in the Admissions Standards – English Language Proficiency document, with immediate effect.

Action: AB 2020/4-7

Faculty of Medicine and Health to amend the faculty-specific English language requirements for the Nursing pre-registration programs in the Admissions Standards – English Language Proficiency document.

7.2 Amendments to the University of Sydney (Academic Board) Rule 2017

Resolution AB2020/4-11

The Academic Board resolved to endorse and recommend that the University of Sydney Senate approve the proposed amendments to the University of Sydney (Academic Board) Rule 2017.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2020/4-12

The Academic Board resolved to note the report from the meetings of the Undergraduate Studies Committee held on 2 June 2020.

8.1 Faculty of Medicine and Health: Bachelor of Advanced Studies (Honours, Human Movement), project units

Resolution AB2020/4-13

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Advanced Studies (Honours, Human Movement) and the subsequent amendment of the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/4-8

Dean and Faculty General Manager, Faculty of Medicine and Health to note the Academic Board's approval of the proposal from the Faculty of Medicine and Health to amend the Bachelor of Advanced Studies (Honours, Human Movement) and the subsequent amendment of the unit of study tables arising from the proposal, with effect from 1 January 2021.

8.2 Faculty of Science: Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, admissions amendment

Resolution AB2020/4-14

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and the subsequent amendment to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/4-9

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and the subsequent amendment to the course resolutions arising from the proposal, with effect from 1 January 2021.

8.3 Faculty of Engineering: Bachelor of Advanced Computing, addition of 0 cp shell unit for Honours mark

Resolution AB2020/4-15

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/4-10

Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board's approval of the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021.

8.4 Faculty of Engineering: Bachelor of Advanced Computing, Computer Science major, additional selective unit

Resolution AB2020/4-16

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing Table A Computer Science major and the subsequent amendment of the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/4-11

Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board's approval of the proposal from the Faculty of Engineering to amend the Table A Computer Science major and the subsequent amendment of the unit of study tables arising from the proposal, with effect from 1 January 2021.

8.5 Faculty of Engineering: Bachelor of Engineering Hons Civil Engineering stream core unit

Resolution AB2020/4-17

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Civil Engineering stream in the Bachelor of Engineering Honours; Bachelor of Engineering Honours and Bachelor of Arts; Bachelor of Engineering Honours and Bachelor of Commerce; Bachelor of Engineering Honours and Bachelor of Design in Architecture; Bachelor of Engineering Honours and Bachelor of Laws; Bachelor of Engineering Honours and Bachelor of Project Management; and Bachelor of Engineering Honours and Bachelor of Science, and the subsequent amendment to the unit of study tables arising from these proposals, with effect from 1 January 2021.

Action: AB 2020/4-12

Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board's approval of the proposal from the Faculty of Engineering to amend the Civil Engineering stream in the Bachelor of Engineering Honours; Bachelor of Engineering Honours and Bachelor of Arts; Bachelor of Engineering Honours and Bachelor of Commerce; Bachelor of Engineering Honours and Bachelor of Design in Architecture; Bachelor of Engineering Honours and Bachelor of Laws; Bachelor of Engineering Honours and Bachelor of Project Management; and Bachelor of Engineering Honours and Bachelor of Science, and the subsequent amendment to the unit of study tables arising from these proposals, with effect from 1 January 2021.

8.6 Faculty of Engineering: Bachelor of Project Management Table A Built Environment, major core unit

Resolution AB2020/4-18

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Project Management Table A Built Environment major, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/4-13

Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board's approval of the proposal from the Faculty of Engineering to amend the Bachelor of Project Management, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2020/4-19

The Academic Board resolved to note the report from the meeting of the Graduate Studies Committee held on 2 June 2020.

9.1 HDR Scholarships Committee: HDRSSC Terms of Reference

Resolution AB2020/4-20

The Academic Board resolved to approve the proposal from the HDR Scholarships Subcommittee to amend the Terms of Reference of the HDR Scholarships Subcommittee.

Action: AB 2020/4-14

The Chair, HDR Scholarships Committee to note the Academic Board's approval of the proposal from the HDR Scholarships Subcommittee to amend the Terms of Reference of the HDR Scholarships Subcommittee.

9.2 HDR Scholarships Committee: Scholarships Office Grants in Aid Recommendations

Resolution AB2020/4-21

The Academic Board resolved to approve the recommendations of the HDR Scholarships Subcommittee and the Scholarships Office with respect to Grants in Aid to:

- a) increase the value of the funding allocation from \$2500 to \$5000 and change the method of determining the amount of funding allocated from a predetermined allocation to a needs-based method;
- b) update the current terms and conditions to correctly reflect the trust conditions and donors' wishes;
- c) include a requirement under "ongoing eligibility" that the scholarship recipient will need to retain the evidence of travel for a minimum of 12 months from the time they are awarded the scholarship;
- d) amend the clause "currently enrolled students and graduates of University of Sydney" in the eligibility criteria to include our currently enrolled students in the eligible cohort for the identified scholarships as presented; and
- e) update Terms and Conditions to the new template format.

Action: AB 2020/4-15

The Chair, HDR Scholarships Subcommittee and the Scholarships Office to note the Academic Board's approval of the recommendations to amend the Grants in Aid.

9.3 Faculty of Arts and Social Sciences: Executive Master of Arts and Social Sciences, suspension of admission

Resolution AB2020/4-22

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to suspend admissions to the Executive Master of Arts and Social Sciences, with effect from 1 January 2021; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

Action: AB 2020/4-16

Dean and Faculty General Manager, Faculty of Arts and Social Sciences to note the Academic Board's approval of the proposal from the Faculty of Arts and Social Sciences to suspend admissions to the Executive Master of Arts and Social Sciences, with effect from 1 January 2021; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

9.4 Faculty of Arts and Social Sciences: Executive Master of Public Administration, amendment to unit of study tables

Resolution AB2020/4-23

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend the Executive Master of Public Administration and the subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

Action: AB 2020/4-17

Dean and Faculty General Manager, Faculty of Arts and Social Sciences to note the Academic Board's approval of the proposal from the Faculty of Arts and Social Sciences to

amend the Executive Master of Public Administration and the subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

9.5 Faculty of Arts and Social Sciences: Master of Arts (Research); Master of Education (Research); and Master of Philosophy (Arts and Social Sciences), thesis examination update

Resolution AB2020/4-24

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Arts (Research), Master of Education (Research), and Master of Philosophy (Arts and Social Sciences), and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/4-18

Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board's approval of the proposal from the Faculty of Arts and Social Sciences to amend the Master of Arts (Research), Master of Education (Research), and Master of Philosophy (Arts and Social Sciences), and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

9.6 Faculty of Engineering: Master of Professional Engineering, introduction of core unit

Resolution AB2020/4-25

The Academic Board resolved to approve the proposal from the Faculty of Engineering amend the Master of Professional Engineering, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/4-19

Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board's approval of the proposal from the Faculty of Engineering amend the Master of Professional Engineering, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

9.7 Faculty of Science: Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, admission and credit amendments

Resolution AB2020/4-26

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/4-20

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

9.8 Faculty of Science: Master of Sustainability; Graduate Diploma in Sustainability; and Graduate Certificate in Sustainability, amendment of elective list

Resolution AB2020/4-27

The Academic Board resolved to approve the proposal from the Faculty of Science to amend Master of Sustainability; Graduate Diploma in Sustainability; Graduate Certificate in Sustainability, and the subsequent amendments to the unit of study table, with effect from 1 January 2021.

Action: AB 2020/4-21

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal from the Faculty of Science to amend Master of Sustainability;

Graduate Diploma in Sustainability; Graduate Certificate in Sustainability, and the subsequent amendments to the unit of study table, with effect from 1 January 2021.

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

Resolution AB2020/4-28

The Academic Board resolved to note the report from the meeting of the Academic Quality Committee (AQC) held on Tuesday 30 June 2020.

10.1 Educational Integrity Report 2019

Resolution AB2020/4-29

The Academic Board resolved to approve the Educational Integrity Annual Report 2019.

Action: AB 2020/4-22

Chair, Academic Quality Committee to note the Academic Board's approval of the Educational Integrity Annual Report 2019.

10.2 Membership of the HDR Examinations Subcommittee (HDRESC)

Resolution AB2020/4-30

The Academic Board resolved to approve the renewal of two-year appointment terms to the HDR Examinations Subcommittee, as follows:

- a) Professor Tim Allender, Faculty of Arts and Social Sciences, from August 2020 to July 2022;
- b) Dr Danijela Gnjidic, Faculty of Medicine and Health, from September 2020 to August 2022; and
- c) Professor Frank Lovicu, Faculty of Medicine and Health, from September 2020 to August 2022.

Action: AB 2020/4-23

Chair, HDR Examinations Subcommittee to note the approval of the renewal of two-year appointment terms.

10.3 Course Review - Bachelor of Liberal Arts and Science (BLAS) Course Review

Resolution AB2020/4-31

The Academic Board resolved to note the Academic Quality Committee's approval of the course review from the Faculty of Science for the Bachelor of Liberal Arts and Science.

10.4 Course Review - Master of Logistics and Supply Chain Management (and embedded courses)

Resolution AB2020/4-32

The Academic Board resolved to note the Academic Quality Committee's approval of the course review from the Sydney Business School for the Master of Logistics and Supply Chain Management (and embedded courses).

10.5 Request for Course Review Delay for the Master of Clinical Psychology and the Master of Clinical Psychology/Doctor of Philosophy

Resolution AB2020/4-33

The Academic Board resolved to note the Academic Quality Committee's approval of:

1. that the course review for the Master of Clinical Psychology be rescheduled to 2022; and
2. that the course review for the Master of Clinical Psychology/Doctor of Philosophy be rescheduled to 2022.

10.6 Academic quality assurance process for reviewing Table R

Resolution AB2020/4-34

The Academic Board resolved to note the Academic Quality Committee's endorsement of the academic quality review template, to be used to formally review the effectiveness of Table R for HDR coursework.

11

GENERAL BUSINESS

11.1 Academic Board Guideline – Grade Descriptors

Resolution AB2020/4-35

The Academic Board resolved to approve the publication of the Academic Board Guideline - Grade Descriptors.

Action: AB 2020/4-24

The Secretariat to promulgate the Academic Board Guideline – Grade Descriptions for publication.

11.2 Pilot of Curriculum Approval Submission Templates

Resolution AB2020/4-36

The Academic Board resolved to approve the pilot of the Curriculum Suspension and Deletion Template and the Minor Course Amendment Template.

Action: AB 2020/4-25

The Secretariat to commence the pilot of the Curriculum Suspension and Deletion Template and the Minor Course Amendment Template.

11.3 SAGE Program Report

Resolution AB2020/4-37

The Academic Board resolved to note the SAGE Program Report

11.4 Indigenous Strategy Academic Board Working Group

Resolution AB2020/4-38

The Academic Board resolved to endorse the creation of a working group to investigate ways in which the Academic Board can be involved with the development and implementation of the new Indigenous Strategy – One Sydney, Many People.

Action: AB 2020/4-26

The Deputy Vice-Chancellor (Indigenous Strategy and Services) to note the Academic Board's approval of the creation of an Indigenous Strategy Academic Board Working Group

11.5 Any other business

No other business was raised.

Meeting closed at 3.10pm.

The agenda pack for this meeting is available from: [Academic Board Website](#)

Submission To	Academic Board
Date	15 September 2020
Item No	3.1

Non-Confidential

Proposal Title	Anti-racism Pledge
Recommendation	That the Academic Board review and endorse the Anti-racism Pledge.
Proposal Presenter	A/Prof Corinne Caillaud
Consultation Pipeline	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; display: inline-block;">Academic Board</div>

EXECUTIVE SUMMARY

The Anti-racism Pledge

An initiative from the Mosaic Network

The *Anti-racism Pledge* is an initiative from the Mosaic Network which aims to encourage colleagues to take action against racism and exclusion and to improve diversity and inclusion in their teams and the higher education sector.

Based on existing research, we developed a list of actions that will embed cultural diversity and inclusion in the way we work and interact with each other at the University within our professional units, research teams and teaching communities.

By signing the *Anti-racism Pledge*, colleagues will be asked to choose at least 2 actions and to make a public commitment to help improve diversity and inclusion and to fight racism.

We want the *Anti-racism Pledge* to be signed by as many colleagues across the University as possible, including senior leaders, academics and professional staff, research team leaders and educators.

After a pilot phase in July/August 2020, we now aim for a more formal campaign and public engagement.

RATIONALE

The *Anti-racism Pledge* initiative focuses on simple actions we can take, as teachers, researchers, professional staff, team leaders and managers to address racism and discrimination at our University and to make colleagues and students from all cultural backgrounds feel included, respected and valued. As a higher education and research institution, we need to reflect on our practices and lead the change towards more inclusive teams, more diversity in our leadership and in our teaching and research activities. Some of our students and staff have been exposed to anti-Asian racism during the COVID-19 pandemic. For many Aboriginal and Torres Strait Islander peoples racism is an everyday reality. The recent death of George Floyd in the USA is deeply troubling, but particularly acute for Aboriginal and Torres Strait Islander peoples and those from culturally and linguistically diverse backgrounds.

We, the co-chairs and steering committee of the Mosaic Network, want to express our commitment to fight racism and discrimination in higher education. Mosaic has engaged in creating spaces for discussion early on through a [Sydney Ideas event](#) organised in collaboration with the Culture Strategy and the China Studies Centre. The Mosaic Network initiated the creation of an anti-racism workshop in collaboration with the National Centre for Cultural Competence (NCCC), the Culture Strategy and Diversity and Inclusion.

We piloted the *Anti-racism Pledge* in July and August and received very positive feedback. We now aim to make the initiative more visible and more effective.

Submission To	Academic Board
Date	15 September 2020
Item No	3.1

Non-Confidential

Signing the **Anti-racism Pledge**



A Mosaic Network Initiative

While the *Anti-racism Pledge* was initially taken anonymously, we now move towards a public commitment. The *Anti-racism Pledge* will be hosted on a university intranet page accessible through a link. Instruction will be communicated in a simple way. The web page will list and showcase signatories (similar to the Panel Pledge).

Colleagues will have the opportunity to have their picture taken with an *Anti-racism Pledge* banner.



We ask signatories to select at least 2 actions they will commit to from the following list:

By signing the *Anti-racism Pledge*, I will (select at least 2):

- Educate myself so I can lead informed discussions about anti-racism with my team
- Listen and enhance my understanding of the experiences of scholars and students who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Make people know about the "[Racism. It stops with me](#)" campaign... [Read more about it [here](#)]
- Speak up even when it's hard – I will learn about effective bystander intervention techniques for addressing racism and inequity
- Continue to embed culturally relevant and diverse examples in the curriculum and in my teaching
- Incorporate, in my teaching and my research, relevant scientific work published by scientists who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Include the cultural diversity of Australia into class content so students can connect with the material being taught

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- Offer more leadership opportunities to colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Consider how I can incorporate into my research designs people who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Create an inclusive environment around me
- Collaborate more with colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Invite colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds to conferences or seminars or scientific or educational events I organise so they can present their work and expand their networks
- Invite colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds to collaborate on publications
- Amplify the voices of colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds in my field
- Engage in the “Say My Name” campaign: help others say your name and learn how to say colleagues and students’ names (*did you know you can use SRES to collect pronunciation of your students’ name?*)
- Lay out my commitment to fight racism and discrimination as an individual or a team. Post it on Yammer.

CONSULTATION AND COMMUNICATIONS

A process of consultation is undertaken through Equity Diversity and Inclusion committees, the academic board and the Head of Schools Committee. We consult and collaborate with Sarah Abbott (Senior Manager, Diversity, Leadership and Inclusion), Prof Jennifer Barrett (Director of the National Centre for Cultural Competence) and Prof Tim Soutphommasane (Director of the Culture Strategy).

Anti-racism Pledge

Implementation plan



A Mosaic Network Initiative

Supporting documentation

- [How Higher Ed Can Fight Racism: ‘Speak Up When It’s Hard](#)
- [10 tips for white academics](#), Jasmin Roberts 8 June 2020
- [10 simple rules for building an antiracist lab](#), V. Bala Chaudhary, Asmeret Asefaw Berhe. PLOS Computational Biology, 2020
- [International educators must lead on anti-racist education](#), By Harvey Charles and Darla Deardtoff. Times Higher Education 26 June, 2020.

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- [Why explaining racism to white Australians can be 'exhausting'](#). By Mridula Amin, ABC News 21 June 2020.
- [Bystander antiracist project](#).
- [Respond to racism](#) and [Tips for bystanders](#). Australian Human Right Commission. 2017
- Information can also be found on some scientific journals' websites such the one in *Nature* [[Nature special edition](#)].
- [Equity and Inclusion in the Chemical Sciences Requires Actions not Just Words](#). Journal of the American Chemical society. 2020

From "Nature Briefing"

- "Scientists who imagine that bias lies in others, not themselves, fail to recognize that to live in the world today is to be drip-fed assumptions and prejudices that guide our thoughts and actions," [writes science journalist Angela Saini](#). "Racism and prejudice are woven into the structures in which we all live and work — and into us." In her 2019 book *Superior*, Saini investigated how the [history and preservation of dubious science](#) has justified and normalized the idea of hierarchies between 'racial' groups. ([Nature | 5 min read](#), from March)
- Being inclusive gives research groups a competitive edge. It also happens to be the right thing to do. [Three groups that have prioritized diversity in their ranks](#) share the benefits and the challenges. ([Nature | 12 min read](#), from 2018)
- Up-and-coming scientists, many of whom come from groups that are under-represented both in DNA databases and in the research workforce, are [blazing a new path to prevent the repetition of historical injustices](#) in genome science. ([Nature | 13 min read](#), from 2019)



Submission To	Academic Board
Date	15 September 2020
Item No	3.2

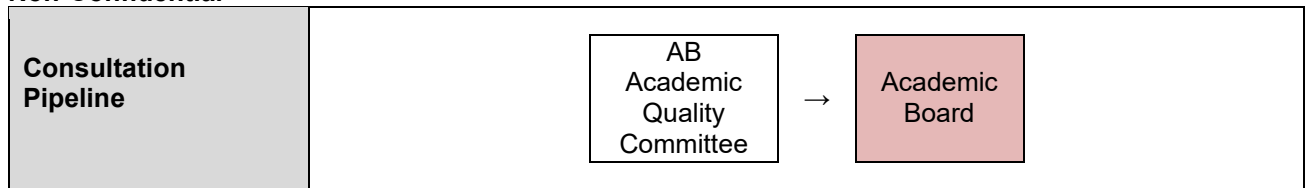
Non-Confidential

Proposal Title	Thematic Review 2020 – The Quality of English Language Pathways and Support
Recommendation	<p>That the Academic Board Approve the recommendations made by the Thematic Review 2020 report on the Quality of English Language Pathways and Support:</p> <ul style="list-style-type: none"> (a) To the extent that resources allow it, the panel recommends implementing early engagement strategies as quickly as possible. (b) The panel recommends that the Statistical Analysis of English Language Pathways and Performance Report prepared by the Evaluation and Analytics Team in DVCE be provided annually to the Academic Quality Committee, UE Education and UE Student life. (c) The panel recommends that the University develop a referral process for students identified as requiring specialist support for academic success to faculty resources or to a centralized team of experts. The centralized team of experts will be credited with the time to provide English language support and advice. (d) The panel recommends that the University and Taylors College work closely to ensure that USFP students are adequately prepared to achieve their academic potential at University. This is likely to entail careful analysis of University performance and possible refinement of preparatory activities at the College and at University. (e) The panel recommends that a pre-arrival transition program include training in everyday English for students as well as recommendations for resources available immediately and throughout their course. Students should be made aware that they are expected to develop their academic, professional and social English throughout their course. Development in specialist academic, professional or everyday English required for a course should be integrated into the full length of the course. (f) The panel recommends that any program of English language support developed at the University includes support and resourcing for academics and provides appropriate upskilling. The panel is aware that resourcing may be limited. The intent of this recommendation is to ensure that any strategies developed include consideration of the most effective deployment of resources to support academics and staff charged with implementing the strategy. (g) The panel recommends that the English Language Support strategy ensures a seamless program of central and faculty support, with the PVC Student Life portfolio and faculties working together, avoiding duplication between faculty and centre work, and ensuring students are aware of the curricular opportunities. (h) The panel recommends that the University include processes for diagnostic evaluation of English skills as part of the new transition units. (i) The panel recommends the University promote awareness of factors impacting student communication skills as part of staff professional development in cultural competence. (j) The panel recommends that pre-arrival information regarding studies and other critical information be translated into the most used languages, other than English, spoken by the student body, both domestic and international.
Proposal Presenter	Rachael Weiss, University Quality Manager



Submission To	Academic Board
Date	15 September 2020
Item No	3.2

Non-Confidential



EXECUTIVE SUMMARY

At the meeting of the Academic Board Academic Quality Committee of 25 August 2020, the Committee resolved to endorse and recommend that the Academic Board approve the recommendations made by the Thematic Review 2020 report into the Quality of English Language Pathways and Support.

The 2020 AB/UE Thematic Review into the *Quality of English Language Pathways and Support* at the University of Sydney examines the extent to which University of Sydney English language pathways and support affect student performance and outcomes. English language proficiency has become an increasingly important issue for professional bodies, the national government, higher education institutions, students and the University. Despite steady improvement since 2015, the University’s ratings on language support benchmark poorly against our key competitors, the Group of Eight universities (Go8), and indeed all universities in Australia (UA).

Approver	Academic Board Academic Quality Committee
Faculty/Proposal Sponsor	Academic Board Academic Quality Committee

ATTACHMENTS

- Attachment 1** [Thematic Review 2020, Quality of English Language Pathways and Support Report](#)
- Attachment 2** [Thematic Review 2020, Quality of English Language Pathways and Support powerpoint presentation](#)



Academic Board/University Executive Thematic Review 2020

**The Quality of English Language
Pathways and Support at the University of
Sydney**

August 2020

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SECTION I: PREFACE

Introduction

Comprehensive annual Academic Board/University Executive (AB/UE) Thematic Reviews assess academic activities across the University which contribute to, and are impacted by, a key driver of quality at the University. They are jointly commissioned by the Academic Board and the University Executive. The 2020 AB/UE Thematic Review investigates the quality of English language pathways and support at the University.

English language pathways and support are crucial to the success of all students: domestic and international; native English speakers and students for whom English is an additional language (EAL). Fluency and skill in speaking and writing English is essential for success in studies, fulfilling social engagement, career advancement, and development of the full suite of graduate qualities expected as a result of studying at the University.

The University of Sydney has focused on student support programs since 2015. Despite steadily improving ratings on student support questions in our various annual [surveys](#), the University continues to benchmark poorly against our key competitors, the Group of Eight universities (Go8), and indeed all universities in Australia (UA). In particular, our ratings on language support indicate improvement is needed.¹

The 2019 Employer Satisfaction Survey (ESS), reveals that employer satisfaction with graduate foundation skills (which include communication and literacy) is marginally higher for EAL students (94.8%) than for students whose native language is English (92.4%). The University of Sydney rates 92.8% satisfaction on foundation skills, which is a high score but at the lower end of the scale when compared to all other universities, where the average is a satisfaction rating of 93.3%. Further, 11% of employers think foundation skills could be better taught.

In the wider Higher Education context, professional bodies are taking a greater interest in the English language abilities of graduates. Education accreditation, for example, now includes a new requirement that students pass an English proficiency test in second year. This accords with an increasing level of concern expressed by the national government on the importance of English language proficiency in students and graduates (See, for example, the draft national [English Teaching Strategy](#) and the correspondence from the Minister for Education to all universities and the University of Sydney response in [Appendix 1](#)), and wider community concern (see media articles in [Appendix 2](#)).

The terms of reference ([Appendix 3](#)) mandate the review panel to:

1. Examine and report on the quality, accessibility and suitability of English language pathways into coursework or research study at the University;
2. Examine and report on the structures and information in place to support students in English language proficiency during their studies.
3. Examine and report on the extent to which the University meets the relevant HESF standards in supporting students in English language proficiency.
4. Make recommendations for improvements to the quality, accessibility, and suitability of English language pathways and support at the University.

Review Panel Membership

Thematic Reviews are chaired on alternate years by the Chair of the Academic Board and the Provost. In 2020, the chair of the Thematic Review was Associate Professor Anthony Masters, the Chair of the Academic Board.

¹ See Table 9 in the [2018 Student Barometer Report](#)

The review panel comprised senior University leaders, senior academic leaders in faculties, external and internal academic subject matter experts, and employer and undergraduate and postgraduate student representatives.

Review Panel Membership

Member	Biography
Associate Professor Anthony Masters (Chair)	Chair of the University of Sydney Academic Board, biography .
Professor Barbara Messerle (replaced by Prof Richard Miles, June 2020)	Provost and Deputy Vice Chancellor, University of Sydney, biography .
Professor Pip Pattison	Deputy Vice Chancellor (Education), University of Sydney, senior leadership team (scroll down) .
Professor Sue Starfield	Professor of the School of Education, UNSW. Professor Starfield is the external academic on this panel with subject matter expertise .
Dr Pamela Humphreys	Director at Macquarie University International College and English Language Centre. Dr Humphreys is the external professional staff on this panel with subject matter expertise .
Mr Frank Ribout (to May 2020)	CEO of Randstad Australia, a Fortune Global 500 company and leading recruitment and HR solution specialist based in the Netherlands. Mr Ribout is the employer representative on this panel.
Professor Susanna Scarparo	Pro-Vice Chancellor (Student Life), senior leadership team (scroll down)
Professor Simon Bronitt	Dean of Sydney Law School, University of Sydney, biography .
Professor Suresh Cuganesan	Associate Dean (Student Success and Mobility), University of Sydney Business School, biography .
Associate Professor Tim Wilkinson	Associate Dean (Student Life), Faculty of Engineering, University of Sydney, biography .
Associate Professor Jacqueline Bloomfield	Director – Offshore Programs, Susan Wakil School of Nursing and Midwifery, Faculty of Medicine and Health, University of Sydney, biography .
Dr Sebastian Sequoiah-Grayson	Lecturer, School of Philosophy, Faculty of Arts and Social Sciences, University of Sydney, biography .
Professor Kathryn Refshauge	Chair of the Board of the Office of Clinical Education and Support (OCES) and former Dean, then Faculty of Health Sciences, University of Sydney, biography .
Ms Veronica Boulton	Head of Education, Faculty of Science, University of Sydney, biography .
Mr Zheng Li	SUPRA representative, University of Sydney.
Mr Liam Donohoe	President SRC , University of Sydney.

Data

The panel considered a wide range of data and benefitted considerably from its English language experts, and its employer and student members.

Professor Sue Starfield and Dr Pamela Humphreys provided an overview of the academic literature, and Dr Humphreys' model of English language proficiency in higher education is presented in the section on **Embedded Learning**. University of Sydney English language experts, who had provided their expertise to the PVC Student Life and her team in the development of the University's English language support strategy, met with the panel to provide their detailed understanding of the English language support required at the University.

The panel met with two groups of students prior to the COVID-19 restrictions in March. The student groups comprised undergraduate, postgraduate, domestic and international students. Following the pandemic lockdown, the University engaged qualitative data specialists Pax Republic to conduct an online discussion forum with students. Their results, and the feedback from all students consulted, is presented in the section on **Student Feedback**.

In addition to the academic literature, the panel considered models used at the University of Auckland and the University of Melbourne. The University of Auckland has developed a highly integrated system of English language support, while the University of Melbourne has developed a diagnostic and referral system that is tightly targeted to each student and refers students to easily accessible, University-developed support.

The panel considered the wealth of information available to the University through its comprehensive student survey data. The Evaluation and Analytics team within the Quality Unit provided a thorough analysis of student pathways against the survey data in the report *English Language Pathways and University of Sydney Student Performance and Outcomes*².

The panel considered survey result data from the International Student Barometer (ISB) survey, the Employer Satisfaction Survey (ESS), and the Student Life Survey (SLS), as well as internal reviews such as the *FASS PG English Language Program Evaluation Report* and the *Learning Centre Review*.

Faculties and University schools provided the panel a comprehensive account of their English language support initiatives and mechanisms. These are outlined in the section on **Structures and Information**.

A full list of supporting documentation is attached in **Appendix 4**. English language pathways and support at the University are grounded in University policies. The relevant Higher Education Standard Framework (**HESF**) standards and the University policies, procedures, guidelines and other related provisions are outlined in the section dealing with the **Relevant HESF Standards**.

Reporting Requirements and Implementation

The review commenced on 15 January 2020, when the Thematic Review panel received the first data pack, and was completed on 12 August 2020 when a final report, including commendations and recommendations, was approved by the panel for endorsement by UE and Academic Board. The Academic Quality Committee will review the report before recommending it to the Academic Board. The outcome will be reported to Senate via the report of the Academic Board and may also be presented to Senate by the Review Chair, if deemed appropriate.

Responses from relevant academic units and portfolios will be sought prior to implementation of the recommendations. Faculties, University schools, portfolios and/or PSUs will report to the University Executive and the Academic Board on the progress of implementation of recommendations on an annual basis until all recommendations are complete.

The Quality Unit will monitor overall recommendation implementation progress and report annually to the University Executive and Academic Board.

² Available in the Teaching Resources section of the intranet, under **Customised Student Analytics Reports**

SECTION II: EXECUTIVE SUMMARY

The 2020 AB/UE Thematic Review into the *Quality of English Language Pathways and Support* at the University of Sydney examines the extent to which University of Sydney English language pathways and support affect student performance and outcomes. English language proficiency has become an increasingly important issue for professional bodies, the national government, higher education institutions, students and the University. Despite steady improvement since 2015, the University's ratings on language support benchmark poorly against our key competitors, the Group of Eight universities (Go8), and indeed all universities in Australia (UA). In the 2019 Employer Satisfaction Survey ([ESS](#)), the University of Sydney scored 92.8% satisfaction on foundation skills, (which include communication and literacy), below the average satisfaction rating of 93.3%. 11% of employers think foundation skills could be better taught.

Having considered the academic literature, sought the advice of English language experts and examined a wide range of data, the Thematic Review panel strongly recommends that the University adopt a whole-of-institution approach to English language proficiency, where responsibility is distributed through every level of professional and academic staff, and includes student responsibility. English language proficiency is 'everyone's business'³. While for the University of Sydney this is currently an aspiration, the panel regards these principles as foundational for moving forward effectively, and the panel's recommendations are grounded in the expectation that the University will adopt this approach.

English language skill support is frequently considered to be a matter which affects only international students. However, proficiency in the three domains of English language skill – conversational, academic and professional – is critical to students' academic and career success. Supporting students to improve their English language proficiency is therefore a matter concerning domestic and international students, native English speakers and English as an Additional Language (EAL) students.

Communication is one of the University's graduate qualities. In order for all students to have the opportunity to achieve this quality at the highest level, English language support should be embedded into the curriculum, coherent across the University, and appropriate to the faculty and course. Support must be ongoing throughout the course and ability should be measured on entry and at graduate level.

University of Sydney students should understand that English language proficiency is valuable in and of itself. The intrinsic value of improving students' communication skills must be cultivated in students' minds, not just as an addition to their transcript, but to their employability and ability to navigate their future career.

While relevant to all students, international EAL students face additional challenges such as acculturation and social isolation⁴. Further, difficulty finding support in the first two semesters can lead to unintentional breaches of academic integrity expectations. The DVC Education portfolio has been addressing the student experience with a program of improvements since 2015 and has been providing increasingly rich pre-arrival material to students in Mandarin. The University should continue this trajectory and develop guidance in the primary student body EAL languages. This addresses the culture shock issue and should result in lower incidence of academic integrity reports.

Pursuing a holistic strategy, where English language support is embedded in the curriculum and is 'everybody's business', has inevitable resource ramifications and the panel has recommended that

³ Arkoudis, S., & Doughney, L. (2014). *Good practice report – English language proficiency*. Sydney: Office for Learning and Teaching. Retrieved from http://www.cshe.unimelb.edu.au/research/teaching/docs/GPR_English_language_2014.pdf

⁴ Morris, A., Hastings, C., Wilson, S., Mitchell, E., Ramia, G. and Overgaard, C. (2020). The experience of international students before and during COVID-19: Housing, work, study and wellbeing. Sydney: University of Technology Sydney. Retrieved from <https://internationalstudentsandhousing.com/2020/07/12/publications/>

specialist staffing and effective support and training for non-specialist staff be integral to planning and implementation of any activities.

Commendations

The University of Sydney has among the highest English language requirements in the country and the barriers to entry do appear to, in general, lead to successful outcomes for students. The University has created a central position of PVC Student Life and Associate Deans, Student Life within each of the faculties. These positions are accountable and responsible for the suite of activities the University has been developing to support the student experience, with English language support being a critical component.

The panel endorses the development of the English language support strategy. The development of the strategy to June 2020 has been underpinned by extensive and insightful input from experts. The English language support strategy will considerably enhance the University’s ability to deliver a coherent and targeted program of support to students.

The panel commends the exceptional work undertaken in faculties and central units to support students requiring assistance and training in English language skills. Faculties have developed units of study, online modules, profession-specific training modules, curriculum-embedded skills training, peer-to-peer programs and social initiatives to support students in improving their academic, social and professional English.

The work in faculties is often collaborative across faculties, between faculties and central units, and between academic and professional experts. Some of the most effective support, and the most time-consuming, is provided by the international academic advisers in faculties who support students on an individual basis. This work is often invisible yet it provides untold benefit to students, giving them personalized care and support which has effects far beyond the simply transactional.

The panel commends the novel and exciting work of the Centre for English Teaching (CET) and in particular the programs *Speak and Connect* and *Speak Up*, which focus on social confidence as a key part of improving communication skills, and *Get it Write!*.

The quantitative analysis provided to the panel, *Statistical Analysis of English Language Pathways and Student Performance and Outcomes*, is highly commended. It provides a wealth of data upon which to make evidence-based decisions, and provides a data-rich platform for future developments.

Recommendations

	Recommendation	Responsibility
1	To the extent that resources allow it, the panel recommends implementing early engagement strategies as quickly as possible.	PVC Student Life
2	The panel recommends that the <i>Statistical Analysis of English Language Pathways and Performance Report</i> prepared by the Evaluation and Analytics Team in DVCE be provided annually to the Academic Quality Committee, UE Education and UE Student life.	Quality Unit
3	The panel recommends that the University develop a referral process for students identified as requiring specialist support for academic success to faculty resources or to a centralized team of experts. The centralized team of experts will be credited with the time to provide English language support and advice.	PVC Student Life
4	The panel recommends that the University and Taylors College work closely to ensure that USFP students are adequately prepared to achieve their academic potential at University. This is likely to entail careful analysis of University performance and possible refinement of preparatory activities at the College and at University.	DVC Education

Recommendation	Responsibility
5 The panel recommends that a pre-arrival transition program include training in everyday English for students as well as recommendations for resources available immediately and throughout their course. Students should be made aware that they are expected to develop their academic, professional and social English throughout their course. Development in specialist academic, professional or everyday English required for a course should be integrated into the full length of the course.	PVC Student Life
6 The panel recommends that any program of English language support developed at the University includes support and resourcing for academics and provides appropriate upskilling. The panel is aware that resourcing may be limited. The intent of this recommendation is to ensure that any strategies developed include consideration of the most effective deployment of resources to support academics and staff charged with implementing the strategy.	DVC Education
7 The panel recommends that the English Language Support strategy ensures a seamless program of central and faculty support, with the PVC Student Life portfolio and faculties working together, avoiding duplication between faculty and centre work, and ensuring students are aware of the curricular opportunities.	PVC Student Life
8 The panel recommends that the University include processes for diagnostic evaluation of English skills as part of the new transition units.	DVC Education
9 The panel recommends the University promote awareness of factors impacting student communication skills as part of staff professional development in cultural competence.	PVC Student Life
10 The panel recommends that pre-arrival information regarding studies and other critical information be translated into the most used languages, other than English, spoken by the student body, both domestic and international.	VP International

SECTION III: REPORT

Quality, Accessibility and Suitability of English Language Pathways into Coursework or Research Study at the University

Almost all international students enter the University through one of the four major English pathways: Centre for English Teaching (**CET**), International English Language Testing System (**IELTS**), Test of English as a Foreign Language (**TOEFL**), and the University of Sydney Foundation Program (**USFP**)⁵.

Domestic students, both native English speakers and EAL students, and some international students, enter the University via other pathways, such as on the basis of their ATAR, or through one of the Special Entry Schemes⁶.

The *Statistical Analysis of English Language Pathways and Student Performance and Outcomes* examines the relationship between students' academic results at University and their English language background, such as their HSC English subject score, or pathway, such as IELTS. It compares student performance patterns for other pathways, such as the Special Entry Scheme, ATAR, or prior GPA. The analysis looks at student performance in all years, and assesses their improvement rates year on year. The report examines responses in Unit of Study Surveys, the Student Experience Survey (Overall Satisfaction item), and full-time employment outcomes in the Graduate Outcomes Survey and assesses these results against students' English background and performance pathways.

The analysis shows that the English pathway a student takes has a statistically significant impact on their academic performance as measured by their Weighted Average Mark (WAM)⁷ in the early part of their degree, in semester one and first year. Students who enter the University on the strength of an IELTS score are more likely to have the highest WAM, the highest pass rates, the lowest fail rates and the lowest chance of falling into a progression stage in either semester one or first year. Students who enter on the strength of a TOEFL score are the next strongest performers. Students with an IELTS score also rate more positively in the Student Experience Survey (SES) Overall Satisfaction item. Students who enter via a TOEFL score are more likely than other international pathway students to be in full-time employment 4-6 months after graduation.

Perhaps not surprisingly, results for HSC English subject score, raw ATAR, and prior qualification GPA are all positively correlated with WAM. There is a considerably stronger correlation between raw ATAR score and students' WAM compared to other types of scores. There are five types of HSC English subject. The results of English Advanced, English Standard and English as a Second Language studies are all positively correlated with students' WAM. However, the scores of English Extension 1 and English Extension 2 have no or even negative correlation with students' WAM (English Extension 2 score has negative correlation with Year 1 WAM). This suggests that English subjects beyond a certain level will have no effect on student academic performance in their degree studies.

More unexpectedly, a student's English pathway score is slightly negatively correlated with a WAM change over their degree. Students entering the University with lower English pathway scores are more likely to improve their WAM during their program.

The mean WAM of students from USFP in semester one and first year is the lowest among all the international pathways. On average, students from USFP have the lowest pass rate, highest fail rate, and highest percentage falling into any progression stage. The median WAM of students from USFP is not only the lowest among the four English pathways, but also lower than students who entered via Special Entry Schemes.

However, there is a high correlation between a student's USFP English score and their WAM ($R > 0.6$). Further, students who perform well in the USFP overall also do well in their degree. The negative correlations between USFP and WAM are therefore attributable to USFP's low performing students.

⁵ See University of Sydney Coursework Policy 2014, Parts 5 and 6

⁶ See University of Sydney Coursework Policy 2014, Part 7

⁷ See University of Sydney Coursework Policy 2014, Schedule 3

The correlation between a student's USFP performance and their WAM is the strongest out of the four international English pathways, meaning of the four it is a much better indicator of how successful students will be in their studies. USFP students' WAM improves noticeably more than other international pathway students over the course of their degree and USFP students have higher than average Unit of Study Satisfaction (USS) scores. The threshold a USFP student needs to reach in order to be more likely to succeed at university is not clear from the analysis.

The panel agreed that the University would benefit from building an early relationship with USFP students, to introduce them to the expectations of the University. The University needs to collaborate with the providers, Study Group Australia and Taylor's College, to better prepare students.

Admissions

Admissions standards are key to ensuring student success at university.

The [Coursework Policy 2014](#) sets out the framework for admissions standards. Parts 5 and 6 are concerned with English language requirements for undergraduate courses and postgraduate courses respectively.

All applicants whose first language is English must provide evidence of citizenship or permanent residency of an English speaking country, and completion of secondary or tertiary study in English at a recognised institution of an English speaking country listed in the [English Language Proficiency Standards](#), available on the [Academic Board website](#).

All applicants whose first language is not English must meet the University's English language requirements to be eligible for admission to an undergraduate award course and must also meet the requirements of the English Language Proficiency Standards.

The [Academic Board](#) prescribes the qualifications which are accepted as proof of English language proficiency for applicants who have undertaken study in specified countries and applicants who hold those qualifications are considered to have met the minimum English language.

In exceptional circumstances a Dean may exempt a student from the requirements of the English Language Proficiency Standards if they are satisfied that exceptional circumstances apply, and on the bases specified in the English Language Proficiency Standards. The Dean must record any exemption in writing on the student file, including the proof of proficiency in English provided, and the reasons for granting the exemption. The [Recordkeeping Policy 2017](#) is relevant to this clause.

Where an international applicant whose first language is not English is required by the Commonwealth government to provide IELTS or TOEFL results in order to obtain a student visa, and does not have a record of satisfactory achievement in secondary or tertiary studies in an English speaking country, the University uses the IELTS or TOEFL results as the primary tool for assessing whether the applicant has satisfied English language requirements.

A conversion table for English Language Skills Tests, set out in the English Language Proficiency Standards, ensures that all tests are assessed consistently (see [Appendix 5 – English Language Concordance Table](#)).

Admissions Policy Framework

The [Coursework Policy 2014](#) makes reference to the following admissions criteria, which may be faculty-specific but which must be approved by the Academic Board:

- [Admission Schemes \(pdf, 65KB\)](#) (as referenced in Part 7 of the Coursework Policy 2014)
- [Admissions Prerequisite Standards – Mathematics \(pdf, 90KB\)](#) (as referenced in clause 14A of the Coursework Policy 2014)
- [Admissions Standards - English Language Proficiency \(pdf, 140KB\)](#) (as referenced in Parts 5 and 6 of the Coursework Policy 2014 and Part 7 of the [University of Sydney \(Higher Degree by Research\) Rule 2011](#))

- [Assumed Knowledge and Special Entry Requirements \(pdf, 150KB\)](#) (as referenced in clause 49 of the Coursework Policy 2014)
- [Forecast scores \(pdf, 25KB\)](#) (as referenced in clause 13(2) of the Coursework Policy 2014)

For research students, the following policies apply:

- [HDR Rule](#) - Part 7 deals with English language requirements. Clauses 2.21, 3.21 and 4.20 also provide in certain limited cases for theses to be written in a language other than English (this is generally for degrees in foreign language skills).
- [HDR Supervision Policy](#) – clause 15(9)(f) requires a lead supervisor to satisfy themselves that the candidate has sufficient skills in English before the end of the probationary period.
- [Progress Planning and Review for HDR Students Policy](#) – Schedule 1 sets criteria ensuring student has sufficient English skills as a confirmation milestone for progression.

International students are provided with a comprehensive [International Guide](#) which details the academic and English language criteria for successful entry to and completion of a degree at the University (pp.96-97) and sets out the support available at the Centre for English Teaching ([CET](#)) (pp.98-9). The University's English language requirements are published [here](#).

The University's admissions standards are on par with its benchmark comparators, the Group of Eight universities (Go8). See [Appendix 6](#) for a detailed comparison of University of Sydney admissions standards with those of ANU, UNSW and University of Melbourne.

Recommendations

The panel recommends that the University and Taylors College work closely to ensure that USFP students are adequately prepared to achieve their academic potential at University. This is likely to entail careful analysis of University performance and possible refinement of preparatory activities at the College and at University.

The panel recommends that the *Statistical Analysis of English Language Pathways and Performance Report* prepared by the Evaluation and Analytics Team in the Quality Unit be provided annually to the Academic Quality Committee, UE Education and UE Student life.

Structures and Information in Place to Support Students in English Language Proficiency

There is an extensive and varied range of support in place for students who need assistance with academic and social English, delivered both at faculty level and by University-wide support units. [Table 1](#) outlines the full set of support available at the University and the cohorts served, and includes links to programs.

The range of services delivered at the University includes:

- Embedded programs delivered in collaboration with the Learning Centre, which include diagnostic testing and discipline-specific English language support;
- Peer-peer support programs in which peer facilitators are paid and receive training and supervision from University staff in the faculty or unit delivering the service. Examples are:
 - *Peer-Assisted Study Sessions (PASS)* which supports courses in Business and Law
 - *Speak & Connect* which is delivered centrally and focusses on conversational English and study skills for navigating university life;
- Orientation units delivered to specific cohorts of students, such as the orientation programs developed for the Australia Award scholars;

- Peer writing support programs such as *The Writing Hub* in FASS;
- Formal courses of study in communication skills, such as those delivered by the Department of Writing Studies in FASS;
- Comprehensive research and academic skills support provided by the Library.
- Peer mentoring programs which support the transition process, promote a sense of belonging for new students, and are integral to building English language confidence.

Graduate Outcomes

The University’s **Strategic Plan 2016-2020** embeds a set of nine graduate attributes into the strategies which support our goal of providing graduates with the skills, knowledge and values they need to thrive and lead in a rapidly changing world. Written and oral communication is one of these graduate attributes, and critical to students’ ability to achieve the other eight graduate qualities.

1. Depth of disciplinary expertise
2. Critical thinking and problem solving
3. Communication (oral and written)
4. Information and digital literacy
5. Inventiveness
6. Cultural competence
7. Interdisciplinary effectiveness
8. An integrated professional, ethical and personal identity
9. Influence

The University has developed several instruments to measure the extent to which students attain these attributes during their studies. Every undergraduate curriculum has developed an assessment plan which identifies where the graduate qualities are embedded. The assessment plans are stored in Akari, the University’s course management software, enabling instant and current mapping. A set of assessment rubrics for each graduate quality has been developed in consultation with cross-faculty committees (see **Appendix 7 - Graduate Qualities Descriptions and Rubrics - DRAFT**). The definition and components for communication are:

Communication (oral and written)

Definition	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
Components	Clear conveyance of meanings in terms original to the student Adjustment according to audience and context Use of media and modes appropriate to each communication Clarity of structure and organization of ideas

The rubrics are currently in trial stage, with trials of the communications rubrics having been undertaken in the School of Physics and in the Faculty of Arts and Social Sciences (FASS) units. Assessment tasks are designed to enable students to produce evidence against the rubric to demonstrate their achievement. The project envisages that graduate quality assessment tasks will largely be assessment tasks already in place, since graduate qualities should already be embedded in assessment tasks. The University’s aim is that as students complete one of these tasks their performance on the task is mapped against the rubric, independent of their mark. The rubric has five developmental stages, starting with level 0 at

which there is no evidence and finishing at level 4 where the graduate quality is demonstrated as being the best it could possibly be. The assessments are in the form of a written evaluation rather than a mark.

The University anticipates that when the project to embed and assess the graduate qualities into the curriculum is completed, students will be assessed on the graduate quality of written and verbal communication in their first semester, and then again in future semesters to establish the extent to which their communication skills and abilities have improved. This should measure the extent to which students are graduating with the English language skills needed to be successful in their chosen careers.

Faculty-Provided Support for English Language

Faculties provide an extensive level of support for students for their English language needs. The depth and concentration of support varies between faculties, depending on factors such as the student body demographic, the suite of courses offered, and the professional accreditations required.

Even faculties which do not provide bespoke courses provide advice and support to targeted cohorts and work closely with central support units to ensure the best outcomes for students. For example, the School of Architecture Design and Planning does not offer specific language support programs but it does provide additional drop-in sessions for first year students who require assistance and ensures that the international cohort is aware of this service and how to access it. The School actively promotes the resources of the Learning Centre to students and in 2019, with investment from the Education Compact, the School developed additional resources for students, aligning with the University's transition program.

Some faculties invest heavily in English language support for their student body. The University of Sydney Business School has 15,650 students, of whom 11,420 are international students. The two largest programs in the Business School are the Bachelor of Commerce and the Master of Commerce. There are 5,280 students enrolled in the Bachelor of Commerce, of whom 2,370 are international students; and there are 7,070 students enrolled in the Bachelor of Commerce, of whom 6,650 are international students. The Business School has a deep commitment to the English language needs of its extensive international student body. It provides support to students with English language needs through six primary pathways:

- 1. Business Communication and Academic Writing (BCAW)**, the academic language and learning support program for the Bachelor of Commerce. It is embedded in a core unit of study BUSS1000 Future of Business, which is taken by all Bachelor of Commerce students in their first year. The program is designed to provide targeted academic English language support to students for specific assessments while developing communication and critical thinking skills. Workshops are facilitated by an academic who is a specialist in Teaching English to Speakers of Other Languages (TESOL). Admission is based on a diagnostic exercise designed to evidence written communicative competence in English. The diagnostic is administered in Week 1 of semester, and once a student is identified as one who will most benefit from additional language and learning support, participation in the program is mandatory. The program comprises eight workshops of 90 minutes and delivers experiences simulating the core unit tutorial environment and assessment schedule. However, to enable learning experiences that will support students beyond their participation in the program, Sydney University Graduate Qualities are explicit foci of course design and delivery. BCAW also provides personalised feedback on academic writing in English, and guidance on approaches to tertiary study and University life. In 2018 and 2019, approximately 3,660 students in total were enrolled in BUSS1000 Future of Business. Of this cohort, 658 participated in the BCAW program.
- 2. Communicating in Business**, which is a non-credit bearing adjunct unit that provides support to students enrolled in the core Master of Commerce unit BUSS5020: Business Insights and the core Master of Professional Accounting unit BUSS5080: Succeeding in the Accounting Profession. Students attend a series of nine 90-minute workshops designed to provide a scaffold and additional English language and learning support in alignment with the associated unit assessment tasks and group activities. Students who may benefit from English language support are identified via a written Post-Entrance Language Assessment (PELA) which is administered in weeks 0-2. They are then

enrolled into this unit, which is facilitated by an English for Academic Purposes qualified language instructor. The program is designed to support and develop the graduate qualities of Communication (oral and written), Critical Thinking and Problem Solving and Digital Literacies. Learning design utilises task-based communicative activities and written assessment. 2,565 students participated in BUSS5100 in 2018 and 2019.

3. **Academic Language and Learning Support Instruction (ALLSI) Proofreading Support**, which are sessions staffed by academic language and learning experts with qualifications in Teaching English to Speakers of Other Languages (TESOL), Linguistics, and who have been trained or are currently employed at the Centre for English Teaching (CET). Consultations are by appointment and are 30 minutes in duration. Students are encouraged to bring a draft of work they are currently developing for feedback on grammar, structure, word choice and referencing conventions. All feedback is provided under the “allowable assistance with work” guidelines as set out in the [University Academic Honesty Procedures 2016](#). Units of study within the Master of International Business, Master of Logistics and Supply Chain Management, Master of Commerce, Master of Professional Accounting and Master of Human Resource Management and Industrial Relations currently participate in ALLSI, with academic staff referring students on a needs-based schedule. ALLSI is predicated on providing continuous progress monitoring and support with over 140 students attending consultations with our four English language teaching staff in 2018 and 2019.
4. **Peer-Assisted Study Sessions (PASS)** which involve weekly hour-long sessions where students work in groups of 10 to 16 students to answer specially prepared activities and problem questions, based around a unit of study. Sessions are led by trained PASS facilitators, who are students who recently excelled in the same unit of study. The facilitator does not re-teach lecture or tutorial material, but rather guides group interaction and problem solving. The program provides high quality, discipline-specific learning support for both domestic students from non-English speaking backgrounds as well as for international students. PASS supports 20 core and transitional units of study in the Business School’s two largest degrees - the Bachelor of Commerce and Master of Commerce. Given the Business School’s large international enrolment, it is also important to provide opportunities for international and local students to interact constructively during learning activities. In several focus groups, international students have consistently reinforced the fact that PASS helps their English and academic understanding via a range of mechanisms such as: a) being asked in PASS to speak using English whereas in their self-formed groups in lectures or tutorials they tend to speak in their native language; b) the interactive nature of PASS encourages involvement and gives increased opportunities to mix with local students and discuss academic content in English. In 2018 the PASS program catered for 1845 unique PASS participants (a PASS participant is someone who has attended a PASS session five or more times in a semester for a unit of study) with 52 student PASS facilitators who ran over 4000 sessions in the 2018 reporting period.
5. **Maths in Business** is designed to serve the foundational units of study within Business School programs which require a sound understanding of maths. This is particularly essential in senior accounting, business analytics and finance units. Maths in Business runs 1 to 2-hour workshops from Weeks 2 to 6 each semester, which are structured to strengthen basic knowledge of algebra before progressing to calculus and probability, after which students can refine their Excel skills. Workshops for each subject are offered at both beginner and intermediate levels and are open to all Business School students. Maths in Business is offered to all enrolled Business School students, and while the focus is the mastery of mathematics, many international student participants have relayed feedback asking for more clarity on mathematical jargon. In many cases, students have more difficulty with English terminology rather than the maths content. Based on this feedback, ‘terminology’ reference pages have been developed for workshops and via online help sheets. These are offered on Canvas, webpages and in hard copy during workshops. 107 workshops in 9 different topics were offered in 2019 with a total attendance of 2,094 students.
6. **Peer-Assisted Language Support (PALS)** program which commenced in Semester 2 of 2019 and was funded by a Student Life ‘Quick Win’ grant. PALS utilises an innovative system called Readable English designed to make learning English easier. It does this by breaking words down into

syllables, greying out silent letters and adding visual cues to letters to denote where they are not pronounced in the usual way. The system includes the technology to convert any text into Readable English. PALS sessions are run by student facilitators who are either native English speakers or highly proficient English speakers. The drop-in sessions are open to all students in the Business School who want to improve their English. The program provides instruction in Readable English and free access to the website and apps. The sessions also include discussions on business topics using a current news article, games and icebreakers designed to give participants a chance to practice and improve their English. In 2019, 19 student facilitators were trained to conduct the Readable English sessions, with between 65 and 80 students attending each of the five sessions conducted in weeks 9-13.

Where the Business School's English language support is provided largely for their international student cohort, the Faculty of Medicine and Health offers a range of English language support which addresses professional requirements and the needs of specified local and international student cohorts.

The University of Sydney Medical School offers Occupational English Test (OET) Preparation to all prospective students. OET Preparation is a training program for healthcare students and professionals who want to register and practise in an English-speaking country.

The University of Sydney School of Dentistry requires, as part of the admissions process for the DMD and BOH degrees, that prospective students demonstrate English language ability at (or equivalent to) IELTS 7. This is in line with regulatory requirements following graduation, with graduates who wish to register as dental practitioners having to meet the English language requirement set by the Dental Board of Australia.

The Sydney School of Public Health provides a wide range of English language support programs and units. It provides an Academic Literacies program for Aboriginal and Torres Strait Islander students enrolled in the Graduate Diploma in Indigenous Health Promotion. Integrated with coursework and directly relevant to assessment tasks, these sessions cover topics such as academic writing, referencing and citing, writing about data, presentation skills, survey design and creating accessible health promotion resources.

1. **Writing Comes Alive** is delivered by an external consultant to Aboriginal and Torres Strait Islander students enrolled in the Graduate Diploma in Indigenous Health Promotion and covers aspects of workplace and professional language.
2. **Writing a Research Paper** is a customisable program delivered on demand to HDR students, junior academics and community partners, including internationally. It covers all aspects of writing a paper, often combined with research skills.
3. **Writing Skills Assessment** is run in conjunction with the Learning Centre, and sees incoming MPH (from 2018) and MGLOH (from 2020) students complete a discipline-specific compulsory writing task. Scripts are assessed by academics, and students considered on this basis to have inadequate writing skills are referred to the Learning Centre. Their scripts are assessed using MASUS and detailed feedback provided. Students are referred to relevant Learning Centre workshops or online resources.

The Faculty of Arts and Social Sciences (FASS) has the broadest range of support and engagement with English language support, providing embedded support, research on the English language support, and online modules which other faculties can access for their own students. Work undertaken in FASS to support students with English language needs is informed by core principles that influence academic, social, pedagogic and research practices in the faculty. Some examples of FASS practices are provided below.

1. **Pedagogic practices.** One of the key principles related to support for English language is that embedded learning about language works best in context rather than 'fly in and fly out' approaches. Another is that all students need support for academic literacy development in higher education. Evidence from work undertaken first in the Sydney School of Education and Social Work (SSESW) and later in other schools in FASS such as through the Department of Anthropology, proves the potential of this approach. As a result, FASS is trialing some English

language assessment workshops in 2020 and encouraging more academics to consider the curriculum-embedded disciplinary literacy approach.

2. **Social activities.** The Student Affairs and Engagement team run initiatives such as Language Buddies, which pairs students together to help in understanding and assisting with language barriers in a peer to peer environment. The Student Affairs and Engagement team has strong connections with groups outside the faculty such as Academic Enrichment, the Learning Centre and the CET, promoting workshops for newly enrolled students through the Toolkit for Success Survey, Uni Essentials Guides and student focussed eNewsletters. FASS students are workshop leaders and participants at the CET workshops.
3. **Academic activities.** FASS has a suite of measures including units of study, online modules and in person workshops specifically designed to support English language needs. For example, undergraduate students can undertake a Writing Studies minor or a range of elective units to improve English proficiency. There is also a general education unit designed to help students learn about discipline literacy in the commencing year of their degrees called Texts and Expectations. As written English proficiency is a core requirement of successfully completing degrees within FASS, the online writing modules provided on The Write Site have proven an effective and popular resource for students, at all degree levels, seeking to improve their skills. On campus, FASS Writing Fellows lead informal group sessions for undergraduate students to share, workshop and refine their work at any stage of development. The FASS School of Languages and Culture provides specialised Writing Workshops and Retreats for Higher Degree Research Students each semester. In 2020, FASS introduced a range of units of study for HDR students through the Department of Writing Studies within the School of Literature, Art and Media (SLAM), as well as, a range of elective SLAM Postgraduate Coursework subjects designed to improve English language proficiency for academic purposes.
4. **Research.** FASS has undertaken research to inform their understanding of the FASS context. For example, the FASS English Language Assessment: Pilot Program Evaluation Report provides data on PG student responses to strategic approaches designed to support their learning. Recommendations are based on results of trials initiated including the use of diagnostic language assessments, non-assessed workshops and communication support embedded in units of study. In 2020 FASS submitted an expression of interest for Student Innovation Grant funding regarding assistance for students with language difficulties to build on the success of the Language Buddies program. In addition to the FASS-specific work, the Associate Dean (Education) in FASS co-directs the Curriculum Embedded Communication and Language Development scholars network, which supports professional discussion of matters relating to academic literacy and language support for all students. In recent years network activity attention has been focused on supporting colleagues working with the Graduate Quality of Communication.

University Centres for English Language Support

The University has two central support units: The [Centre for English Teaching](#) (CET) and the [Learning Centre](#).

CET is a fully accredited English school providing preparatory English language courses for international students, and is governed by the [National ELICOS standards](#). Annually, 3,500 international students enroll in CET to develop their English proficiency in preparation for undergraduate, postgraduate and research programs, or career and migration pathways. CET program leaders, curriculum designers and teaching professionals are innovators in the field of English learning and research in Australia. Courses cover English speaking, writing, reading and listening skills. CET has developed the 4:2:1 learning model which is aimed at teaching students to communicate with people from many different cultures, and in many different situations: social, work, university, online and offline. The model provides for 4 hours in class where students study and develop interactive language skills, 2 hours personalized online learning and access to an online learning community, and

1-hour engagement outside the classroom in a co-curricular activity designed to develop language skills outside the classroom and develop a network of peer support.

The Learning Centre provides learning support to University of Sydney students at any stage, from initial transition into undergraduate study at the University to postgraduate coursework and higher degree research.

The Learning Centre offers students self-training resources to develop their skills in:

- [writing](#)
- [critical thinking](#)
- [research skills](#)
- [group work](#)
- [exam preparation](#)
- [time management](#)
- [oral presentations](#)

The Centre provides face-to-face support, offering [workshops](#) and individual consultations to provide targeted assistance with academic communication, learning and research needs.

The full suite of programs offered by CET and the Learning Centre is outlined in [Table 1: English language support programs](#).

Table 1: English Language Support Programs

English Language Support – Faculty-specific		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
The University of Sydney Business School	BUSS1000: Business Communication and Academic Writing (BCAW)				✓		
	BCAW is the Academic Language and Learning support program for the Bachelor of Commerce. It is embedded in a core unit of study BUSS1000 Future of Business, which is taken by all Bachelor of Commerce students in their first year.						
	BUSS5100: Communicating in Business					✓	
	Communicating in Business is a non-credit bearing adjunct unit that provides support to students enrolled in the core Master of Commerce unit BUSS5020: Business Insights and the core Master of Professional Accounting unit BUSS5080.						
	ALLSI Proofreading Support					✓	
	Academic Language and Learning Support Instruction (ALLSI) sessions are staffed by academic language and learning experts with qualifications in Teaching English to Speakers of Other Languages (TESOL), Linguistics, and who have been trained or are currently employed at the Centre for English Teaching (CET).						
Peer-Assisted Study Sessions				✓	✓		
Peer-Assisted Study Sessions (PASS) are weekly hour-long sessions where students work in groups of 10 to 16 to answer specially prepared activities and problem questions, based around a unit of study. Sessions are led by trained PASS facilitators, who are students who recently excelled in the same unit of study.							
Maths in Business				✓	✓	✓	
Maths in Business is offered to all enrolled Business School students, and while the focus is the mastery of mathematics, many international student participants have relayed feedback asking for more clarity on mathematical jargon. In many cases, students have more difficulty with English terminology rather than the maths content. Based on this feedback, 'terminology' reference pages have been developed for workshops and via online help sheets.							
Peer-Assisted Language Support (PALS)				✓	✓	✓	
PALS utilises an innovative system called Readable English designed to make learning English easier.							

English Language Support – Faculty-specific		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
Faculty of Medicine and Health	The University of Sydney Medical School						
	– Occupational English Test (OET) Preparation OET Preparation is a training program for healthcare students and professionals who want to register and practise in an English-speaking country.	✓	✓	✓	✓	✓	✓
	The Sydney School of Public Health						
	– Academic literacies program for Aboriginal and Torres Strait Islander students enrolled in the Graduate Diploma in Indigenous Health Promotion. Integrated with coursework and directly relevant to assessment tasks, these sessions cover topics such as academic writing, referencing and citing, writing about data, presentation skills, survey design and creating accessible health promotion resources.						✓
	Writing comes alive. Delivered by external consultant to Aboriginal and Torres Strait Islander students enrolled in the Graduate Diploma in Indigenous Health Promotion. Covers aspects of workplace and professional language.						✓
	Writing a research paper. Customisable program delivered on demand to HDR students, junior academics and community partners, including internationally. Covers all aspects of writing a paper, often combined with research skills.						
	Writing skills assessment. Run in conjunction with the Learning Centre, this program sees incoming MPH (from 2018) and MGLOH (from 2020) students complete a discipline-specific compulsory writing task. Scripts are assessed by academics, and students considered on this basis to have inadequate writing skills are referred to the Learning Centre. Their scripts are assessed using MASUS and detailed feedback provided. Students are referred to relevant Learning Centre workshops or online resources.						✓
Faculty of Arts and Social Sciences	The Write Site: This site is used widely throughout FASS and has been widely consulted by students with English language needs.	✓	✓	✓	✓	✓	✓
	HDR Writing Retreat and Workshop Conducted once per semester by the School of Languages and Culture (SLC)						✓
	The Writing Hub Drop-in sessions for undergraduate students run by Writing Fellows in which individualised feedback is given on students' essay drafts, outlines, arguments and ideas; and assistance with crafting arguments, refining ideas and reflecting on students' writing.						✓

English Language Support – Faculty-specific		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
Faculty	Course						
	HDR Seminars and workshops						✓
	<ul style="list-style-type: none"> – Writing a Thesis 1: Starting the thesis – Writing a Thesis 2: The middle chapters – Writing a Thesis 3: Completing the thesis 						
	Department of Writing Studies units included as electives in all School of Literature Art and Media (SLAM) PG degrees:				✓	✓	✓
	<ul style="list-style-type: none"> – WRIT6000 Professional Writing – WRIT6001 Professional Editing – FASS7001 Academic English for Postgraduates – FASS7002 Critical Thinking and Persuasive Writing 						
	Writing Studies minor				✓		
	Department of Anthropology, School of Social and Political Sciences (SSPS) Assessment-related workshops.				✓	✓	✓
	School of Education and Social Work						✓
	<ul style="list-style-type: none"> – English in Academic Settings (for Masters students) English in Academic Settings is designed for students from non-English speaking backgrounds who wish to improve their English as well as understand better the setting in which it is produced. The unit has two components: the development of personal academic skills, particularly writing, and an in-depth consideration of linguistic and non-linguistic aspects of communication in academic settings. 						
	School of Education and Social Work						✓
	<ul style="list-style-type: none"> – Writing a research proposal Writing a research proposal supports Education and Social Work for research students in their first year of candidature in the preparation of the research proposal they need to write for their confirmation of candidature. – Thesis and dissertation writing These workshops are designed for higher research degree students who have completed at least one year of a research degree and have passed their thesis proposal or who are enrolled on a one year MEd (Research) degree. The focus of the workshops is on writing and structuring a thesis/dissertation. 						

English Language Support – Faculty-specific

Faculty	Course	Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
	<p>– Writing for publication Offered by the Doctoral Division of the Sydney School of Education and Social Work for research students in their final year of candidature. The aim of the workshops is to mentor research students in the writing for publication process.</p>						
Faculty of Science	<p>WRiSE Publicly accessible report writing assistance for science and engineering students, co-developed with UNSW</p>	✓	✓	✓	✓	✓	✓
Faculty of Engineering	<p>iWrite Includes tutorials on writing engineering assignments, lab books, proposals, field reports and theses. Referencing tutorials in English and Chinese.</p>				✓	✓	✓
	<p>WRiSE Publicly accessible report writing assistance for science and engineering students, co-developed with UNSW</p>	✓	✓	✓	✓	✓	✓

English Language Support – University-wide		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
The Learning Centre	Academic writing skills:				✓	✓	
Camperdown campus University of Sydney	Clearer writing for non-English background students. This workshop aims to make explicit the linking structures in English which make writing clear and logical, and includes writing practice in using these structures.						
	Oral presentation skills:				✓	✓	✓
	These workshops aim to develop public speaking skills for tutorial, seminar and conference presentations and include short practice sessions using video feedback.						
	Postgraduate research – workshop for English language learning and learning:						✓
	The following six workshops are designed specifically for non-English speaking background students.						
	1. Detailed reading for academic writing						
	Focuses on understanding academic texts packed with complex content and how this information needs to be unpacked in order to write successfully and avoid plagiarism.						
	2. Vocabulary for writing about data:						
	In this workshop students study examples of the grammar and vocabulary of data commentaries as the basis for writing practice.						
	3. Grammar clinic for editing and proofreading						
	Practices identifying and correcting common grammatical errors using mixed discipline peer groups.						
	4. Clearer writing						
	Aims to make explicit the linking structures in English which make writing clear and logical and includes writing practice in using these structures.						
	5. Writing a critical review on a topic area						
	This workshop covers developing and demonstrating a critical perspective in a more complex critical review of a debate, methodology, theory, topic area, etc. It includes examples, language features and writing practice.						
	6. Writing in an academic style						
	Focuses on some of the characteristics of successful academic writing across all disciplines, for example formality, objectivity, conciseness and impersonality.						

English Language Support – University-wide		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
	Oral presentation skills						✓
	This workshop covers criteria for successful presentations, performance strategies and practice. PowerPoint practice presentations are accommodated.						
	Pronunciation skills						✓
Provides practice in identifying and correcting common pronunciation problems in English. Develops methods for improving speaking and pronunciation.							
	Discussion skills and working in groups						✓
	This workshop provides strategies for effective participation in academic discussion and focused language practice. It helps students set up personal goals for developing their skills.						
Centre for English Teaching Darlington campus University of Sydney	Direct Entry Course (DEC)	✓	✓				
	DEC is a tailor-made program targeting academic English and academic skills. It has been developed in consultation with University faculties and prepares prospective students for direct admission to a chosen course at Sydney University.						
	To be eligible to apply, prospective students need to have obtained a conditional offer of admission to the University and a verified IELTS result (or equivalent). DEC caters to a range of IELTS needs, based on the gap between proficiency and respective faculty and course requirements.						
	Intensive Test Preparation course (ITP)	✓	✓				
	An intensive English test preparation course for students who wish to undertake the IELTS test. It is also suitable for students who wish to qualify for entry into Direct Entry Courses (DEC).						
Admission to ITP requires a minimum level of IELTS 5.0 or equivalent – meaning a modest proficiency of the English language.							
	Graduate Academic Skills (GAS)	✓	✓	✓			
	GAS is a high-level academic skills course that provides an introduction to the expectations and values of academic culture in an Australian university.						
To be eligible for the GAS course, students require an undergraduate or postgraduate unconditional/firm offer from an Australian university and a minimum IELTS score of 6.5 or equivalent are required.							

English Language Support – University-wide		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
Delivery Centre	Course						
	<u>Advanced Skills for Academic Success (ASAS)</u> ASAS is an advanced academic skills course for high-performing international scholars preparing for postgraduate study at an Australian university. Entry requires an undergraduate or postgraduate firm offer from an Australian university and a minimum IELTS score of 6.5 or equivalent.	✓	✓	✓			
	<u>Global English</u> Global English is a unique course that builds the skills and confidence for successful social and professional communication in Australia and abroad. Entry requires a pre-intermediate to advanced level of English.	✓	✓	✓	✓	✓	✓
	<u>1:1 Coaching</u> 1:1 Coaching is a series of private lessons based on any prospective or current student's individual needs, level, goals and preferences. Prospective and current students can be at any level of English language skill to take 1:1 Coaching. The correct visa for part-time study is the only technical requirement for course entry.	✓	✓	✓	✓	✓	✓
	<u>English for Academic Purposes Teacher Training (EAPTT)</u> EAP Teacher Training is a professional program that develops knowledge and skills in the specialised area of English for Academic Purposes. EAP Teacher Training is recognised as a premium endorsed product by NEAS Australia. NEAS Premium Product Endorsement recognises service or product excellence developed and created by NEAS Quality Endorsed centres. Entry requires a minimum IELTS score of 6.5 or equivalent or a recognised TESOL qualification. This course is not CRICOS registered.		✓	✓		✓	✓
	<u>English Language Teacher Training (ELTT)</u> ELTT is an innovative professional development course that covers the latest theories and approaches to teaching English for speakers of other languages (TESOL). Entry requires a minimum IELTS score of 6.5 or equivalent or a recognised TESOL qualification. This course is not CRICOS registered		✓	✓		✓	✓
	<u>Customised Programs</u> Cutting-edge, innovative programs for university students and English teachers who wish to improve their English communication skills and experience academic life at a world-class higher education institution.	✓	✓	✓	✓	✓	✓

English Language Support – University-wide		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
Delivery Centre	Course						
	<p>Student Ambassadors</p> <p>Students have a variety of workshops to choose from that will develop their English language skills and social and practical communication skills through conversational English language workshop and guided tours with university students and the wider university. Students can choose from three options:</p> <ul style="list-style-type: none"> – The Communications Series includes the following activities: an Introduction to Australia; Let’s Talk; Culture Club; and Communication for Advanced Speakers. – The Professional Series covers: Pronunciation and Practice; CV and Interview Skills; Listening Closely; and Guided Writing. – The Guided Tour Series consists of: a University Tour; a University Scavenger Hunt; the Botanic Garden Amazing Race; an ANZ Stadium Tour; and an ABC Tour. 	✓	✓	✓	✓	✓	✓
	<p>ONLINE LEARNING</p> <p><u>Academic Skills for University Success</u></p> <p>Academic Skills for University Success is a series of five online courses (MOOCs – Massive Open Online Courses) that provide an introduction to academic culture and prepare students for study at an English-medium university.</p> <p>Prospective and current students can build 21st century skills and prepare for university success and learn alongside students from all over the world, anywhere, anytime. Students can develop professional English language teaching skills through the online English Language Teacher Training program and connect with a global network of teachers.</p> <p><u>University Heroes App</u></p> <p>An app in which students choose their favourite university hero and embark with them on an English adventure to fight global monsters, learning English along the way and sharing scores and challenges with friends.</p>	✓	✓	✓	✓	✓	✓

Student Feedback

Student feedback was garnered via two face-to-face interviews with the Thematic Review panel and a **C-Sight forum**. The panel had intended to conduct several more interviews with students, but the COVID-19 pandemic curtailed face-to-face meetings. C-Sight is a discussion forum conducted on the C-Sight platform which is a secure and anonymous environment. Students participating in the forum were guided by a facilitator through three discussion points:

- Their views on the quality of English language pathways into the University
- Their experience of the structures in place to support students in English language proficiency
- Recommendations for improvements

Student comments centred on three themes: that proficiency in English affects student outcomes; that excellence in the English language provides students with their best chance for success; and that teaching students for whom English is an additional language (EAL students) needs to improve at the University.

Proficiency with the English language affects student outcomes

As noted by English language experts both on the panel and consulted by the panel, the issue of English language proficiency is often wrongly conceived of as a solely international student issue. In fact, both domestic and international students need English language support to achieve their best at University. In the C-sight forum, both domestic and international students reported struggling with academic writing. For international students, lack of English language proficiency may cause social as well as academic anxiety. Pronunciation and speed of speech can be impediments for international students, as much as vocabulary. Time is cited as an issue for students, in a number of contexts: Higher Degree by Research (HDR) students reported needing more time to learn how to write; EAL students noted the lack of opportunity to fit English language into their daily life because they are surrounded by EAL speakers.

“As someone who has spent most of their life mastering languages ... language is one of those things you build up over time and experience usually dictates outcomes.”

C-sight forum student participant

In the third stream of the C-sight forum, where students were asked to provide solutions, students suggested that the University provide English language learning opportunities before studies commence, that support should be free and ongoing, that more and broader services are needed in the Learning Centre, and that more time should be allowed in the *Writing Hub*.

“... in order to have a good start at a university, students need to be familiar with academic writing before the school begins.”

C-sight forum student participant

Excellence in the English language provides students with their best chance for success

When discussing this topic, the students once again gave strong support for English programs to be offered before courses start, giving them the best chance for academic and, for international students, social success. Students value the English support programs offered by the University but wanted ongoing practice opportunities. Students also thought the University needed to improve in its communication of opportunities although, as a caveat, awareness of the opportunities available varied among students.

The students wanted more face-to-face support. They report that grammar apps and Google Translate help, but that nothing can improve on in-person activities. They found workshops very helpful – there was a high emoji response to this section of the conversation.

“(Did the first semester course)... I rly feel supported by the Uni at that time. However, as time goes by, with so much workload, it is easy to forget that there’s support from the Uni to help

students with their writings. I'd like to see more reminders from the Uni about this kind of support ... so students can seek help as necessary (just like the mental hth support campaign)."

C-sight forum student participant

The students suggested that English proficiency courses be open to everyone as both EAL and native English speakers struggle with written English.

Perhaps the most concerning feedback in this stream of discussion was that some students would never have chosen their course if they had appreciated the language proficiency required.

Specific solutions offered during the forum were to:

- “buddy” non-English speakers with proficient English speakers
- provide ongoing activities through which students can practise their English
- provide an app or chat room where students can practise their writing and pronunciation
- indicate level of proficiency needed for courses in course guides

“I think writing skills need to be developed through time, as I believe practice makes perfect, Maybe it is useful to have the English writing test, as first year international students have to accomplish, can be done regularly or open for any students who (are) willing to test their ability.”

C-sight forum student participant

Teaching EAL students needs to improve

Among EAL students, there is a perception of being "punished" for poor English grammar. Students commented that marking can be unhelpful. They want to learn but they cannot learn from their mistakes if marking and feedback is vague. Students also noted that some faculty members need to improve their English language skills.

“... and the lecturer even said to his colleagues” ‘I was marking them down deliberately as a punishment, regardless of their report content’.”

“Some marker(s) do care and provide valuable feedbacks, while others merely giving marks or 1 sentence, such as, ‘it is unclear’.”

C-sight forum student participants

The panel interview with students confirmed the central findings of the C-sight survey. Face-to-face meetings were conducted in two sessions on March 5, 2020 between the Thematic Review panel and six postgraduate students, ten undergraduates and two representatives from SUPRA, the University's postgraduate student organisation.

Academic English was identified as a challenge for both international and domestic students. Domestic students find that academic writing is completely different to the essay writing they are taught in secondary school; and referencing was identified as one of the hardest skills to learn even for domestic students who had learned to reference in high school. Science students, both EAL and domestic, must learn to write reports. Science students reported satisfaction with the help they received in the early lectures on writing a scientific report, the detailed rubric, and the workshop. Their view was that given this assistance, students need to be resourceful and to look at scientific papers for themselves and apply their learning. Online recording was cited as a hugely helpful tool for reviewing the material.

The issue of time was also reflected in the face-to-face discussions. Students consider the Learning Centre useful for academic English, and for skills such as learning how to structure an essay, but Learning Centre grammar lessons take eight hours, and with review and practice added to the formal learning time, students struggled to find the time in their studies.

For EAL students, acculturation is another aspect of University life that requires time. Friendship groups and the student's environment influence how they learn English. Students reported that it is easy to make friends when a part of a small and cohesive cohort, such as Pharmacy, and thus benefit from peer support. Belonging is an important part of relating to University and improving English. Both

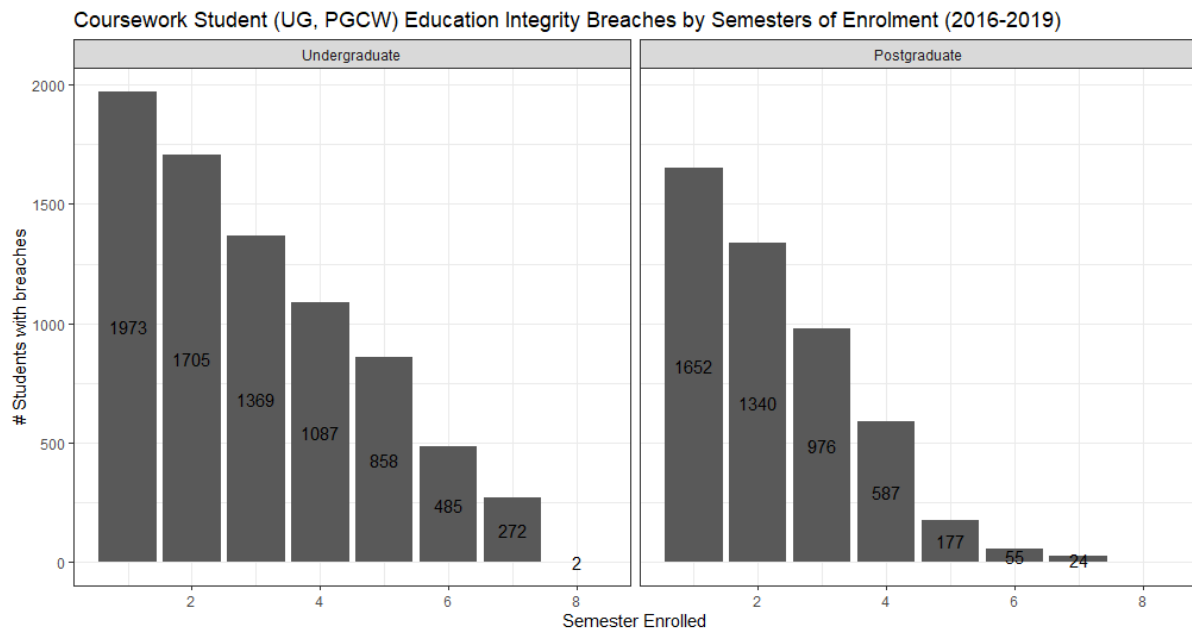
international and domestic students reported that an effort is required to make friends as, by the end of semester, few students are turning up to lectures. International students reported being keen to make friends with domestic students but found that there is a preponderance of Chinese students in their courses. For Chinese students to make friends out of their nationality group, it was necessary to participate in clubs and societies, where there is a warm welcome. Others formed friendship groups out of workshops and field trips and peer mentoring programs.

Students mostly approved of MASUS, the diagnostic tool used in the Learning Centre, but thought that if it were implemented University-wide, then it should be applied universally. They considered that follow-up support should be integrated into class work. As with the C-sight students, they considered that academic teaching staff could improve their knowledge of teaching students from a variety of cultural backgrounds. An example given was that loud English speakers tend to get the airtime in courses where conversation is critical to the learning. However, the students also noted some very helpful teaching staff, such as the tutor who began the class by instructing the class that comments and feedback could not discriminate on the basis of accent or vocabulary.

Group work was a running theme in the interviews with students, both domestic and international. International students worried that goal setting and assigning tasks equally is made more stressful by the need to speak clearly, and manage the nuances of English so as not to be perceived negatively by other group members. In one workshop, the tutor had had the class set out their expectations, which had helped with the communication piece. International students report being highly motivated to take bridging courses as they worry that they will be a burden, or be perceived to be a burden, in group assignments. One difficulty with the Learning Centre identified by students is the lack of places, so not all students were able to do the bridging courses they wished to.

As in the C-sight forum, the students reported that international students' level of English can be inadequate to make the right choices for their degrees. This can have severe consequences for students, who, if they pick the wrong subject, could add an extra year to their degree. Students can struggle to understand the Faculty of Science's Special Studies Program (SSP) and the difference between advanced and standard courses. They have difficulty finding and navigating majors, and struggled to know where to go for academic advice, or to navigate systems like credit for prior learning. Their problems with writing ability can, in their first semester, lead to an allegation of academic dishonesty which they find deeply stressful. This is borne out by the data which shows a higher number of reported breaches in first semester and first year, in other words the first two semesters, of student enrolment, than the following semesters (see [Table 2](#)). The *Statistical Analysis of English Language Pathways and Student Success* report also confirms that educational integrity is a significant indicator of lower WAM in the first semester and first year, with negative estimated parameters in regressions on both first semester and first year WAM results.

Table 2: Education Integrity Breaches by Semester 2016-2019



Students feel that an allegation of academic dishonesty is a punitive response to a learning process. Often, they have not had the confidence to ask academic staff what support is available to them to help with academic writing. The students reported that international postgraduate students are under tremendous pressure to pass. An allegation of academic dishonesty, which could disrupt their studies, creates high levels of stress. The stress is exacerbated by students' inability to obtain advice on how to respond. Advice from the Student Centre and from Compliance can differ, so they end up at the SRC or SUPRA. The students reported that students with an allegation against them can wait for months to have a problem solved. For this reason, English language academic programs need to focus on first semester students. Although they are intimidated about getting advice, there is a wealth of peer advice available to them and a very strong peer network.

The students in one panel recommended that advice be available on CANVAS, with the Unit co-ordinator introducing themselves and demonstrating to students the resources that can be used. They felt that text messages were the best way to communicate, rather than email.

Mental health was a theme which recurred in the interviews with students, particularly for EAL students. EAL students can struggle in their first year at the University with speaking English to peers, and in some courses, such as Social Science, students are required to talk with each other as part of the learning. EAL students reported not feeling part of those courses. Being able to speak conversational English well enough to connect and feel a sense of belonging goes to mental health. The students in the panel reported that they knew of Chinese students suffering depression because could not speak well enough to feel part of the University community. There are Chinese student networks where they share these experiences, ideas for dealing with the stress and loneliness, techniques for reading and writing, and help with preparing tutorial presentations. One panelist reported that one such network helped her out of her distress zone where purely writing support, which had been very procedural, had been ineffective as the teacher did not understand the everyday life of international students.

Several students noted that non-Chinese EAL students have even less support than Chinese students. A Brazilian EAL student reported that there are no other Brazilians but many Chinese in her classes. She feels alone in class and ignored because all Chinese students speak Chinese and she feels excluded. A

2020 study of 3411 international students⁸ found that loneliness is a significant concern: 35% of students said that they felt lonely in Australia and nearly half (47%) felt it was hard to make close friends.

For support with mental health, the University offers the Counselling and Psychological Services (CAPS), which a number of students praised, but did point out that one of the obstacles to CAPS is the language barrier.

The students proposed a number of solutions to the problems they had identified. Participating in activities was put forward by students in these groups as a good way to improve English, even though the initial steps are challenging. Many students attend events for the entertainment value and end up feeling only further alienated. The students in one group felt that international students should create their own support structure and that there is not one way to help students.

The students who had accessed the English language support services at the University found that there was a wide variety available: USU offers conversational help; faculties run classes designed to help students with specialised output such as reports; the Learning Centre offers grammar workshops; the Business School offers a proofreading course; the School of Law offers academic writing courses. However, they felt that the University needed to understand that proficiency requires ongoing support. They suggested that it might be helpful to consider facilitating programs which allow students from different backgrounds to get together, to meet each other and to learn together; to foster a community of learners which would ideally be self-sustaining.

One student recommended a technology-based solution where all information on help available is in one place, such as a content aggregator like Reddit.

Expert Contribution

The thematic review panel benefitted considerably from its internal and external English language expert members, and from the University of Sydney experts who were consulted in relation to the development of the English Language Support strategy. The panel also benefitted from experienced academic staff members, able to bring deeper insights into the effects of students' English language proficiency. Language entry levels are the minimum required for commencement but are not the optimum for graduation or future success.

Universal Requirement

Difficulties with English language proficiency are often considered a solely EAL student problem and, by inference, an international student problem, whereas domestic and native-speaker students from undergraduate to PhD can struggle with English language and expression. The dichotomy between international and domestic students is a false one. All students can and should improve their English language proficiency throughout their degree not least because communication skills and employability are highly interrelated. Domestic students who enter a humanities subject like Law on the strength of high ATARs gained in sciences may not be sufficiently confident with English to flourish in the course.

The *Statistical Analysis into English Language Pathways and Support* report supports this position. There were differences in Weighted Average Mark (WAM) in first year depending on the type of English Pathway an international or EAL student took, but for all students, independent of whether they entered the University via one of the four international pathways, or by one of the domestic pathways, such as Special Entry Scheme or HSC (p.8), their performance in year one was positively correlated with their performance in the pathway.

However, discussions around “weak English” are often associated with students from an EAL background. The commonly-held belief that only EAL students need support with English serves to shift

⁸ Morris, A., Hastings, C., Wilson, S., Mitchell, E., Ramia, G. and Overgaard, C. (2020). The experience of international students before and during COVID-19: Housing, work, study and wellbeing. Sydney: University of Technology Sydney, p.xiii

the focus away from the universal requirement for University of Sydney graduates to have excellent communication skills.

The panel gave considerable attention to the potential for providing students information in the pre-arrival stage in their first language. While the English language entry requirements are high at the University, and students work hard to achieve them, culture shock, lack of social English, and struggles with adapting to academic English may unnecessarily disadvantage students in the early part of their degree. It is important that EAL students commit to studying in English and that all students commit to continually improving their English proficiency, however the panel recognised that IELTS and other barrier tests do not prepare students for the English they need to fully immerse in life in Australia, and that other stakeholders, primarily parents, are as entitled to transparent access to advice pre-arrival as students are.

Translating pre-arrival material into languages the student body can understand easily should eliminate some of the stress of acculturation, assist EAL parents, and ensure that resources available to students are known to the students well in advance of their arrival, along with a realistic expectation of the level and types of English required for success.

The panel also recognised that if the University does not provide these resources, another organisation will, and that may have several consequences: it may lead students away from the resources the University provides permanently, and it may also lead students into a situation where they unwittingly become entangled in a company engaged in academic dishonesty. As noted elsewhere in this report, student academic integrity incidences are highest in the early semesters but most incidences are not referred for further investigation, and recidivism is low. Students who seek help for their academic English when they do not have the adequate social English to approach their lecturers can become vulnerable to the services of dishonest companies without realising what the consequences are.

The University has already taken steps to provide richer material, earlier in the student journey, to students and parents, both domestic and international, and the panel endorses this approach. The University provides some material in Mandarin for students and their parents to assist them to navigate a range of issues such as opening a bank account, transport, accommodation, English language resources and life in Sydney.

Recommendations

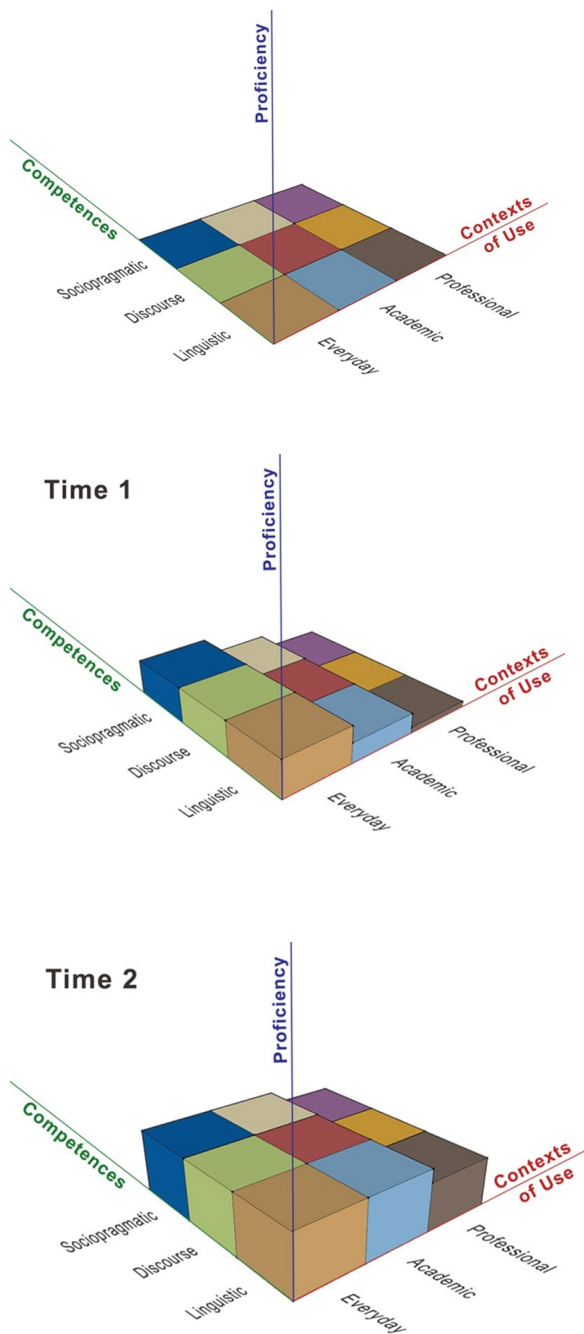
The panel recommends that pre-arrival information regarding studies and other critical information be translated into the most used languages, other than English, spoken by the student body, both domestic and international.

The panel recommends the University promote awareness of factors impacting student communication skills as part of staff professional development in cultural competence.

Embedded Learning

The academic literature shows that high impact learning occurs when it is built into disciplinary learning and explicitly assessed. English language and academic literacies should be developed throughout degree studies. Dr Humphreys' heuristic of the development of English language proficiency illustrates the multilayered and progressive nature of English language development during a tertiary degree (see [Figure 1](#))

Figure 1: Heuristic of ELP in higher education

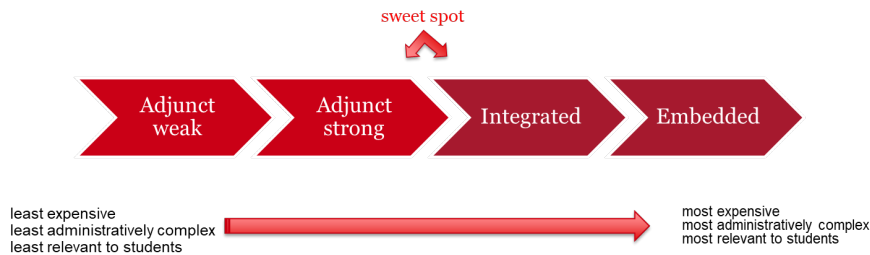


The academic literature is clear that adjunct classes, add-ons, and separate solutions are the cheapest but least effective support for students needing English language support. On the other hand, completely integrated English language support is a huge endeavour requiring substantial training for staff and commitment of resources. The Jones, Bonnano and Scouler 2001 framework⁹ illustrates the

⁹ Jones, J., Bonanno, H., & Scouler, K. (2001). Staff and student roles in central and faculty-based learning support: changing partnerships. In a paper presented at Changing Identities, 2001 national language and academic skills conference. Retrieved 12 February 2015 from http://learning.uow.edu.au/LAS2001/selected/jones_1.pdf.

optimal balance of investment and effort for successful outcomes. A mix of effective adjunct measures and course-integrated support is the preferred path.

Figure 2: Jones, Bonnano & Scouler (2001) Framework



The standard support mechanisms which Universities can implement to support students are:

- Diagnostic test
- Adjunct tutorials/workshops
- Drop-in consultation services
- Integrated support
- English language development embedded in units
- Credit-bearing unit
- Non-credit-bearing unit
- Online supplementary resources
- Peer-to-peer programs

How support mechanisms are implemented is critical to their success: successful implementation requires collaboration and co-operation. The University needs to ensure that support is reaching the students who need it, and that support mechanisms are being offered in a web of support, rather than as isolated units of support, at optimal times during the student journey.

Ideally, academic literacy or communication skills objectives should be embedded in the course or unit. Each course has different requirements for students' English language skills and the academic staff on the panel noted that, for example, students can fail in their clinical placements owing to a lack of specific English language ability required for a placement. For this reason, English language development activities should not be confined to reading or writing. The appropriate skill development, such as report writing or interaction with patients, should be embedded in the curriculum.

Integrating English language proficiency development into the curriculum supports the development of all the graduate qualities.

Diagnostic Tests

As noted in an earlier section, the graduate outcomes assessment project envisages gauging student proficiency upon entry and throughout their studies to illustrate student achievement of a key graduate quality. Any diagnostic needs to be taken by all students and should be one of academic skill, not just of English language proficiency. As students noted in both forums, academic English ability is a very specific skill not taught in high school and academic learning expectations are different in Australia to expectations in other countries.

Having administered a diagnostic, the results should be used to triage solutions. The panel recommends that the University should give specialist academics the time and commitment to assist triaged students to find the right resources at the University. The most effective support is where the academic literacy perspective is embedded in discipline units and where academic staff working with the students have responsibility for meaningful academic literacy training within their units.

Ongoing and exit tests will give students evidence of how much their language proficiency has improved and should tie the improvement to their improved ability to navigate university, complete units successfully, and attract employment opportunities.

Critically, any diagnostic test needs to be framed as a learning opportunity, not as a punishment.

Transition

The University should engage with students during orientation and transition to the University environment, and should link the graduate qualities with a risk strategy which identifies students in need so they can be offered support at a granular level.

The University may have the opportunity to implement a risk strategy through the new undergraduate transition units, which could include a diagnostic and some support. Transition units for postgraduate courses are unfeasible given the typical length of a postgraduate degree but the graduate qualities project has implemented writing tasks early in postgraduate degrees to assess communications skills, which necessarily assesses English language proficiency. Transition units will need to be tailored to the faculty or degree.

Transition units were piloted in semester 1, 2020, but were disrupted by COVID 19. The pilot is scheduled to continue in semester 2, 2020 and in 2021. The aim is for transition units to be embedded in every undergraduate degree.

Key Information in Other Languages

Student feedback noted that for EAL students insecurity around conversational English affects their ability to interact with their lecturers and other students. Students arrive in Australia with the intention of learning English but trying to navigate to English language support in English, coupled with the more overarching problem of social and cultural isolation can lead to cultural shock. Students become very self-conscious and that leads to negative downstream effects. The language issue is just the same as a cultural issue.

A solution may be to provide students with administrative support that can be accessed in their native language, such as a portal that allows them to access University services in their native language. This may address the issue of students missing initial relevant orientation due to the language barrier.

A recent relevant example is the support that the University is providing Chinese students who cannot access the University campus due to the COVID-19 restrictions. Some students are slightly mistranslating the options between deferring a course and withdrawing. There have been several cases of students of students accidentally withdrawing from courses because they did not understand the difference between withdrawing and deferring.

Potentially, pre-arrival strategies need to be in languages other than English. The English language support strategy (see the section on the [English language support strategy](#)) envisages multi-faceted focusing on different modes of communications, addressing social and academic English language proficiency.

Support for Academics

The strategy to embed English language support necessitates attention to the tools and skills that academics will need to prosecute the strategy successfully. Staff need professional development, and it will not be feasible to expect all staff to gain the requisite skills.

COVID-19 has placed a huge burden on staff and the thematic review panel is aware that asking staff to do more in the current environment is unfeasible. Both financial and human resources are

stretched. Any interventions will need to be tailored to take into account the COVID-19 and post-COVID-19 environment.

Recommendations

The panel recommends that a pre-arrival transition program include training in everyday English for students as well as recommendations for resources available immediately and throughout their course. Students should be made aware that they are expected to develop their academic, professional and social English throughout their course. Development in specialist academic, professional or everyday English required for a course should be integrated into the full length of the course.

The panel recommends that any program of English language support developed at the University includes support and resourcing for academics and provides appropriate upskilling. The panel is aware that resourcing may be limited. The intent of this recommendation is to ensure that any strategies developed include consideration of the most effective deployment of resources to support academics and staff charged with implementing the strategy.

The panel recommends that the University develop a referral process for students identified as requiring specialist support for academic success to faculty resources or to a centralized team of experts. The centralized team of experts will be credited with the time to provide English language support and advice.

Educational Integrity

Students in the interview groups mentioned the stress of receiving an academic dishonesty charge and felt that notification should be more educative than punitive. This is the approach that the Educational Integrity (EI) team have taken in implementing procedures and programs, an approach which is supported by the fact that of approximately 3500 reported cases of academic dishonesty, only around one third are referred for further development.

The University's low recidivism rate also indicates the effectiveness of the EI approach. Of the 997 cases reported in 2019, there were 938 unique students reported, which accounted for 5.99% of all enrolments at the University of Sydney Business School. Of these students, 124 students were reported in multiple cases (2 or more total cases reported) which accounted to 13.22% of the reported students. This was a reduction in recidivism from 2018, which saw 821 unique students reported, of which 145 students were reported for multiple cases (17.66%).

While the University takes the approach that education is preferable to punishment, a notice does let students know that the University is serious in its intention when it comes to academic integrity.

The EI team continues to work on development courses which students must attend if they are to re-submit. Face-to-face courses, which were expensive and cumbersome for students to fit into their schedule, have been replaced by online courses which are more flexible for students and cheaper for the University. The recidivism rate remained the same after the switch to online mode of delivery.

A peer learning adviser program was set up where a student is employed by the library to go through the work and the allegation with the student face-to-face. All students are offered this support.

Student Experience Program

It is worth noting the curriculum transition support project within the Student Experience Program. The aim of this project is to embed more structured and scaffolded support for students into academic and social transition into study. The project has envisaged that a component of academic transition would be an institution-wide and mandatory academic skill diagnostic. The project originally aimed to implement a diagnostic by 2022, with a pilot in semester 2, 2021. The diagnostic would be timetabled in, preferably before classes start so that students can be transferred into credit-bearing development units. Again, these development units are under consideration and the project had aimed to have those in place by 2022.

The curriculum transition project and the English language support strategy dovetail and should be considered together.

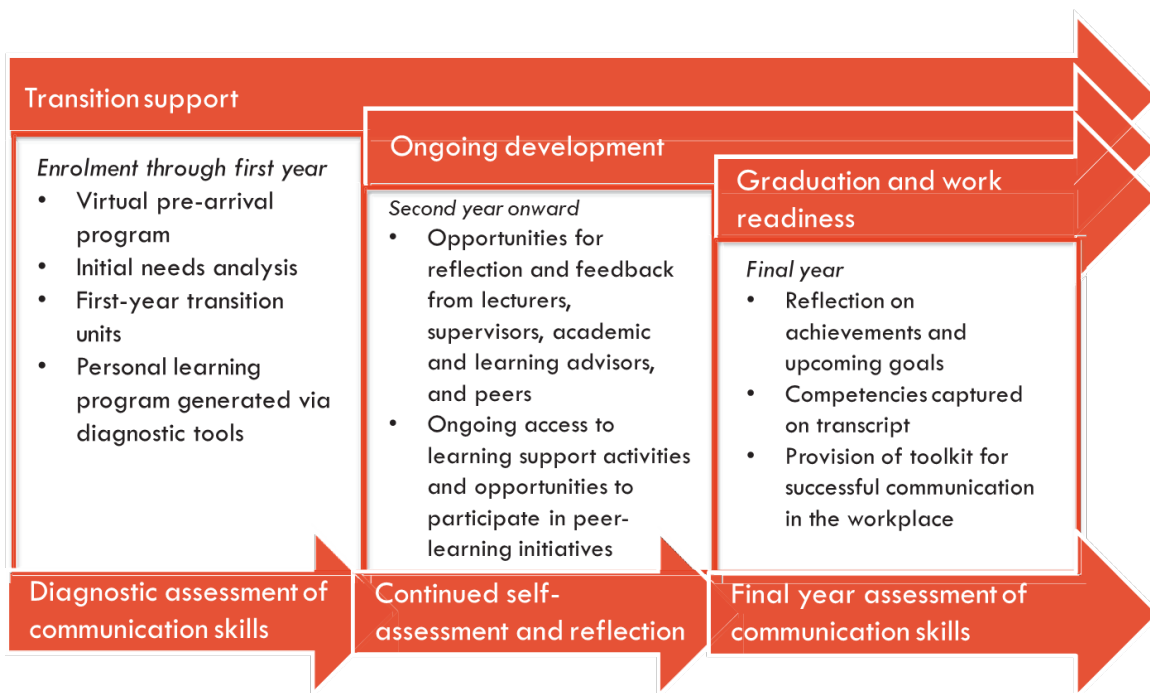
English Language Support Strategy

The English Language Support strategy envisages a whole-of-institution focus on the development of oral and written communication in English and associated graduate qualities, using digital tools to engage students and gather metrics. The strategy is underpinned by the literature relating to best practice in the provision of English language support in higher education, guided by the input of key subject matter and industry experts. It envisages professional development for University staff as a critical plank of successful implementation.

Students will receive support across the study journey from pre-orientation through to graduation and work readiness. This support will be provided via a range of activities (e.g. workshops, self-access resources, one-to-one consultations, units of study), modes (e.g. virtual, face-to-face, blended), access points (e.g. referral/self-access, embedded/stand-alone) and facilitation models (e.g. academic language and learning advisors, academic staff, English language teachers, peer-peer). See **Figure 3**

The draft strategy will be completed by the end of 2020, consultation with the University community will take place in 2021 and full implementation will take place in the next three to five years. The involvement of academic staff in the development of the strategy is critical, and the strategy benefits from committed leadership from the DVC Education.

Figure 3: English Language Support Strategy - Development, support, and evaluation across the student journey



Different types and levels of support are a critical part of the strategy, addressing the needs of students in varying situations and levels of need. The intrinsic value of improving students' communication skills must be cultivated in students' minds, not just as an addition to their transcript, but to their employability and ability to navigate their future career.

Given that this strategy will be implemented in the years after, and potentially during, the COVID-19 crisis, resourcing will be a paramount consideration. Resources are scarce and must be allocated as effectively as possible. Professional development for staff is critical to embedding English language support strategies in the curriculum, which is in turn critical to success. Some interventions will need to be compulsory.

Relevant HESF Standards in Supporting Students in English Language Proficiency

The University's quality expectations are outlined in the [University Quality Framework](#). Quality assurance is achieved through a robust framework of policies, procedures and governance. The Higher Education Standards Framework ([HESF](#)) standards are embedded into everyday practice at the University and benchmark the minimum level of practice acceptable to the University.

The HESF standards outlined in [Table 3](#) are relevant to the quality of English language support provided by the University, and the rigour and integrity of the English language pathways students use to gain entry to the University. The standards sit within a network of rules, resolutions, policies, procedures and guidelines which support University strategies to achieve the highest possible quality in education and research at the University. All HESF standards are assigned an accountable office or offices, the University officers ultimately answerable for the standard, and responsible offices, the University officers responsible for ensuring the standard is met. The activities which the University undertakes to ensure the standard is met are documented, along with the monitoring and reporting mechanisms and areas for improvement. Quality assurance is achieved by annual reviews of the standards, including progress on areas for improvement.

[Table 3](#) details the framework of legislation, University accountable and responsible offices, and University policies, rules, guidelines and other provisions relevant to these standards which ensure the HESF standards are embedded in the University's comprehensive program of quality assurance.

Table 3: HESF Standards and Quality Assurance

1.1 Admissions

Standard	Accountable Office	Responsible Office	Legislation	University provisions
1.1.1 Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.	Vice-Principal (External Relations) Deputy Vice-Chancellor (Education) Academic Board	Director (Admissions) Registrar and Academic Director (Education) Admissions Subcommittee	Competition and Consumer Act 2010 Education Services for Overseas Students Act 2000 Fair Trading Act 1987 Higher Education Support Act 2003	Coursework Credit Procedures 2015 Coursework Policy 2014 Fraudulent Doc Escalation Process for International Students (internal resource) Go8 Credit Transfer Agreement (external resource) Graduate Research Good Practice Principles (external resource) Individual Faculty/School Credit Provisions Potential Fraud Procedure and Checklist (internal resource) University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011

1.2 Credit and Recognition of Prior Learning

Standard	Accountable Office	Responsible Office	Legislation	University provisions
1.2.1 Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive	Executive Director (Student Administration Services) Academic Board	Student Administration Services Academic Delegate Admissions Subcommittee	Competition and Consumer Act 2010 Education Services for Overseas Students Act 2000 Fair Trading Act 1987	Coursework Credit Procedures 2015 Coursework Policy 2014 Go8 Credit Transfer Agreement (external resource) Individual Faculty/School Credit Provisions International Student Fee Refund Policy 2017 University of Sydney (Coursework) Rule

Standard	Accountable Office	Responsible Office	Legislation	University provisions
timely written advice of the outcome.			Higher Education Support Act 2003	2014 University of Sydney (Higher Degree by Research) Rule 2011 University of Sydney (Student Appeals Against Academic Decisions) Rule 2006
1.2.2 Credit through recognition of prior learning is granted only if: a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and b. the integrity of the course of study and the qualification are maintained.	Academic Board	Admissions Subcommittee Academic Delegate	Competition and Consumer Act 2010 Education Services for Overseas Students Act 2000 Fair Trading Act 1987 Higher Education Support Act 2003	Coursework Credit Procedures 2015 Coursework Policy 2014 Go8 Credit Transfer Agreement (external resource) Individual Faculty/School Credit Provisions University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011 University of Sydney (Student Appeals Against Academic Decisions) Rule 2006

1.3 Orientation and Progression

Standard	Accountable Office	Responsible Office	Legislation	University provisions
1.3.1 Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.	Pro-Vice-Chancellor (Student Life)	Director (Student Support Services)	Education Services for Overseas Students Act 2000	Academic Honesty in Coursework Policy 2015 Academic Honesty Procedures 2016 Coursework Policy 2014 Graduate Research Good Practice Principles (external resource) International Guide 2020 (internal resource) Learning and Teaching Policy 2019 Learning and Teaching Procedures

Standard	Accountable Office	Responsible Office	Legislation	University provisions
				2016 University of Sydney (Coursework) Rule 2014
<p>1.3.2 Specific strategies support transition, including:</p> <p>a. assessing the needs and preparedness of individual students and cohorts</p> <p>b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and</p> <p>c. providing access to informed advice and timely referral to academic or other support.</p>	Provost and Deputy Vice-Chancellor	Dean Director (University Libraries)	Education Services for Overseas Students Act 2000	Academic Honesty in Coursework Policy 2015 Academic Honesty Procedure 2016 Coursework Policy 2014 Graduate Research Good Practice Principles (external resource) Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016 University of Sydney (Coursework) Rule 2014
<p>1.3.3 Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.</p>	Deputy Vice-Chancellor (Education)	Registrar and Academic Director (Education)	Education Services for Overseas Students Act 2000	Academic Honesty in Coursework Policy 2015 Academic Honesty Procedure 2016 Coursework Policy 2014 Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016 University of Sydney (Coursework) Rule 2014

Standard	Accountable Office	Responsible Office	Legislation	University provisions
<p>1.3.4 Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.</p>	<p>Provost and Deputy Vice-Chancellor</p>	<p>Associate Dean (Education)</p>	<p>Education Services for Overseas Students Act 2000</p>	<p>Coursework Policy 2014 Recordkeeping Policy 2017 University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011</p>
<p>1.3.5 Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.</p>	<p>Deputy Vice-Chancellor (Education) Vice-Principal (Strategy) Academic Board</p>	<p>Associate Dean (Education) Director (Institutional Analytics and Planning) Academic Quality Committee</p>		<p>Progress Planning and Review for Higher Degree by Research Students Policy and Procedures 2015</p>
<p>1.3.6 Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.</p>	<p>Deputy Vice Chancellor (Indigenous Strategy and Services) Academic Board</p>	<p>Manager (Widening Participation and Outreach) Academic Quality Committee</p>	<p>Education Services for Overseas Students Act 2000</p>	<p>Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016</p>

1.2 Diversity and Equity

	Standard	Accountable Office	Responsible Office	Legislation	University provisions
2.2.1	Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.	Pro-Vice-Chancellor (Student Life) Pro-Vice-Chancellor (Educational Innovation) Executive Director (Indigenous Strategy and Services) UE/Academic Board Culture Task Force Academic Quality Committee	Director (Student Support Services) Educational Innovation Indigenous Strategy and Services	Disability Discrimination Act 1992 Disability Services Act 1986 Sex and Age Discrimination Legislation Amendment Act 2011 Sex Discrimination Act 1984 Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013	Coursework Policy 2014 Disability Inclusion Action Plan 2019-2024 Essential Resources for Higher Degree by Research Students Policy 2016 Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016
2.2.3	Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.	Deputy Vice-Chancellor (Education) Academic Board	Director (Institutional Analytics and Planning) Director (Student Support Services) - Mana Yura and Yoorang Goorabg Academic Quality Committee Admissions Subcommittee	Disability Services Act 1986 Disability Discrimination Act 1992 Sex Discrimination Act 1984 Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013 Sex and Age Discrimination Legislation Amendment Act 2011	Essential Resources for Higher Degree by Research Students Policy 2016 Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016

3.3 Learning Resources and Educational Support

Standard	Accountable Office	Responsible Office	Legislation	University provisions
3.3.4 Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.	Deputy Vice-Chancellor (Education) Provost and Deputy Vice-Chancellor	Pro-Vice-Chancellor (Student Life) Director (University Libraries)	Anti-Discrimination Act 1977 Copyright Act 1968 Disability Discrimination Act 1992 Disability Services Act 1986 Disability Standards for Education 2005 Higher Education Support Act 2003	A Strategy for the Student Experience at the University of Sydney (internal resource) Assessment Procedures 2011 Coursework Policy 2014 Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016 Specialist advice and support for students (internal resource) University of Sydney (Student Appeals against Academic Decisions) Rule 2006 University of Sydney – Student IT and online learning (available on University website) University of Sydney – Library: Support for international students (available on University website)

Acknowledgment

The panel thanks the many members of staff, students and experts who contributed their time and considered views to the report. The report is a collaborative effort between the panel and expert contributors, whose expertise and experience has provided the core understanding of English language pathways and support.

SECTION IV: APPENDICES



The Hon Dan Tehan MP
Minister for Education

Parliament House
CANBERRA ACT 2600

Telephone: 02 6277 7350

Our Ref: MB19-000069

22 February 2019

Dr Michael Spence AC
Vice-Chancellor and Principal
The University of Sydney
F23 - Administration Building
SYDNEY NSW 2006

Dear Dr Spence

It has been raised with me that some international students studying in Australia may not have the appropriate English language skills to actively and appropriately participate in a higher education course of study.

As you are aware, the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, and the student participation and attainment domain of the *Higher Education Standards Framework (Threshold Standards) 2015*, outline the requirements for higher education providers to ensure that students who are admitted are equipped to succeed in their chosen course of study (e.g. level of academic preparation, learning skills, proficiency in English), and that ill-prepared students are not knowingly admitted.

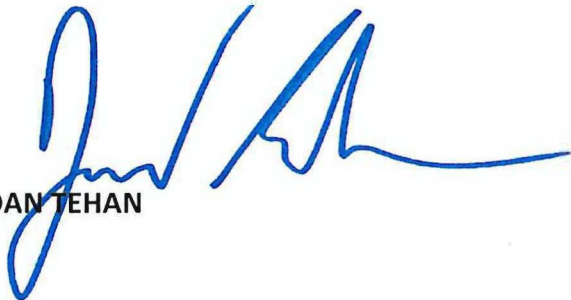
I have therefore written to the Chief Executive Officer of the Tertiary Education Quality and Standards Agency (TEQSA), Mr Anthony McClaran, asking that TEQSA provide me with advice on the procedures and processes it undertakes to assure itself that Australian universities enrolling international students ensure they have the required English language skills to successfully complete their studies. As you would be aware, TEQSA issued a recent Guidance Note regarding English Language Intensive Courses for Overseas Students (ELICOS) Direct Entry which assists institutions to meet their legislative obligations in relation to that specific admission pathway.

I have also asked TEQSA to provide me with any information it has which points to a systemic failure in universities meeting their duty to not knowingly enroll an international student without the required level of English proficiency to successfully complete the course the student is enrolled in.

Finally, following changes to strengthen the *English Language Intensive Courses for Overseas Students Standards 2018*, which took effect on 1 January 2018, I have asked TEQSA to provide me with advice on how to further strengthen the regulatory framework to protect Australia's excellent education reputation and the \$34.9 billion the international education industry is estimated to contribute to Australia's economy.

I would also appreciate you detailing what support your university provides to international students to help them succeed in their chosen course of study.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Dan Tehan', with a stylized flourish extending to the right.

DAN TEHAN



Dr Michael Spence AC
Vice-Chancellor and Principal

21 March 2019

The Hon Dan Tehan
Minister for Education
By Email: minister@education.gov.au

Dear Minister,

Thank you for your letter of 22 February regarding support provided to international students to help them succeed in their chosen course of study.

The University of Sydney takes extremely seriously our responsibilities in relation to international students. Our compliance with ESOS and the National Code has recently been subject to an extensive evaluation by TEQSA through the renewal of CRICOS registration process, and I am pleased to advise that as a result of this evaluation our registration as a CRICOS provider has been renewed for a further five years.

We are very proud of our excellent international student retention and success rates, which are consistently over 90%. However, we have been concerned about our International Student Barometer (ISB) results which, although based on response rates under 20%, are nevertheless not where we would like them to be. Despite some excellent results in some faculties, we are below the benchmark on a number of measures overall. The 2018 International Student Experience Taskforce Initiatives (**Attachment A**) were developed out of a 2017 investigation into the international student experience. These initiatives were implemented in 2018 all have been carried forward into 2019.

The quality of our students is very high and our commitment to their success exceeds in many areas the minimum requirements set out in the National Code. Proficiency in the English language is, of course, central to student success. The University's [English language admissions requirements](#) are higher than those set by most of the higher education sector, and higher than the minimum required by the [Department of Home Affairs for student visas](#). The University requires an overall IELTS score of 6.5 with no band lower than 6.0, where the minimum overall IELTS score required for a student visa is 5.5. A minimum IELTS score of 7.0 is required for [admission to undergraduate programs](#) in most faculties, with 7.5 required for the Bachelor of Education, the Bachelor of Arts (Media and Communication) and all law undergraduate courses, ensuring that students have the high-level communication skills necessary for effective learning and classroom participation.

The University's [Centre for English Teaching](#) (CET) provides English language instruction for our ELICOS students, supporting the development of academic English language competence and academic skills to ensure students meet the English language entry requirements set by the University and are fully prepared to participate in the academic culture of the University. CET is an English Australia member college, is quality endorsed by [NEAS](#) and is a [University Language Centres Australia](#) (UECA) member. The Centre systematically engages in a range of benchmarking and tracer studies to ensure that its assessments are valid, reliable, and fit for purpose, and demonstrate equivalence to externally-validated language proficiency frameworks.

CET provides more than just language instruction. The CET Student Engagement Program supports international students in the University community, connecting them with other

.2.

students, relevant support services, and access to additional learning resources. [CET Connect](#), an innovative app that fosters student engagement with extra-curricular activities and builds English language communication skills in informal contexts, received the [2018 ATEM Award for Excellence in Innovation](#) and the [2018 English Australia Award for Innovation](#).

In addition to English language instruction and support the University provides a broad range of [services and support to international students](#) to help them succeed in their chosen course of study, and provides a suite of targeted communications for international students (**Attachment B**). Support commences from the time students accept their offer.

- A Welcome email (**Attachment C**) is sent to commencing international students within a week of their acceptance with information to assist with preparations for arrival in Sydney, including the [Pre Arrival](#) and [Post Arrival](#) Guides, an [Airport shuttle booking guide](#) and a link to the [Welcome Week site and app](#).
- International students are invited to join the STAR team International student community [Facebook](#) page as a source of information and community building. We provide assistance to students more familiar with other platforms such as WeChat to establish Facebook and Instagram accounts, and encourage online participation through initiatives such as a photo competition.
- The [New to Sydney](#) website is a portal with information for students moving to Sydney to study at the University, which includes the [Settle Into Sydney Guide](#) and a [Preparation Checklist](#) as well as tips for new students, life in Sydney and other core information.
- A dedicated email address, international.support@sydney.edu.au, provides an avenue for international students to ask any questions they may have relating to support, services and life in Sydney. Emails are responded to within 48 hours.

A China pre-arrival tour is conducted for Chinese students, our largest international constituency. In 2019 more than 1000 students registered across five cities (Beijing, Chengdu, Guangzhou, Wuhan and Shanghai) for four-hour workshops delivered by professional and academic University staff. Sessions included:

- pre-departure preparations
- cultural transition
- settling into Sydney life
- University administration processes
- tips for developing employability skills throughout the student journey
- a simulated lecture/tutorial delivered by University academics demonstrating common University pedagogical and classroom experiences such as group work and discussions, experiential learning, note-taking, and oral presentations
- Q&A with returned alumni sharing experiences and advice

Support for international students continues from their arrival at the airport. In 2019, a new airport pickup service was offered to all commencing international students, delivering students to addresses in inner city locations or to transport interchanges. By 28 February, 1002 students had been successfully collected and delivered to their destinations in partnership with Redy2Go shuttles.

Welcome Week 2019 focussed not only on studies but on helping students build a new life in a new country. A range of initiatives and activities to assist international students make a safe, supported transition to life in Australia were rolled out, including:

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- [International drop-in sessions](#): Newly arrived students attended a drop-in session to meet the International Student Transition Officer and international student ambassadors to ask questions and become oriented to campus. They joined walking tours to nearby locations to become acquainted with the local area and build confidence using public transport and Opal cards. Around 100 students attended each of the pre-semester drop in sessions, held daily in the two weeks prior to semester.
- [International Student Welcome sessions](#): Four formal welcome ceremonies were held in the Great Hall to welcome full degree international students and inbound study abroad and exchange students. Approximately 1750 students attended the four events where they were welcomed to the University by the Vice-Chancellor, heard information about support services available to them and received safety instructions from campus security and trained surf lifesavers. Students were also provided with information to assist their cultural transition to life in Australia including performances by *Wandabaa Gabinya*, a local Aboriginal and Torres Strait Islander dance group. At the conclusion of events, students were invited to attend a [sports orientation barbeque](#) hosted by Sydney University Sports and Fitness (SUSF) at Bryden's Stadium where they toured the SUSF sporting facilities and tried out activities including Australian Rules football.
- [International Student Arrival sessions](#): Three arrival sessions were held to provide students with key information about services and support available to them. Core service providers at the University presented, including Campus Security, Careers, ICT, Library Services, Disability Services, Accommodation Services, CET, Counselling and Psychological Services, Learning/Maths Learning Centre, Student Liaison Officers, SUSF and SRC/SUPRA. Their presentations were followed by a campus tour led by USU volunteers highlighting areas specifically set aside for group study and international students. Students were invited to join USU and take up ACCESS membership. Between 150–300 students attended each of the sessions.
- [Accessing Healthcare in Australia session](#): The healthcare system in Australia operates differently to many other countries so this session gave international students vital information from health professionals about services that are available and how to access them. The Director of University Health Service presented on GP services available in Australia, the provision of multidisciplinary and allied health services at medical centres, sexual health, vaccinations and nursing services as well as the referral process to specialist services. Information was also provided by Allianz regarding Overseas Healthcare insurance and coverage, sexual health and family planning services, free counselling and psychological and disability services provided at the University as well as information from the multicultural police unit about community safety. Approximately 300 students attended the session.
- [Under-18 international student welcome](#): The University of Sydney accepts enrolments from international students from the age of 16 and has a duty of care to ensure their safety and welfare through overseeing appropriate guardianship and accommodation arrangements. To provide the 113 commencing under-18 students with the opportunity to meet each other and the International Student Transition Officer, and ensure they were aware of specific provisions relating to their ESOS compliance, a networking session and presentation was held followed by a tour of SUSF facilities, a game of dodge ball and lunch at Bryden's Stadium.

Support for international students continues during their studies. A dedicated team provides programs to help international students achieve their academic potential, including [free workshops, study tips, online workshops and tuition options](#) to strengthen their study and academic writing skills, and the library provides a [range of services](#) to support their study success. International students can sign up for [peer mentoring](#), where they are paired with a senior-year student. The University is committed to supporting the continued development of

.4.

English language communication skills throughout the student life cycle. [Speak and Connect](#) is a program delivered by CET to develop English language skills, develop social and practical communication skills for life at university and foster a sense of belonging and connectedness with the wider university community. The program is a key initiative of the Student Experience Strategy of the DVC Education Portfolio and will cater to 1,200 international students throughout 2019.

The University is particularly concerned to help international students access services provided for students who are in crisis. We have a dedicated Student Support Services team, offering support to students experiencing mental health, psychological, personal and wellbeing difficulties. The team provides a wide range of approaches and interventions including assessment, advice and information, health promotion and campus-wide behavioural education programs. Two [Student Liaison Officers](#) (SLO) were recruited in November 2017 to provide case management, [support](#) and advocacy for student sexual assault survivors. They provide one-on-one services tailored to each student's needs to ensure they receive appropriate care. In 2018 the SLO team assisted 21 international students. More information on support provided can be found [here](#).

A Health Education Officer manages a campaign to improve health literacy amongst international students which includes student peer educators. The Health Education Officer has organised translations of all the University's health care information and in 2019 is focussing on mental health and sexual health.

The University provides [support](#) to students with issues related to their student visa and academic progression, delivering a regular newsletter with reminders about visa conditions and important dates, and providing information and direction to students in need.

To assist staff who are advising and caring for a student in crisis, the University has developed a Specialist Advice Guide for Staff (**Attachment D**) which covers a wide variety of potential critical situations, including financial, mental health, harassment, crime and homelessness, and provides first responder advice and contact information for specialist help.

Support for students includes preparing them for life after their studies. The [Careers Centre](#) offers [employability skills training](#) and [career support for international students](#) in addition to services it offers to all students. Whether the student is seeking to build a career in Australia, in their home country, or in another country, the Careers Centre offers advice, events and programs specifically designed to help international students understand the local job market, grow their networks and use their time in Australia to build their career. Programs and services include:

- The Career Development Program for international students, a series of seven career skills workshops which enhance employability and refine job search skills. The workshops include resume writing, interview skills, career planning and professional communication.
- Graduate Edge International, a two-day program of professional development modules designed to enhance employability skills and build career confidence. Students work as part of a multi-disciplinary team to develop skills that will give them a competitive edge for a global career.
- Interchange, a four-day entrepreneurial skills program that leads international students through an action-packed learning journey working on real-world social issues, in multi-disciplinary teams, and with international students from six other universities.

.5.

- The International Student Employability Forum, a panel of industry representatives from organisations such as PwC and the NSW Public Service discussing employer expectations and how to build relevant employability skills during study.
- The annual Start up Discussion Panel followed by the Start Up Careers Fair, designed to meet international student demand for information on either starting up a company or being involved in a start up
- Individual careers counselling appointments
- Regular semester presentations aimed at international students:
 - **Visa Pathways for International Students** offers information from experts in migration law on visa pathway options for international students who would like to begin their career in Australia, based on current research.
 - **Your Rights at Work** is a workshop presented by Fair Work Australia on rights and responsibilities in the workplace, different employment statuses, national minimum wage, payslips, termination of employment and online resources
 - **Returning Home Careers Session** is for final year international students who plan to return to their home country on completion of studies, to assist them in preparing for the job market back home.

Our largest international student constituency is China. We attend the yearly Lockin China careers event which includes visits to employers in different provinces, information about the current graduate labour market in China and a careers fair for graduates returning home to China. Each year we host employers from China recruiting our Chinese-origin students, we promote two China-specific job [portals](#), and we offer careers and employment services specifically for Chinese students. Among these are:

- The annual Building your Networks in Australia and China Forum where a panel of successful Chinese alumni share their experiences and practical advice on the importance of networking in launching their careers in Australia and China.
- An annual presentation by Lockin China aimed at helping students prepare for their return and search for employment.

In addition to the central careers services provided, individual faculties with large international student populations provide targeted career support to international students. For example, over the past five years, international enrolments have driven rapid growth in the University of Sydney Business School's population. The Business School offers tailored programs to cater to international student needs. [Job Smart](#) is a program offered with corporate partners to international students to gain the skills and professional experience needed to improve their career prospects. Career experts and industry professionals from globally recognised organisations guide students through three phases over the year, offering opportunities to network with industry representatives and gain professional experience in Australian workplaces. Combining online and practical experiences, a business problem and interaction with industry professionals, the program includes building a professional brand, developing crucial employability skills including teamwork, project management and communication skills, Australian workplace experience, and coaching through all stages of the job application process, including CV writing and job interviews.

The success of the support we offer to our international students to advance their careers is reflected in our international rankings. The University of Sydney has again been named in the [2019 QS Employability Rankings](#) as the number one university in Australia for graduate employability, a position it has now held for four years running. The University's graduates are the fifth most sought after in the world.

.6.

Our support for our international students continues after they graduate and become our international alumni. We have approximately 70,000 alumni living overseas, with the largest concentration (at least 13,000) in China. We engage with and support our international alumni through:

- The Sydney Alumni Magazine (SAM) which is sent biannually to all international alumni in hard or soft copy.
- The SAM Extra, a monthly e-newsletter tailored to Europe, North America (US, Canada, Mexico), China (China, Hong Kong, Taiwan & Macau) or 'rest of world'
- The University WeChat account which has 10,000 followers, the majority of whom are alumni.
- Overseas events. In 2018 over 60 alumni events were held world-wide. **Attachment E** lists key events for 2019.
- [Alumni Groups](#) in nine international markets which organise alumni meet-ups and 'welcome back' events for new graduates and provide networking opportunities.
- A network of Alumni Volunteers worldwide who assist at student recruitment events and pre-sessions for commencing students to share their experiences of studying at Sydney.
- Welcome Events.
 - The **Welcome to Sydney** program, where alumni host small events at their homes
 - Alumni host tables at **The Great Australian Welcome** to welcome new international students and facilitate networking with their peers.
- Alumni Awards. We recognise international alumni through the **University of Sydney Alumni Awards** and the **Vice-Chancellor's Achievement Awards** (China specific) and by nominating them for external awards including Advance Global.

Our international students are of exceptionally high quality. Academic entry requirements and English proficiency requirements for study at The University of Sydney are some of the highest in the sector. The University provides a wide and varied range of evidence-based support to students to ensure their success in their chosen course of study, in their life as students in Australia, and in their career. Nevertheless, we seek continuous improvement and particularly around our student experience metrics. Your feedback regarding national best practice in student support at the conclusion of your review would be welcome.

Yours sincerely,



Michael Spence
cc. Anthony McClaran, CEO TEQSA (Anthony.mclaran@teqsa.gov.au)

Attachments


- A. 2018 International Student Experience Taskforce Initiatives
- B. International student activities - Marketing and Communications 2019
- C. Welcome email to international students 2019
- D. Specialist Advice Guide (Guide for Staff to Assist Students)
- E. 2019 International alumni events

THE AUSTRALIAN

Language barrier everyone's concern on university campus

EXCLUSIVE

By **MAX MADDISON**, JOURNALIST

6:54PM AUGUST 4, 2020 •  97 COMMENTS

Many international students simply “don’t care” about learning English, regularly skip lectures because they cannot understand what is being taught and get everything translated into their native languages before attempting to undertake study or complete assignments.

Chinese national and University of Sydney masters student Amy Li said she was attracted to the idea of studying in Australia because its institutions had a good international reputation and the country felt safe.

The 21-year-old undertook a preparation year studying at Taylors College, the university’s pathway program, before beginning her tertiary education proper. While she was fluent in English, she said that many of her classmates had struggled to get a handle on the language.

“I have friends that always translate their readings or their homework in Chinese before they start doing them. And I have friends who never go to lectures because they feel like they can’t understand it anyway,” Ms Li said.

“It’s really hard for them to get to fit within the local little circle. So if ever they (have to do) group work (or) teamwork, they are really hard to fit if there are local students in the group.”

That situation is also obvious to domestic students. Mia D’Agostino and Alice Morgan, who study at two different Sydney universities, said it was common to come across international classmates who were simply unable to keep up with the coursework in English.

Ms D’Agostino, in her final year studying finance at UNSW, said she felt so bad for one foreign fellow student that she and her friends took notes for him.

“He just had no idea what was going on: didn’t know what textbooks to get, didn’t know what platform to use. And this was three weeks into the course. And we had an assignment due that next week. He didn’t know we already had an assignment due the week before,” the 22-year-old said.

“Often you just want to jump in and help them. I felt so bad ... me and my friends. We got his email, and we were sending him stuff every week.”

Ms Morgan, in her third year studying business at the University of Technology Sydney, said foreign students needed more support to enable them to keep up.

Assessments in groups were problematic, she said, with domestic students often taking on the lion’s share of work to ensure they received a quality mark.

“You feel bad, ’cause you asked them for the work and then you have to edit it. But (they) don’t know what they’re doing and they don’t get much help,” she said.

“I’ve seen international students who have the English textbook here, and then the translation here, and they’ll be copying, pasting and translating as a tutor is speaking.

They’ve just been dropped in the deep end and told: okay, this is what you have to do if you want to, succeed.”

MAX MADDISON, JOURNALIST

Max Maddison is a reporter at The Australian. He graduated from a Bachelor of Politics, Economics and Social Sciences (Hons I) at the University of Sydney. He began working for the paper in 2015 as an Editorial... [Read more](#)




THE AUSTRALIAN

Foreign students bully university lecturers to pass

EXCLUSIVE

By **MAX MADDISON**, JOURNALIST and **STEVE JACKSON** NSW EDITOR

AN HOUR AGO AUGUST 5, 2020 •  376 COMMENTS

Australian university lecturers are being cowed into lowering their academic standards by “highly organised” networks of international students making co-ordinated attacks against any staff members whose assignments and examinations prove too difficult to pass.

Despite presenting themselves as the purveyors of elite education, academics at some of the country’s most prestigious universities said they had been forced to “dumb down” courses to ensure foreign students with little or no English were able to complete degrees — or else they risked being targeted by official complaints signed by groups of up to 100 pupils.

Academics are concerned the lowering of standards for overseas students means Australian students’ education is also suffering.

The University of Sydney confirmed it had received 135 formal complaints about staff regarding coursework or assessments last year.

“A significant number of similar complaints indicates there was a co-ordinated approach among some complainants about a relatively small number of teaching staff,” a spokesperson said.

“The main reason for complaints were related to assessment processes that were alleged to have been conducted unreasonably or unfairly. All complaints were considered and, where - appropriate, used to inform improvements in teaching practice.”

One professor, who teaches at a respected Group of Eight university in Sydney, said the complaints were taken so seriously by university management that they had the potential to derail careers.

“International students didn’t used to be organised but in the past two years that has all changed,” said the lecturer, who asked not to be named for fear of professional repercussions.

“Their studying strategy is usually memorisation: memorisation of sample questions, and they always request the exams from the previous year to memorise the answers, memorise the methods in a very narrow way, and they have an expectation that the exam this year is going to be very similar.

“If your exam questions are a bit challenging or written in a way that is different to what they have done before, then they will complain. There are groups that put together letters to complain, signed by 100 students. Then those letters go high up in the university and we can get into trouble. It has happened to several colleagues — it has happened to me.

“We then have to provide explanations ... and meet with one of your supervisors to discuss it and that kind of thing.

“The universities don’t care about educating these students — but they depend on the money that comes from them.

“The trade-off is clear. It is actually easier for us to adapt to these students’ expectations. We know they’ll give us very good evaluations (if we do), and then we’re not going to get into trouble and we are even going to be praised. There is really no incentive to set difficult exams.”

Another professor at a Group of Eight university said the situation had been exacerbated by an over-reliance on Australia’s \$34bn international education industry and that foreign students were too often admitted to courses despite lacking the English skills needed to understand the subject.

“It is absolutely corrupt. It’s a disgraceful system — disgraceful,” she said. “I don’t know what passes for language training in China but most of the students I see from there haven’t even the most basic English skills and can’t construct a single, clear, grammatical sentence. And these are the masters (degree) candidates.”

She said the situation had also resulted in a dramatic surge in instances of cheating, and that complaints to university management were routinely ignored.

“What these students do now is they’ll just buy an essay (written by someone else) as they know you can’t trace it. It hasn’t been plagiarised but they haven’t written it — it’s been bought,” she

said.

“Even though you know they didn’t write it ... there’s an unwillingness, when you (report it) to the academic integrity office, for them to say, ‘This needs to be dealt with.’ I started out idealistic but I don’t even bother sending stuff to academic integrity anymore.”

A number of universities contacted by The Australian denied they had experienced any issues with co-ordinated complaints against staff, while a University of NSW spokesperson said there had been “no major letter-writing campaigns” regarding coursework or assessments.

UNSW economics professor Gigi Foster said universities that prioritised revenue over learning were depriving both Australian students and international students of a world-class education.

“We have a responsibility to domestic students and to the taxpayers who are basically underwriting the university sector in this country,” Ms Foster said. “We also have a responsibility if we make an offer to a foreign student and we bring them to our shores and expect them to succeed just like any other student, but they can’t because our admissions process has failed them due to economic reasons. That is a moral travesty, and it’s offensive.”

The temptations for campuses are clear. Even three years ago, high-fee-paying foreign students accounted for almost 30 per cent of tertiary students across the country and made up more than 40 per cent of all students across the nation’s most prestigious six east coast institutions.

That year, international students injected \$708m into annual revenue at UNSW, \$756m at Melbourne University, \$752m at the University of Sydney and \$810m at Monash University.

University of Sydney professor Salvatore Babones said the financial windfalls were so vast, many institutions had devised “preparatory programs” to ensure foreign students could be admitted even if their English failed to meet the university’s official prerequisites.

He said the University of Sydney required foreign students to attain an International English Language Testing System score of 7.0 — which is considered a “good user” of the language — before they could be enrolled.

However, the university had a “pathway program” with Taylors College that accepts students with a score of 5.0 — or a “modest user” with only a partial command of the language.

“The rationale is they attend a year-long English language curriculum at Taylors College (before transitioning to Sydney University). But we hear a lot of stories about the program not being taken seriously by students and that it’s a culture in which it is impossible to fail,” he said.

“We know something like 95 per cent of international students come through the preparatory programs and then move on to the university of their choice. It is a situation that is ripe for abuse.”

The programs are set to be one of the issues raised in the NSW government’s parliamentary inquiry into the future development of the state’s tertiary education system, which will sit for the first time on August 12.

NSW One Nation leader Mark Latham said the inquiry would look closely at the universities’ - reliance on foreign funding.

“They dumb down their academic standards and basically tell overseas students, ‘If you can pay the money, you’ll end up with a piece of paper from our degree factory,’” Mr Latham said.

All universities approached by The Australian — including the Group of Eight institutions — denied there was a problem when it comes to international students who cannot understand what they are being taught.



THEMATIC REVIEW INTO THE QUALITY OF ENGLISH LANGUAGE PATHWAYS AND SUPPORT

TERMS OF REFERENCE

RACHAEL WEISS, UNIVERSITY QUALITY MANAGER

16 October 2019

PURPOSE

The panel will review the quality of English language pathways and support available to students. It will make recommendations to the University regarding quality improvements.

TERMS OF REFERENCE

The review panel will:

1. Examine and report on the quality, accessibility and suitability of English language pathways into coursework or research study at the University;
2. Examine and report on the structures and information in place to support students in English language proficiency during their studies.
3. Examine and report on the extent to which the University meets the relevant HESF standards in supporting students in English language proficiency.
4. Make recommendations for improvements to the quality, accessibility, and suitability of English language pathways and support at the University.

PANEL MEMBERSHIP

Name	Position
A/Prof Tony Masters (Chair)	Chair, Academic Board
Prof Barbara Messerle	Provost
Prof Pip Pattison	DVC Education
	External academic – Subject Matter Expert
	External professional staff – Subject Matter Expert
	External stakeholder (employer/employer group representative)
	Internal academic – Dean Business
	Internal academic – Dean Law
	Internal academic – ADE FEIT
	Internal academic – FMH nominee
	Internal academic – School offering courses requiring high-level English ability, e.g. History, Philosophy or Education
	Chair, OCES Board
	Faculty Curriculum and Quality Manager or Faculty GM
	SRC and SUPRA nominees

HESF STANDARDS ADDRESSED BY THIS REVIEW

1.1 Admission

1.1.1 Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

1.2 Credit and Recognition of Prior Learning

1.2.1 Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.

1.2.2 Credit through recognition of prior learning is granted only if:

- students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and
- the integrity of the course of study and the qualification are maintained.

1.3 Orientation and Progression

1.3.1 Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.

1.3.2 Specific strategies support transition, including:

- assessing the needs and preparedness of individual students and cohorts
- undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
- providing access to informed advice and timely referral to academic or other support.

1.3.3 Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.

1.3.4 Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.

1.3.5 Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.

1.3.6 Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

2.2 Diversity and Equity

2.2.1 Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.

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

3.3 Learning Resources and Educational Support

3.3.4 Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

TIMELINE

The review will commence on 29 January 2020 and is scheduled for completion by mid-May 2020 when a final report, including commendations and recommendations and responses from relevant academic units and portfolios will be ready for endorsement by UE and Academic Board. The paper will go to the Academic Quality Committee for recommendation to the Academic Board. The outcome will be reported to Senate via the report of the Academic Board and may also be presented to Senate by the Provost as Review Chair, if deemed appropriate.

UPDATE – May 2020. Owing to the COVID-19 pandemic and rescheduling of AQC dates, the Thematic review timeline was extended.

Committee	Submission date	Meeting date
University Executive (Decision)	11 August 2020	20 August 2020
Academic Quality Committee	11 August 2020	25 August 2020
Academic Board	25 August 2020	15 September 2020
Senate	TBA	TBA

RECOMMENDATION FOLLOW UP

Academic units and administrative portfolios will report to the AQC within three months of the report to Senate with an implementation plan. Within one year of the report to Senate, academic units and administrative portfolios will report to AQC on progress against the review recommendations and their implementation plans. This report will be forwarded to Academic Board for presentation at UE.

METHODOLOGY

Quantitative data and analysis

IAP will provide data for three cohorts:

1. Undergraduate students
2. Postgraduate coursework students
3. Postgraduate research students

For the undergraduate and postgraduate coursework cohorts, data for the last 3 years (if data are available) will be provided and for research students, data for the last 5 years (if data are available). Data will include:

- English language pathway
- Entry performance (admission data (e.g. GPA), UAC data (e.g. ATAR))
- English entry measure/scores
- Performance measures (e.g. WAM, load passed, load failed, progression, transfer)
- Survey data (e.g., SES)

The Evaluation and Analytics team in DVC Education portfolio will provide further data from surveys and will provide statistical analysis of the full set of data. Domestic students with English as a first language will serve as the control group

Qualitative data and analysis

Interviews and written submissions from:

1. Students (from the cohort above)
2. Staff

Evaluation and Analytics will provide analysis of qualitative data from standard student surveys such as SES. The panel will evaluate the qualitative data gleaned from interviews and written submissions.

Appendix 4 - Supporting Documentation and References

University surveys and reports

International Student Barometer (ISB) and Student Barometer (SB) 2018 Report
Student Experience Survey (SES) 2018 Report
2019 USFP Survey Report and Statistical Analysis of USFP Student Success in University Courses
FASS PG English Language Program Evaluation Report 2019
Student Life Survey Results 2019
Employer Satisfaction Survey – 2019 QILT
Statistical Analysis of English Pathways and Student Performance and Outcomes 2020
Learning Centre Review – Research Report
Learning Centre Review – Academic Skills Support Model Analysis
C-Sight Forum – English Language Pathways and Support Report 2020

University documentation

University of Sydney Admissions Standards – English Language Proficiency
University of Sydney English Language Concordance Table
Entry requirements for DEC 36 and DEC 25
University of Sydney International Guide 2020

University policies and associated standards

Coursework Policy 2014

Admission Schemes (pdf, 65KB) (as referenced in Part 7 of the Coursework Policy 2014)

Admissions Prerequisite Standards – Mathematics (pdf, 90KB) (as referenced in clause 14A of the Coursework Policy 2014)

Admissions Standards - English Language Proficiency (pdf, 140KB) (as referenced in Parts 5 and 6 of the Coursework Policy 2014 and Part 7 of the University of Sydney (Higher Degree by Research) Rule 2011)

Assumed Knowledge and Special Entry Requirements (pdf, 150KB) (as referenced in clause 49 of the Coursework Policy 2014)

Forecast scores (pdf, 25KB) (as referenced in clause 13(2) of the Coursework Policy 2014)

For research students, the following policies apply:

HDR Rule - Part 7 deals with English language requirements. Clauses 2.21, 3.21 and 4.20 also provide in certain limited cases for theses to be written in a language other than English (this is generally for degrees in foreign language skills).

HDR Supervision Policy – clause 15(9)(f) requires a lead supervisor to satisfy themselves that the candidate has sufficient skills in English before the end of the probationary period.

Progress Planning and Review for HDR Students Policy – Schedule 1 sets ensuring student has sufficient English skills as a confirmation milestone for progression.

Recordkeeping Policy 2017

Models

University of Auckland DELNA Handbook and associated materials

University of Melbourne DELA Handbook and associated materials

Griffith University GELES model

References and Further Reading

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THE UNIVERSITY OF
SYDNEY

English language concordance table

Table 1

English language skills tests conversion table (overall scores)

IELTS Academic	TOEFL iBT	PTE Academic	Cambridge C1 Advanced and Cambridge C2 Proficiency
5.5	62	46	162
6.0	73	54	169
6.5	85	61	176
7.0	96	68	185
7.5	105	76	191
8.0	112	79	200
8.5	117	84	205
9.0	120	88	209

English language skills tests (individual scores)

R/L/S/W	TWE	R/L/S	W	Section	Section
5.5	4	14	16	46	162
6.0	4.5	17	19	54	169
6.5	4.5	20	22	61	176
7.0	5	23	25	68	185
7.5	5.5	25	27	76	191
8.0	6	27	29	79	200
8.5	6	29	29	84	205
9.0	6	30	30	88	209

Table 2

Subject and grade requirements guide for accepted secondary qualifications not undertaken in English

Qualification	Subject and grade requirement
Denmark Studentereksamen	7 in English A or 10 in English B
Finland Upper Secondary School Certificate	8 in English or English A Language
Germany Abitur	3 or 8 in Advanced Level English
Netherlands VWO	8 in Level 6 High School English
Norway Vitnemal	4 in English
Sweden Avgangsbetyg/Slutbetyg	VG or C in English 7 or B in English 6

Table 3

Concordance estimates for secondary qualifications used to provide evidence of English language proficiency*

IELTS Overall Score	STPM Literature (920)	Singapore-Cambridge A Levels: English Language and Linguistics	HKDSE English Language and Literature in English	UK A Level English	UK A Levels Humanities	IB English A – Higher Level	IB English A – Standard Level	IB English B – Higher Level	IB English B – Standard Level
6.5	B/C	B/C	5	B/C	A/B	4	5	4	5
7.0	A	A	5*	A		5	6		
7.5			5**	A*		6	7		
8.0						7			
8.5									

*These requirements apply to students who have not completed an accepted Year 12 qualification in English.

Appendix 6 – English Language Admissions Standards Comparison

English Language Admission Standards Data Comparison

July 2020

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Part 1 Undergraduate English Language Requirements

1.1 Comparison of Minimum English Test Scores for Undergraduate Admission

Table 1. Comparison of the minimum English test scores

Regular Award Undergraduate Programs				
English Test	USYD	ANU	UNSW	UOM
IELTS Standards	6.5 (6.0)	6.5 (6.0)	6.5 (6.0)	6.5 (6.0)
TOFEL IBT	85 (R, L, S - 17, W - 19)	80 (R,W -20; S,L-18)	90 (W-23, R.L,S-22	79 (W-21,S-18,R,L-13)
PTE	61 (54)	64 (55)	64 (54)	64 (60)
CAE	176	176 (169)	176(169)	176 (169)
University English Course	CET	AEP	UEEC	UUOMP
Additional Information				
Valid date	2 years of course start date	2 years from the date of application	2 years of course start date	2 years of course start date
Waiver	Yes – Waiver	No waivers	Yes - Waiver	No info
Combined test or Not	Single test only, cannot combined results in multiple tests	Single test only, cannot combined results in multiple tests	No info	No info
Extension of English test expired date	No	Up to 4 years where completion of 1 Year F/T study in English within the last 2 years from the date of Application	No info	No info

1.2 Comparison of English Language Subject Studies through Secondary Qualifications

Universities accept specified achievement levels in a number of secondary qualifications for the purposes of meeting English language requirements for admission to the undergraduate programs.

Table 2. Comparison of the specified secondary qualifications from chosen universities

Name of Qualifications	USYD	ANU	UNSW	UOM
Valid Period	<ul style="list-style-type: none"> 2 years of the course start date for qualifications in Table 1 and Table 2 of ELP standards (see note 1) 5 years for the remainders 	2 years of the date of application	2-4 years of the course start date (see note 2)	No info
Australian Y12	Completion of Y12	ACT: <ul style="list-style-type: none"> 170 for ESL T major (see note 3) VCE: <ul style="list-style-type: none"> 30 raw score for EAL (see note 4); OR, 25 raw score for VCE English Unit 3 & Unit 4; Others <ul style="list-style-type: none"> Completion of Y12 	Completion of the study	Completion of Y12
New Zealand NCEA	Completion of the study	Completion of the study	Completion of the study	At least 18 credits of English at level 3 with a minimum grade of 55% (merit)
French Baccalaureate	N/A	in Narrabundah College: <ul style="list-style-type: none"> Pass in English T Major, OR T minor course 	N/A	N/A
GCE A-Level	Grade A or B for Humanities A Level	<ul style="list-style-type: none"> Grade C for Humanities and Social Sciences subject; OR, One subject from English Language and Literature; OR General study 	<ul style="list-style-type: none"> A minimum of grade C in a Humanities-based* subject at an A2 level; OR A minimum of grade C in the General Paper at an A2 level For all Built Environment, Business, Education, Law and Medicine: <ul style="list-style-type: none"> Grade A in Humanities*; OR English (A2) level or an A in English Language and Literature; OR 	least a grade C for AS or A Level: <ul style="list-style-type: none"> General Paper General Studies English Language English Literature English Language and Literature

			<ul style="list-style-type: none"> English Language at an (AS) level 	
Singapore A-Level	Completion of study	C Grade or better in: <ul style="list-style-type: none"> Humanities syllabus, OR in English Language Literature; OR General Paper 	<ul style="list-style-type: none"> C grade in a Humanities* Higher 1 (H1) or Higher 2 (H2) subject or C grade in the General Paper <p>All Built Environment, Business, Education, Law and Medicine programs:</p> <ul style="list-style-type: none"> A in English Language and Linguistics 	completed at Higher 2 (H2)
HKDSE	Grade 5 or above in English Language and Literature in English	Grade 4 in English Language (core subject)	Level 4 in English Language or Literature in English	English with a Grade of 4 or higher
IB	<ul style="list-style-type: none"> Grade 4 or above in English A – HL, or Grade 5 in English A- SL 	If not taught in English, <ul style="list-style-type: none"> a Pass in English Language ‘A’ or English Language and Literature ‘A’ either at SL or HL level 	Grade 4 or above in one of the following IB English courses: <ul style="list-style-type: none"> English A: language and literature at standard or higher level; or English A: literature at standard or higher level; or English B at higher level 	At least Grade 4 SL & HL
All India Senior School Certificate (CBSE)	N/A	C2 or better in English core	Grade of C1 in English Core	N/A
Indian - ISC – Year 12	N/A	A numerical grade of 1-7 in English	70% in English	N/A
Tamil Nadu Higher School Certificate (STPM/Form 6)	N/A	A score of 120 or more in English	N/A	N/A
(MICSS)/UEC	B/C Grade in Literature (920)	Grade C or better in English Literature	C pass in 920 English	N/A
(MICSS)/UEC	N/A	A2 or better in English Language	N/A	N/A
Norway (Vitnemål)	4 in English	4 or better in English at both Level 1 & 2 in Upper Secondary Exam	Grade 4 in the First Year of Upper Secondary English	Grade 4 in final year English
Sweden (Slutbetyg fran Gymnasieskolan)	VG or C in English	4 or better (VG) in English in Upper Secondary School Exam	Grade D in English in the final year (English 6/English Course B)	VG or grade 4 in final year English or a C grade in English 6
Denmark (Studentereksamen)	7 in English A or 10 in English B	9 or better at Level B Senior High School English	Grade 7 in English in the final year (English B or English A)	English A - Grade 7, English B - Grade 10

Finland Upper Secondary School Certificate	8 in English or English A Language	8 or better in English or in English A in the final year of secondary	N/A	N/A
Netherlands VWO	8 in Level 6 high School English	8 or better in final year English	N/A	Grade 8 in final year English
German Abitur	3 in Advanced Level English	3 or better in English	Grade 12 in English	Grade 10 in Leistungskurs English
Austrian Maturity Certificate	N/A	3 or better in English	N/A	N/A
Swiss Matura	N/A	N/A	A grade of 5 (good) or better in English	N/A
Advanced Placement (AP)	N/A	N/A	N/A	AP English a score of at least 3

Notes #

1. For USYD, The ELP Standard (page 8) defines the qualifications in Table 1 and Table 2 (pp7-8) are valid for 2 years
2. For UNSW, Denmark, Norway, Sweden, the valid period is 4 years before course start date. The remainder is 2 years.
3. ESL – English as a Second Language
4. EAL – English as an Additional Language
5. ANU considers that a pass result is no less than 50% of attempted units/courses in any assessable period (for example, term or semester) in the academic year.

1.3 Comparison of English Language through Approved Foundation Programs

Universities assess the approved English subjects' studies of the acceptable foundation programs for the purposes of meeting English language requirements for admission to the undergraduate programs.

Table 3. Comparison of the approved foundation programs from chosen universities

Name of Program	USYD	ANU	UNSW	UOM
Valid Period	5 years of the course start date	2 years of the date of application	2 years of the course start date	No Info
ANU College Foundation	Total average of the English subjects above the Credit average	65% or more in the best 3 out of 4 English courses taken in the last two terms in English core Skills A-E and/or Applied English A-D	Grade C+ or 70% in English AND completion of Advanced Academic English	Approved English subject
ANU Access Program	Total average of the English subjects above the Credit average	60% or more	70% overall accepted and complete Advanced Academic English	Approved English subject
Foundation Programs accepted by G08 and NON G08 for admission to Undergraduate Programs	Total average of the English subjects above the Credit average	65% or more in Academic English in foundation taught in an English-speaking country	Grade C+ or 70% in English	Approved English subject

UNSW Foundation Studies	C+ in Academic English	Approved English subject	C+ in Academic English	Approved English subject
USYD USFP	C+ in Academic English	Approved English subject	Grade C+ or 70% in English	Approved English subject
UUOMB Foundations	EAP above 55%	Approved English subject	Grade C+ or 70% in English AND completion of EAP	EAP above 55%
Foundation Programs Administered by UK Russell Group Universities and Study Group International	Total average of the English subjects above the Credit average	N/A	N/A	N/A
Preparation Programs from Malaysia	Total average of the English subjects above the Credit average	N/A	N/A	N/A

1.4 Comparison of the AQF Diploma/Advanced Diploma and Degree Studies

Universities accept the recognised AQF diploma /advanced diploma (or equivalent) and bachelor or above degree studies for the purposes of meeting the English requirements where the instruction and assessment were entirely in English. However, the assessment may differ in an individual university.

Table 4. Comparison of the AQF diploma and tertiary studies from chosen universities

Name of Degree	USYD	ANU	UNSW	UOM
Australian TAFE / Private Provider Studies at AQF Diploma level	Completion of study	Two years full time tertiary education (see notes)	Completion of study	Completion of study
Other recognised AFQ Diploma equivalent	Completion of study + Statement (MOI letter)	Completion of at least two years' study (see notes)	Completion of study + Statement (MOI letter)	Completion of study
Bachelor's Degree	1 year full time study (including incomplete study)	At least 2 years full time study (see notes)	1 year full time study (including incomplete study)	1 year full time study (including incomplete study)
Valid Period	5 years before commencement of study	4 years before date of application	2 years before commencement of study	2 years before commencement to study for 1 year study of a tertiary course. 2-5 years for 2 years study for a tertiary course.

Notes:

1. ANU considers that a pass result is no less than 50% of attempted units/courses in any assessable period (for example, term or semester) in the academic year.

1.5 Comparison of the Course Minimum English Test Scores

Table 5. Comparison of the required minimum English test scores for entry to the Undergraduate courses

Course Name	USYD	ANU	UNSW	UOM
Undergraduate				
Commerce/Business	7.0(6.0)	6.5(6.0) for regular courses	7.0(6.0)	According to the secondary qualification guide (shown in Table 2)
Arts and Social Science	6.5(6.0) or 7.0 (6.0) or higher	6.5(6.0) for regular courses	6.5(6.0)	
Built Environment and Architecture Design	7.0 (6.0)	6.5(6.0) for regular courses	7.0(6.0)	
Science	6.5(6.0)	6.5(6.0) for regular courses	6.5(6.0)	
Engineering	6.5(6.0)	6.5(6.0) for regular courses	6.5(6.0)	
Law	7.5 (7.0)	No info	7.0 (6.0)	
Medicine and Health	7.0 (7.0)	No Info	7.0 (6.0)	

Part 2 Postgraduate English Language Requirements

2.1 Comparison of Minimum English Test Scores for Postgraduate Admission

Table 6. Comparison of the minimum English test scores from chosen universities

Regular Award Postgraduate Coursework and HDR Programs				
English Test	USYD	ANU	UNSW	UOM
IELTS Standard	6.5 (6.0)	6.5 (6.0)	6.5 (6.0)	6.5 (6.0)
TOFEL IBT	85 (R, L, S - 17, W - 19)	80 (R,W -20; S,L-18)	90 (W-23, R,L,S-22)	79 (W-21,S-18,R,L-13)
PTE	61 (54)	64 (55)	64 (54)	64 (60)
CAE	176	176 (169)	176(169)	176 (169)
University English Course	CET	AEP	UEEC	UUOMP
Additional Notes				
Valid date	Valid for 2 years	Valid for 2 years	No info	No info
Waiver	Dean’s waiver available	No waivers	No info	No info
Combined test or Not	Single test only, cannot combined results in multiple tests	Single test only, cannot combined results in multiple tests	No Info	In Info
Extension of English test expired date	No	Up to 4 years where completion of 1 Year F/T study in English within the last 2 years from the date of Application	No Info	In Info

Part 2.2 Comparison of English Language Requirements through Degree Studies which were Taught in English

There are differences between how universities assess the degree studies from English and non-English speaking countries where the degrees in which the assessment and instructions were entirely in English. As a result, the requirements for duration of the study and the valid period are different. The separate entities are shown in the following table.

Table 7. Comparison of the English requirements based on the degree studies that were taught in English for entry to postgraduate courses

Name of Degree	USYD	ANU	UNSW	UOM
In an English-speaking country				
Bachelor’s Degree	1 year full time study (including incomplete study)	2 years full time study	<ul style="list-style-type: none"> Completed degree for citizen; OR Completed qualification with 3 years in length for non-citizen, OR 2-years’ incomplete qualification 	Completion of bachelor’s degree
Graduate Degree	1 year full time study (including incomplete study)	2 years full time study	<ul style="list-style-type: none"> Completion of study with evidence of study and citizenship, OR, 2-years’ incomplete qualification with statement 	<ul style="list-style-type: none"> 2-year completed degree, OR # at least 1-year completed degree where the English language required for the completed degree was at least IELTS 6.5 or above
Valid Period	5 years before commencement of study	4 years before date of application	<ul style="list-style-type: none"> Within 2 years before the course commencement, or 7 years work experience with a 4-year degree for non-citizens. No limit for citizens. 	<ul style="list-style-type: none"> Within 2 years of commencement; OR Between 2-5 years, need evidence of work; OR More than 5 years, need evidence of work in a designated country
In a Non-English-speaking country				
Bachelor’s Degree	3 years full time completed study	2 years full time study within last 4 years + evidence	N/A	Same as above
Master’s Degree	1-year full time completed study	2 years full time study + evidence	N/A	Same as above
Valid Period	5 years before commencement of study	4 years before date of application	N/A	Same as above

2.3 Comparison of the Course Minimum English Test Scores to the Postgraduate Courses

Comparing the minimum of the English test requirements by courses, there is still little difference between USYD standards and the chosen universities.

Table 8. Comparison of the required minimum English test scores for entry to the Postgraduate courses

Course Name	USYD	ANU	UNSW	UOM
Postgraduate Courses and HDR				
Commerce/Business	7.0(6.0)	High Level of English Proficiency	7.0(6.0)	6.5 (6.0) and 7.0(6.0) and for HDR
Finance	7.0(6.0)	High Level of English Proficiency	7.0(6.0)	6.5(6.0)
Arts and Social Science	6.5(6.0) and (7.0 for Journalism, Publishing and Creative Writing etc)	6.5(6.0)	7.0(6.0)	6.5(6.0) and (7.0 for Journalism, Publishing and Creative Writing etc) and HDR
Built Environment and Architecture Design	7.0(6.0)	High Level of English Proficiency	7.0(6.0)	6.5 (6.0) coursework and 7.0 (6.0) for HDR
Science	6.5(6.0) and MCP, Psychology 7.0 (7.0)	6.5 (6.0) and MCP 7.0 (7.0)	6.5(6.0) Exceptions MCP, Psychology	6.5(6.0)
Engineering	6.5(6.0)	N/A	6.5(6.0)	6.5(6.0)
Law	7.0(6.0)	N/A	7.0(6.0)	7.0 (6.0) other coursework 6.5 (6.0)
Medicine and Health	6.5 (6.0) and 7.0(6.0)	High Level of English Proficiency	6.5 (6.0) and 7.0(6.0)	6.5 (6.0) and 7.0 (7.0)

Part 3 Comparison of lists of the English-Speaking Countries for Admission to both Undergraduate and Postgraduate courses

Table 9. Comparison of English-speaking countries for entry to the Undergraduate and Postgraduate courses

Name of Countries	USYD	ANU	UNSW	UOM
American Samoa	√	√	√	No Info
Australia	√	√	√	No Info
Bahamas	X	X	√	No Info
Barbados	X	X	√	No Info
Belize	X	X	√	No Info
Botswana	√	√	√	No Info
Canada (excluding Quebec)	√	√	√	No Info
Fiji	√	√	√	No Info
Gibraltar	X	X	√	No Info
Ghana	√	√	√	No Info
Guyan	√	√	√	No Info
Ireland	√	√	√	No Info
Jamaica	√	√	√	No Info
Kenya	√	√	√	No Info
Lesotho	√	√	√	No Info
Liberia	√	√	√	No Info
New Zealand	√	√	√	No Info
Nigeria	√	√	√	No Info
Papua New Guinea	√	√	√	No Info
Samoa	√	√	X	No Info
Singapore	√	√	√	No Info
Solomon Islands	√	√	√	No Info
South Africa	√	√	√	No Info
The Gambia	X	X	√	No Info
Tonga	√	√	√	No Info
Trinidad and Tobago	√	√	√	No Info
United Kingdom (including Northern Ireland)	√	√	√	No Info
United States of America	√	√	√	No Info
Zambia	√	√	√	No Info
Zimbabwe	√	√	√	No Info
Minimum Residency in an English-speaking country	10 years + study or work experience	N/A	5 years + statement	N/A for residency info + work experience for over 2 years validity

References:

UNSW English Language Requirements

<https://www.international.unsw.edu.au/english-language-requirements>

https://www.international.unsw.edu.au/english-language-requirements?field_english_language_tid=4018

UOM English Language Requirements

<https://study.uniUOMb.edu.au/how-to-apply/english-language-requirements>

<https://study.uniUOMb.edu.au/how-to-apply/english-language-requirements/graduate-english-language-requirements/course-specific-requirements>

ANU English Language Requirements

https://policies.anu.edu.au/ppl/document/ANUP_000408

USYD

[https://www.sydney.edu.au/content/dam/corporate/documents/about-us/governance-and-structure/university-calendar/admissions-standards-english-language-proficiency-\(ab-approved-20200303\).pdf](https://www.sydney.edu.au/content/dam/corporate/documents/about-us/governance-and-structure/university-calendar/admissions-standards-english-language-proficiency-(ab-approved-20200303).pdf)

University Graduate Qualities and Common University Rubrics

Office of the Deputy Vice Chancellor (Education)

Legend

Performance indicators	Level 0	Level 1	Level 2	Level 3	Level 4
	No evidence available	Able to demonstrate application of given concepts, procedures and knowledge in straightforward contexts	In addition to level 1, able to demonstrate application of given concepts, procedures and knowledge in more complex contexts	In addition to level 1 and 2, able to demonstrate application of new concepts, procedures and knowledge in new and complex contexts	In addition to level 1, 2 and 3, able to demonstrate application, creation and integration of new concepts, procedures and knowledge at the highest level that could be envisaged.

The nine University Graduate Qualities

Depth of disciplinary expertise

Critical thinking and problem solving

Communication (oral and written)

Information and digital literacy

Inventiveness

Cultural competence

Interdisciplinary effectiveness

An integrated professional, ethical and personal identity

Influence

Depth of Disciplinary Expertise

0101

Definition	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.
Components	Understanding of conceptual space of recognised discipline Integration and rigorous application of disciplinary knowledge Awareness of the norms, culture and practice of the discipline Capabilities to participate in the evolving practice in the discipline

	0	1	2	3	4
Understanding of the content and boundaries of the discipline	Describes in general terms what the discipline involves.	Identifies broad foundational ideas and concepts using formal terminology and nomenclature associated with the discipline.	Outlines ideas and concepts from a range of different topics and associated skills within the discipline in some depth.	Describes the concepts, instruments and skills within the contemporary context of the discipline and map into a framework, at times appreciating areas of inconsistency.	Analyses the concepts and methodologies within the historical perspective and the contemporary context of the discipline and synthesises these into a coherent intellectual framework with appreciation of disciplinary gaps and limitations.
Application and integration of disciplinary knowledge	Demonstrates general awareness of the kinds of activities an individual operating in the discipline undertakes.	Formulates broad ideas about the appropriate application of disciplinary knowledge. Identifies evidence or data which is germane and relevant to activities which characterise their discipline.	Utilises knowledge and skills drawing on basic, discipline-specific tools in activities that characterise their discipline and explains their choice of strategies using an integrated approach.	Integrates knowledge and skills using discipline-specific tools in applying their knowledge to the activities that characterise their discipline, justifying their decisions. Connects disciplinary knowledge into an overarching internal disciplinary framework.	Weighs and integrates knowledge and skills using hands-on, instrumental or abstract tools in activities that characterise their discipline, including the justification and defence of their application of knowledge and skills. Connects disciplinary knowledge into an internal framework and is able to position that knowledge into the wider context within which their discipline sits.
Awareness of the norms, practices and culture of the discipline		Outlines in general terms the formal norms and informal practices which affect the way in which practitioners within a discipline operate.	Outlines the regulatory practices of the discipline demonstrating an understanding of the internal workings of its culture.	Exercises judgement within the regulatory practices of the discipline demonstrating understandings of the internal workings of the discipline; identifies actual and potential conflicts in the application and operation of cultural norms within the discipline.	Exercises nuanced judgement within the ethical and regulatory practices of the discipline demonstrating intricate understandings of the internal workings of the discipline in terms of the ways that it produces knowledge and artefacts, and how these are shared, assessed and accepted within the culture and practice of the discipline.
Capabilities to participate in the evolving practice in the discipline		Demonstrates awareness that disciplinary practice evolves, aware of broad historical changes which have occurred over time.	Analyses the ways in which disciplines evolve over time; supports analysis with relevant theoretical knowledge evidence and data.	Reviews knowledge that have led to differing perspectives and shares these while considering the interests and concerns of allied fields and disciplines.	Synthesises knowledge leading to expanded perspectives and insights, and negotiates the territories that the discipline shares with other fields. Advocates effectively to promote the evolution of disciplinary knowledge and practices in a range of contexts and situations.

Critical Thinking and Problem Solving

0102

Definition	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.
Components	Definition of problem or issue in context Critical questioning of ideas, evidence and assumptions Creation and evaluation of hypotheses or alternative arguments Formulation of defensible conclusions and best possible solutions.

	0	1	2	3	4
Definition of problem or issue in context		Describes the problem or issue.	Provides a basic definition of the problem or issue, and shows that the problem or issue is situated in a context.	Provides an informative definition of the problem or issue, shows that the problem or issue is situated in a context, shows understanding of the main features of that context and explains why these matter, defines key terms, identifies desirable features of possible solutions.	Insightful and articulate. Analyses a context by consulting a suitably broad range of informational sources, identifies and appropriately frames a problem or issue within that context, gives a detailed and clear definition of the problem or issue, explains why this problem or issue matters, sets out criteria against which to measure possible solutions.
Critical questioning of ideas, evidence and assumptions		Listens to and understands the ideas of others.	Recognises that ideas, evidence and assumptions need to be examined, shows awareness of differences in perspective, shows sensitivity to possible bias and error, seeks out those who have knowledge and expertise.	Questions received ideas, evidence and assumptions, engages with the work of genuine experts, critiques fallacious rhetoric, engages in rational argument, assesses currently available evidence, provides evidence to justify conclusions.	Open-minded and intellectually rigorous. Critically examines received ideas, evaluates the credibility and the methodology of experts, engages with competing views from various historical, intercultural and interdisciplinary perspectives, locates and assesses new evidence.
Creation and evaluation of hypotheses or alternative arguments		Identifies and understand hypotheses put forward by others.	Recognises that current hypotheses and arguments may be suboptimal, assesses the existing hypotheses and arguments.	Generates new hypotheses and arguments, shows awareness of how they could be compared and tested, carries out these tests.	Creative and judicious. Generates original hypotheses and arguments, tests relevant hypotheses and arguments via reasoning, observation, or experiment, evaluates the results.
Formulation of defensible conclusions and best possible solutions		Recognises conclusions and solutions offered by others.	Formulates basic solutions or conclusions.	Offers a solution or conclusion based on engagement with the relevant evidence, defends this solution or conclusion in light of relevant evaluative criteria.	Wise and decisive. Decides on the balance of the evidence, formulates conclusion or solution clearly in their own words, identifies the proper scope and significance of the conclusion commensurate with methods used, explains why this conclusion or solution is best when measured against relevant evaluative criteria.

Communication (oral and written)

0103

Definition	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
Components	<p>Clear conveyance of meanings in terms original to the student</p> <p>Adjustment according to audience and context</p> <p>Use of media and modes appropriate to each communication</p> <p>Clarity of structure and organization of ideas</p>

	0	1	2	3	4
Communicates meaning in own words or 'voice'		Communicates meaning which for the most part clearly and accurately distinguishes own voice from that of external sources.	Accurately paraphrases and summarises meaning using own voice.	Communicates meaning unambiguously in their own voice, while integrating information from multiple sources to present alternative cases.	Communicates meaning skillfully and unambiguously in their own voice while synthesising and integrating information from multiple and conflicting sources
Adjusts communication according to context (situation, audience, purpose and genre)		Adjusts communication in a manner that demonstrates awareness of given context.	Adjusts communication in a manner that demonstrates awareness of different contexts.	Adjusts communication in a manner that demonstrates sensitivity to a given context	Adjusts communication in a nuanced manner, demonstrating sensitivity to given context demonstrated in communicative style
Uses different modes, media and technology according to context		Uses different modes, media and technology in communication appropriately.	Uses a variety of appropriate modes, media and technology in communication to promote understanding and engagement.	Distinguishes between different modes, media and technology to enhance communication and to promote understanding and engagement.	Distinguishes between and uses different and appropriate modes, media and technology inventively to enhance communication and to enrich understanding and engagement
Structures and organises ideas and information according to context		Structures and organises ideas and information logically	Structures and organises ideas, and information logically and clearly	Structures and organises ideas, and logically, clearly and cohesively	Structures and organises ideas persuasively, and information consistently with clarity, cohesion and logic

Information and Digital Literacy	
Definition	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
Components	Location, interpretation and evaluation of data and information Management of data and information Adaptation, integration and conveyance of data and information Creation of data and information Effective use of digital resources, tools and strategies

	0	1	2	3	4
Scope of an information need		Identifies main concepts when researching a straightforward question or problem, with minimal reference to context.	Uses the context of an information need to inform its scope	Adapts approaches from multiple disciplines and uses them in more complex/specialised contexts	Produces novel insights and approaches.
Location of data and information		Applies commonly used search tools and strategies provided to access and select data and information	Evaluates a variety of search strategies and sources and selects an appropriate set of these to use	Makes sophisticated use of search strategies and sources appropriate to a disciplinary context	Critiques and creates well-designed search strategies and makes innovative choices of sources
Interpretation and evaluation of sources		Applies basic criteria provided to judge the appropriateness of data and information and gives meaning within a defined context	Independently applies basic criteria to judge the value of information in a disciplinary context	Adapts criteria recognised within disciplines to judge the appropriateness of data and information and extracts multiple meanings.	Creates and justifies innovative criteria to judge the appropriateness of data and information and systematically constructs insightful meanings from multiple perspectives.
Adaptation, integration and synthesis		Uses basic techniques to extract and organise information and data	Selects and applies basic extraction and synthesis techniques to organise more complex information	Extracts information from multiple sources, and, organises and synthesises it coherently to satisfy a clear purpose	Extracts information in innovative ways, and, organises and synthesises data to create new knowledge.
Use of digital resources, tools, and strategies		Uses basic digital tools and strategies in simple ways under close supervision and guidance	Uses basic and intermediate digital tools and strategies in simple ways with minimal supervision and guidance	Applies best practice approaches when using digital tools and strategies and shows evidence of independently learning to use new and more sophisticated techniques	Evaluates and uses advanced features of digital tools in sophisticated ways and shows evidence of independently learning to use a diverse range of new tools and strategies in innovative ways.
Ethical and legal access and use of data and information		Follows ethical, legal and disciplinary standards under close guidance and supervision in sourcing data and information at a basic level to cite sources and indicate direct reuse	Independently follows ethical, legal and disciplinary standards in sourcing data or information at a basic level to cite sources and indicate direct reuse	Identifies and resolves ethical dilemmas in sourcing and interpreting data or information	Identifies ethical dilemmas in sourcing data or information and evaluates them using multiple frameworks in order to comply with ethical, legal and disciplinary standards.

Inventiveness	
Definition	Inventiveness is generating novel ideas and solutions.
Components	Reimagines and reframes disparate ideas, observations or resources Creates novel, ideas, solutions or actions.

	0	1	2	3	4
Creative thinking: coming up with ideas and using resources		Generates one-dimensional ideas and/or adopts resources within disciplinary norms and conventions.	Generates and connects similar ideas, and adopts resources within disciplinary norms and conventions.	Generates, connects and synthesises multiple ideas, and uses resources outside disciplinary norms and conventions.	Generates, connects and synthesises disparate ideas, and draws on resources in a way that demonstrates the ability to transcend and move between disciplinary norms and conventions.
Process and strategy: implementing a plan* <i>* Might not apply to all disciplines</i>		Follows a strategy that is identical with previously documented processes, and/or executes a plan that follows pre-set steps.	Follows an organised strategy that uses a combination of previously documented processes, and/or executes a plan that allows for flexibility and adaptation.	Follows an organised strategy that draws on previously documented processes, and a reflective execution of a plan that allows for flexibility and adaptation.	Follows an organised strategy that goes beyond previously documented processes, and reflective execution and evaluation of a plan that allows for flexibility and adaptation.
Outputs: developing concepts, solutions, processes or actions		Creates outputs that are a copy to something existing, incomplete, not feasible and/or poorly contextualised.	Creates outputs that show original aspects, and/or that are mostly resolved, practical and/or contextualised.	Creates outputs that are original, and/or that are resolved, feasible and appropriately contextualised.	Creates outputs that are original, resolved, feasible and contextualised in unique and novel ways.

Cultural Competence	
Definition	Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.
Components	Awareness of one's own cultural values and worldview Actively seeking to understand norms and values of other cultures

	0	1	2	3	4
Awareness of one's own cultural values and worldview		Growing understanding of one's own cultural values, worldviews and practices: which may include emerging understanding of one's own culture through disciplinary or theoretical knowledge.	Recognises the importance of understanding one's own cultural norms and values	Supports cultural difference on a personal, group/institutional and society level.	Possesses deep and broad understanding of one's own, group, institutional and societal cultures, and promotes that understanding among others.
Understanding norms and values of other cultures: and ability to engage interculturally and cross culturally.		Seeks knowledge and understanding of the norms and values of different cultures, which may be through engagement with disciplinary knowledge or theory.	Identifies the advantages gained and barriers overcome through inter- and cross-cultural understanding and collaboration.	Adopts a position of critical cultural reflection, and investigates cultural change with humility and sensitivity, whether independently or through active listening or active sharing, as appropriate.	Applies extensive understanding of other cultures and the ability to collaborate within and across cultural boundaries to promote ethically just outcomes, as appropriate.
Ability to communicate across and between cultures		Recognises the need to listen and communicate sensitively in culturally diverse settings (i.e. listening, speaking, writing, presenting)	Demonstrates sensitive listening and communication in culturally diverse settings	Initiates thoughtful, accurate and respectful listening and communication with others in culturally diverse settings	Implements high-level communication skills and complex understandings of cultural differences through a range of techniques to interact with a variety of stakeholders

Interdisciplinary effectiveness	
Definition	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
Components	Understanding of multiple viewpoints and practices Working effectively across discipline and professional boundaries Integrating and synthesising different ways of thinking Production of distinctive outcomes.

	0	1	2	3	4
Understanding of multiple viewpoints and practices		Recognises and acknowledges different roles and viewpoints within an interdisciplinary team.	Considers likely boundaries, biases, ideas, criticisms and amendments contributed by other disciplines when addressing complex problems.	Articulates problem solving approaches by incorporating knowledge and perspectives within and across disciplines.	Enacts ones' discipline-based academic and/or professional responsibilities while appreciating the diversity of knowledge from the wider community and disciplines.
Integrating and synthesising different ways of thinking		Demonstrates receptivity, flexibility, and willingness to integrate new knowledge, skills, and behaviours as contributed by several disciplines.	Displays sensitivity, empathy, trust and commitment towards other's roles/ positions in collective problem-solving.	Critically analyses and displays insights on one's own as well as team's strengths and limitations when contributing to the team's collaborative practice to achieve solutions to complex outcomes.	Creatively adapts in their contribution to the team's collaborative practice in order to achieve shared solutions to complex outcomes.
Working effectively across discipline and professional boundaries		Respectfully conducts oneself when identifying potential sources of conflict when working with other disciplines	Seeks opinions, and provides timely, sensitive and constructive feedback to colleagues in the context of team culture.	Engages with a willingness to find a compromise between and within disciplines; including respectful conflict resolution where appropriate.	Displays situational leadership: Understands, interacts, manages and adjusts behaviour of self and others to achieve common goals.
Production of distinctive outcomes.		Contributes towards developing a shared goal, and in negotiating the achievement of unified plan and distinctive outcomes.	Actively applies principles of collaboration in negotiating goals, plans and outcomes.	Engages in planning a collaborative solution whilst accommodating team's strengths, limitations, and opportunities.	Evaluates critical success factors in proposing solutions to the defined complex problem.

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.
Components	Articulates a coherent ethical framework Reflects on the self in personal and professional contexts

	0	1	2	3	4
Articulation of ethical values and practices		<p>Ability to identify core values of ethical conduct including, for example, justice, beneficence, integrity and respect for all human and non-human beings and the environment, and to describe where they may be relevant.</p> <p>Awareness of what it is to be ethical or not ethical and demonstrates capacity to contrast the ethical with the not ethical in specific contexts.</p>	<p>Ability to engage with core values of ethical conduct and identify the relevant issues that require consideration in a specific context/decision e.g. relevance of, and need for consent, confidentiality, disclosure, inter-cultural and intra-cultural agreement.</p> <p>Demonstrates ability to reflect on values, value-conflicts, and different views/positions that others may hold.</p>	<p>Demonstrates ability to think critically and can provide reasons for choices and actions with reference to core values of ethical conduct.</p> <p>Shows evidence that alternative views have been considered in own reasoning and decisions.</p>	<p>Ability to identify, articulate and respond with regard to all the relevant ethical considerations in any given context – providing clear reasons for decisions and actions.</p> <p>Demonstrates appreciation of different perspectives, and roles, and the need to consider the value of alternative views/perspectives and how understanding the views of others allows us to develop and formulate our own ethical identity.</p>
Responsibilities		<p>Awareness of the need to take responsibility for actions. Can give examples of specific actions that might/should/would be taken.</p>	<p>Takes responsibility for decisions and actions.</p>	<p>Takes responsibility for decisions and actions – taking into account the impact on other individuals.</p>	<p>Takes responsibility for decisions and actions – taking into account the impact on other individuals, society and the environment.</p>
Articulation of ethical values and practices in professional contexts		<p>Awareness of role-specific/professional ethical responsibilities</p>	<p>Awareness of role-specific/professional ethical responsibilities and is aware of the sources of these.</p>	<p>Awareness of role-specific/professional ethical responsibilities and demonstrates capacity to describe the source/s of these.</p>	<p>Ability to articulate role-specific/professional ethical responsibilities and demonstrates capacity to critique the source/s of these.</p>

Influence	
Definition	Influence is engaging others in a process, idea or vision.
Components	Responsibility for improvement through involvement and leadership Confidence, self-awareness and a willingness to learn from others Persuasiveness

	0	1	2	3	4
Confidence and self-efficacy in leading others		Understands themselves and their own abilities. Expresses own opinions when prompted.	Expresses own opinions without prompting. Shows capacity to understand others and how their actions may impact them.	Confidently attempts to influence others with an understanding of how their actions may impact others. Responds to new challenges. Able to reflect on their own leadership.	Leads with confidence and seeks out opportunities to lead others Initiates reflection on leadership skills and puts in place strategies for self-development and successfully responding to challenges.
Willingness to engage with, learn from and understand others		Engages with others. Listens to others.	Will initiate tasks, engage with or learn from others in their own discipline.	Completes tasks and engages with and guides others within their discipline when directed. Attempts to identify the skills and needs of others and recognise their potential to contribute to shared learning. Considers a range of viewpoints.	Initiates and accepts accountability for tasks. Understands clearly what distinct knowledge may be learned from others and negotiates with others to take on relevant tasks. Mentors or empowers others to reach their potential. Actively seeks out opportunities to engage with others on a range of issues both within and external to their expertise. Seeks out new and diverse viewpoints and resources.
Contextually relevant persuasion.		Understands ethical persuasion.	Interprets the social context in which persuasion is required.	Persuades ethically, with knowledge of the social context, the beliefs, attitudes, motivations and/or behaviours of others.	Persuades with a clear understanding of their own ethical perspective, the relevant ethical framework for the situation and the perspectives of others. Reflects on the impact that persuasive actions have on those around them and the wider society.
Effective techniques of persuasion.		Uses their own opinion in attempting to persuade. Uses structured arguments for persuasion.	When persuading, uses opinions of from themselves and others without providing reference or context. Can identify an appropriate audience. Arguments exhibit logic.	Persuasion supported by reference to evidence and/or the opinions of experts. Understands their audience and can identify an appropriate communication channel. Persuades with arguments that are coherent and have logical flow.	Persuades using high quality evidence including the opinions of experts and people with lived experience. Persuades using, where relevant, a range of appropriate communication channels. Persuades using arguments that are coherent, flow logically and synthesise relevant evidence.

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THE UNIVERSITY OF
SYDNEY

Thematic Review 2020

Quality of English Language Pathways and Support

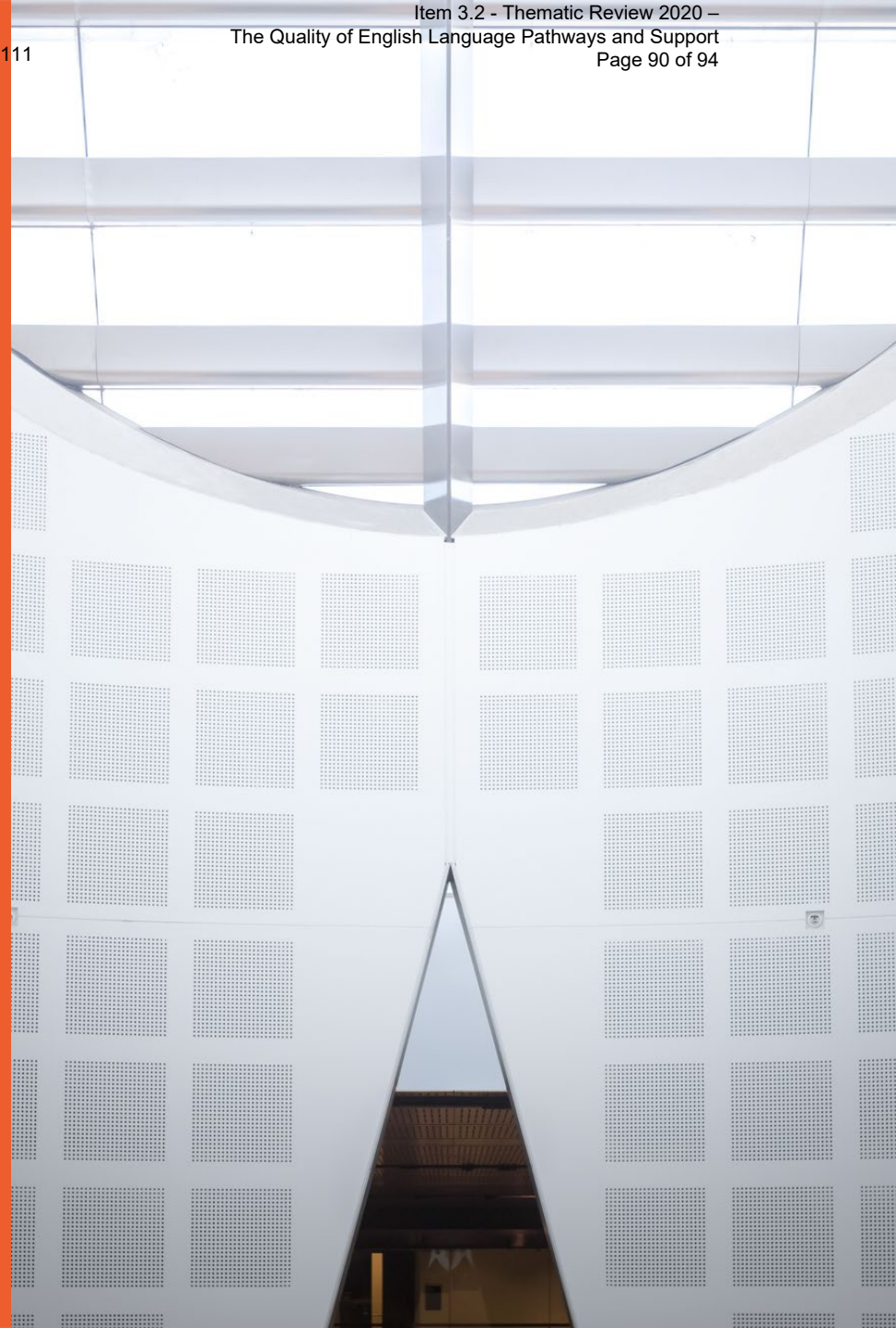
Presented by

Rachael Weiss

University Quality Manager



THE UNIVERSITY OF
SYDNEY



Why English Language Support and Pathways?

Student success

- Fluency and skill in speaking and writing English is essential for
 - success in studies
 - social engagement
 - career advancement
- Sydney benchmarks poorly against competitors for language support in our student surveys

Employer concern

- We benchmark poorly in employer surveys on foundation skills
- 11% of employers think foundation skills could be better taught.

HE sector concern

- Education accreditation now includes a new requirement that students pass an English proficiency test in second year.

Government concern

Review key components

- External and internal experts, both on the panel and advising the panel
- Comprehensive data pack including:
 - Analysis of student performance against pathways
 - Practice and principles in all faculties
 - Successful models from other Universities
- English language strategy development dovetailed into the review
- Recommendations grounded in evidence-based framework and University direction
- Aspirational recommendations, clearly articulated

Recommendation framework

- Adopt a whole-of-institution approach - English language proficiency is ‘everyone’s business’
- The three domains of English language skill – conversational, academic and professional – are all critical to students’ academic and career success
- English language proficiency concerns ALL students: domestic and international, native English speakers and English as an Additional Language (EAL) students
- English language support should be embedded into the curriculum, coherent across the University, and appropriate to the faculty and course.
- University of Sydney students should understand that English language proficiency is valuable in and of itself.

Discussion

Submission To	Academic Board
Date	15 September 2020
Item No	3.1

Non-Confidential

Proposal Title	Anti-racism Pledge
Recommendation	That the Academic Board review and endorse the Anti-racism Pledge.
Proposal Presenter	A/Prof Corinne Caillaud
Consultation Pipeline	<div style="border: 1px solid black; width: 100px; height: 40px; display: inline-block; background-color: #f0d0d0; padding: 5px;">Academic Board</div>

EXECUTIVE SUMMARY

The Anti-racism Pledge

An initiative from the Mosaic Network

The *Anti-racism Pledge* is an initiative from the Mosaic Network which aims to encourage colleagues to take action against racism and exclusion and to improve diversity and inclusion in their teams and the higher education sector.

Based on existing research, we developed a list of actions that will embed cultural diversity and inclusion in the way we work and interact with each other at the University within our professional units, research teams and teaching communities.

By signing the *Anti-racism Pledge*, colleagues will be asked to choose at least 2 actions and to make a public commitment to help improve diversity and inclusion and to fight racism.

We want the *Anti-racism Pledge* to be signed by as many colleagues across the University as possible, including senior leaders, academics and professional staff, research team leaders and educators.

After a pilot phase in July/August 2020, we now aim for a more formal campaign and public engagement.

RATIONALE

The *Anti-racism Pledge* initiative focuses on simple actions we can take, as teachers, researchers, professional staff, team leaders and managers to address racism and discrimination at our University and to make colleagues and students from all cultural backgrounds feel included, respected and valued. As a higher education and research institution, we need to reflect on our practices and lead the change towards more inclusive teams, more diversity in our leadership and in our teaching and research activities. Some of our students and staff have been exposed to anti-Asian racism during the COVID-19 pandemic. For many Aboriginal and Torres Strait Islander peoples racism is an everyday reality. The recent death of George Floyd in the USA is deeply troubling, but particularly acute for Aboriginal and Torres Strait Islander peoples and those from culturally and linguistically diverse backgrounds.

We, the co-chairs and steering committee of the Mosaic Network, want to express our commitment to fight racism and discrimination in higher education. Mosaic has engaged in creating spaces for discussion early on through a [Sydney Ideas event](#) organised in collaboration with the Culture Strategy and the China Studies Centre. The Mosaic Network initiated the creation of an anti-racism workshop in collaboration with the National Centre for Cultural Competence (NCCC), the Culture Strategy and Diversity and Inclusion.

We piloted the *Anti-racism Pledge* in July and August and received very positive feedback. We now aim to make the initiative more visible and more effective.

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Date	15 September 2020
Item No	3.1

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Signing the **Anti-racism Pledge**



A Mosaic Network Initiative

While the *Anti-racism Pledge* was initially taken anonymously, we now move towards a public commitment. The *Anti-racism Pledge* will be hosted on a university intranet page accessible through a link. Instruction will be communicated in a simple way. The web page will list and showcase signatories (similar to the Panel Pledge).

Colleagues will have the opportunity to have their picture taken with an *Anti-racism Pledge* banner.



We ask signatories to select at least 2 actions they will commit to from the following list:

By signing the *Anti-racism Pledge*, I will (select at least 2):

- Educate myself so I can lead informed discussions about anti-racism with my team
- Listen and enhance my understanding of the experiences of scholars and students who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Make people know about the "[Racism. It stops with me](#)" campaign... [Read more about it [here](#)]
- Speak up even when it's hard – I will learn about effective bystander intervention techniques for addressing racism and inequity
- Continue to embed culturally relevant and diverse examples in the curriculum and in my teaching
- Incorporate, in my teaching and my research, relevant scientific work published by scientists who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Include the cultural diversity of Australia into class content so students can connect with the material being taught

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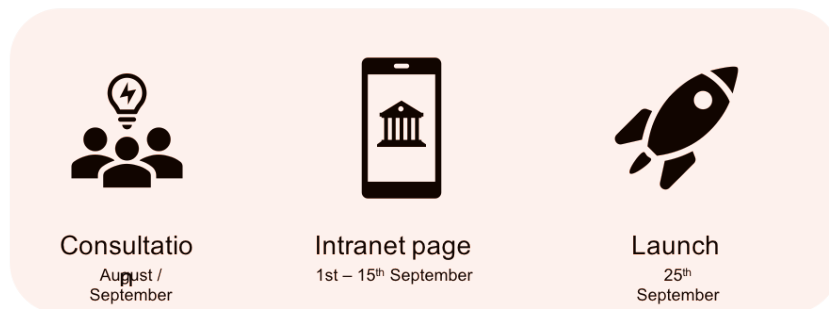
- Offer more leadership opportunities to colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Consider how I can incorporate into my research designs people who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Create an inclusive environment around me
- Collaborate more with colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds
- Invite colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds to conferences or seminars or scientific or educational events I organise so they can present their work and expand their networks
- Invite colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds to collaborate on publications
- Amplify the voices of colleagues who are Aboriginal and Torres Strait Islander Peoples or from diverse cultural backgrounds in my field
- Engage in the “Say My Name” campaign: help others say your name and learn how to say colleagues and students’ names (*did you know you can use SRES to collect pronunciation of your students’ name?*)
- Lay out my commitment to fight racism and discrimination as an individual or a team. Post it on Yammer.

CONSULTATION AND COMMUNICATIONS

A process of consultation is undertaken through Equity Diversity and Inclusion committees, the academic board and the Head of Schools Committee. We consult and collaborate with Sarah Abbott (Senior Manager, Diversity, Leadership and Inclusion), Prof Jennifer Barrett (Director of the National Centre for Cultural Competence) and Prof Tim Soutphommasane (Director of the Culture Strategy).

Anti-racism Pledge

Implementation plan



A Mosaic Network Initiative

Supporting documentation

- [How Higher Ed Can Fight Racism: ‘Speak Up When It’s Hard](#)
- [10 tips for white academics](#), Jasmin Roberts 8 June 2020
- [10 simple rules for building an antiracist lab](#), V. Bala Chaudhary, Asmeret Asefaw Berhe. PLOS Computational Biology, 2020
- [International educators must lead on anti-racist education](#), By Harvey Charles and Darla Deardtuff. Times Higher Education 26 June, 2020.

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Date	15 September 2020
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Non-Confidential

- [Why explaining racism to white Australians can be 'exhausting'](#). By Mridula Amin, ABC News 21 June 2020.
- [Bystander antiracist project](#).
- [Respond to racism](#) and [Tips for bystanders](#). Australian Human Right Commission. 2017
- Information can also be found on some scientific journals' websites such the one in *Nature* [[Nature special edition](#)].
- [Equity and Inclusion in the Chemical Sciences Requires Actions not Just Words](#). Journal of the American Chemical society. 2020

From "Nature Briefing"

- "Scientists who imagine that bias lies in others, not themselves, fail to recognize that to live in the world today is to be drip-fed assumptions and prejudices that guide our thoughts and actions," [writes science journalist Angela Saini](#). "Racism and prejudice are woven into the structures in which we all live and work — and into us." In her 2019 book *Superior*, Saini investigated how the [history and preservation of dubious science](#) has justified and normalized the idea of hierarchies between 'racial' groups. ([Nature | 5 min read](#), from March)
- Being inclusive gives research groups a competitive edge. It also happens to be the right thing to do. [Three groups that have prioritized diversity in their ranks](#) share the benefits and the challenges. ([Nature | 12 min read](#), from 2018)
- Up-and-coming scientists, many of whom come from groups that are under-represented both in DNA databases and in the research workforce, are [blazing a new path to prevent the repetition of historical injustices](#) in genome science. ([Nature | 13 min read](#), from 2019)



Submission To	Academic Board
Date	15 September 2020
Item No	3.2

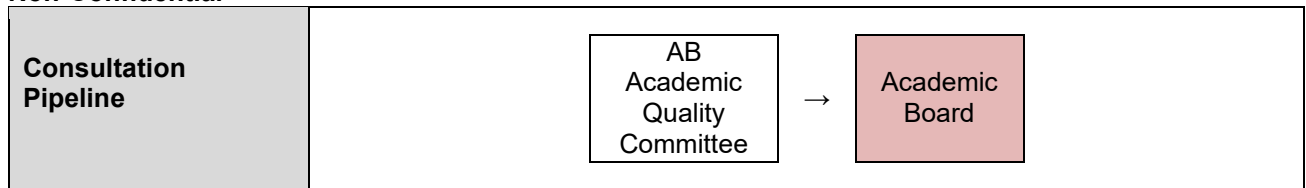
Non-Confidential

Proposal Title	Thematic Review 2020 – The Quality of English Language Pathways and Support
Recommendation	<p>That the Academic Board Approve the recommendations made by the Thematic Review 2020 report on the Quality of English Language Pathways and Support:</p> <ul style="list-style-type: none"> (a) To the extent that resources allow it, the panel recommends implementing early engagement strategies as quickly as possible. (b) The panel recommends that the Statistical Analysis of English Language Pathways and Performance Report prepared by the Evaluation and Analytics Team in DVCE be provided annually to the Academic Quality Committee, UE Education and UE Student life. (c) The panel recommends that the University develop a referral process for students identified as requiring specialist support for academic success to faculty resources or to a centralized team of experts. The centralized team of experts will be credited with the time to provide English language support and advice. (d) The panel recommends that the University and Taylors College work closely to ensure that USFP students are adequately prepared to achieve their academic potential at University. This is likely to entail careful analysis of University performance and possible refinement of preparatory activities at the College and at University. (e) The panel recommends that a pre-arrival transition program include training in everyday English for students as well as recommendations for resources available immediately and throughout their course. Students should be made aware that they are expected to develop their academic, professional and social English throughout their course. Development in specialist academic, professional or everyday English required for a course should be integrated into the full length of the course. (f) The panel recommends that any program of English language support developed at the University includes support and resourcing for academics and provides appropriate upskilling. The panel is aware that resourcing may be limited. The intent of this recommendation is to ensure that any strategies developed include consideration of the most effective deployment of resources to support academics and staff charged with implementing the strategy. (g) The panel recommends that the English Language Support strategy ensures a seamless program of central and faculty support, with the PVC Student Life portfolio and faculties working together, avoiding duplication between faculty and centre work, and ensuring students are aware of the curricular opportunities. (h) The panel recommends that the University include processes for diagnostic evaluation of English skills as part of the new transition units. (i) The panel recommends the University promote awareness of factors impacting student communication skills as part of staff professional development in cultural competence. (j) The panel recommends that pre-arrival information regarding studies and other critical information be translated into the most used languages, other than English, spoken by the student body, both domestic and international.
Proposal Presenter	Rachael Weiss, University Quality Manager



Submission To	Academic Board
Date	15 September 2020
Item No	3.2

Non-Confidential



EXECUTIVE SUMMARY

At the meeting of the Academic Board Academic Quality Committee of 25 August 2020, the Committee resolved to endorse and recommend that the Academic Board approve the recommendations made by the Thematic Review 2020 report into the Quality of English Language Pathways and Support.

The 2020 AB/UE Thematic Review into the *Quality of English Language Pathways and Support* at the University of Sydney examines the extent to which University of Sydney English language pathways and support affect student performance and outcomes. English language proficiency has become an increasingly important issue for professional bodies, the national government, higher education institutions, students and the University. Despite steady improvement since 2015, the University’s ratings on language support benchmark poorly against our key competitors, the Group of Eight universities (Go8), and indeed all universities in Australia (UA).

Approver	Academic Board Academic Quality Committee
Faculty/Proposal Sponsor	Academic Board Academic Quality Committee

ATTACHMENTS

- Attachment 1** [Thematic Review 2020, Quality of English Language Pathways and Support Report](#)
- Attachment 2** [Thematic Review 2020, Quality of English Language Pathways and Support powerpoint presentation](#)



Academic Board/University Executive Thematic Review 2020

**The Quality of English Language
Pathways and Support at the University of
Sydney**

August 2020

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SECTION I: PREFACE

Introduction

Comprehensive annual Academic Board/University Executive (AB/UE) Thematic Reviews assess academic activities across the University which contribute to, and are impacted by, a key driver of quality at the University. They are jointly commissioned by the Academic Board and the University Executive. The 2020 AB/UE Thematic Review investigates the quality of English language pathways and support at the University.

English language pathways and support are crucial to the success of all students: domestic and international; native English speakers and students for whom English is an additional language (EAL). Fluency and skill in speaking and writing English is essential for success in studies, fulfilling social engagement, career advancement, and development of the full suite of graduate qualities expected as a result of studying at the University.

The University of Sydney has focused on student support programs since 2015. Despite steadily improving ratings on student support questions in our various annual [surveys](#), the University continues to benchmark poorly against our key competitors, the Group of Eight universities (Go8), and indeed all universities in Australia (UA). In particular, our ratings on language support indicate improvement is needed.¹

The 2019 Employer Satisfaction Survey (ESS), reveals that employer satisfaction with graduate foundation skills (which include communication and literacy) is marginally higher for EAL students (94.8%) than for students whose native language is English (92.4%). The University of Sydney rates 92.8% satisfaction on foundation skills, which is a high score but at the lower end of the scale when compared to all other universities, where the average is a satisfaction rating of 93.3%. Further, 11% of employers think foundation skills could be better taught.

In the wider Higher Education context, professional bodies are taking a greater interest in the English language abilities of graduates. Education accreditation, for example, now includes a new requirement that students pass an English proficiency test in second year. This accords with an increasing level of concern expressed by the national government on the importance of English language proficiency in students and graduates (See, for example, the draft national [English Teaching Strategy](#) and the correspondence from the Minister for Education to all universities and the University of Sydney response in [Appendix 1](#)), and wider community concern (see media articles in [Appendix 2](#)).

The terms of reference ([Appendix 3](#)) mandate the review panel to:

1. Examine and report on the quality, accessibility and suitability of English language pathways into coursework or research study at the University;
2. Examine and report on the structures and information in place to support students in English language proficiency during their studies.
3. Examine and report on the extent to which the University meets the relevant HESF standards in supporting students in English language proficiency.
4. Make recommendations for improvements to the quality, accessibility, and suitability of English language pathways and support at the University.

Review Panel Membership

Thematic Reviews are chaired on alternate years by the Chair of the Academic Board and the Provost. In 2020, the chair of the Thematic Review was Associate Professor Anthony Masters, the Chair of the Academic Board.

¹ See Table 9 in the [2018 Student Barometer Report](#)

The review panel comprised senior University leaders, senior academic leaders in faculties, external and internal academic subject matter experts, and employer and undergraduate and postgraduate student representatives.

Review Panel Membership

Member	Biography
Associate Professor Anthony Masters (Chair)	Chair of the University of Sydney Academic Board, biography .
Professor Barbara Messerle (replaced by Prof Richard Miles, June 2020)	Provost and Deputy Vice Chancellor, University of Sydney, biography .
Professor Pip Pattison	Deputy Vice Chancellor (Education), University of Sydney, senior leadership team (scroll down) .
Professor Sue Starfield	Professor of the School of Education, UNSW. Professor Starfield is the external academic on this panel with subject matter expertise .
Dr Pamela Humphreys	Director at Macquarie University International College and English Language Centre. Dr Humphreys is the external professional staff on this panel with subject matter expertise .
Mr Frank Ribuot (to May 2020)	CEO of Randstad Australia, a Fortune Global 500 company and leading recruitment and HR solution specialist based in the Netherlands. Mr Ribuot is the employer representative on this panel.
Professor Susanna Scarparo	Pro-Vice Chancellor (Student Life), senior leadership team (scroll down)
Professor Simon Bronitt	Dean of Sydney Law School, University of Sydney, biography .
Professor Suresh Cuganesan	Associate Dean (Student Success and Mobility), University of Sydney Business School, biography .
Associate Professor Tim Wilkinson	Associate Dean (Student Life), Faculty of Engineering, University of Sydney, biography .
Associate Professor Jacqueline Bloomfield	Director – Offshore Programs, Susan Wakil School of Nursing and Midwifery, Faculty of Medicine and Health, University of Sydney, biography .
Dr Sebastian Sequoiah-Grayson	Lecturer, School of Philosophy, Faculty of Arts and Social Sciences, University of Sydney, biography .
Professor Kathryn Refshauge	Chair of the Board of the Office of Clinical Education and Support (OCES) and former Dean, then Faculty of Health Sciences, University of Sydney, biography .
Ms Veronica Boulton	Head of Education, Faculty of Science, University of Sydney, biography .
Mr Zheng Li	SUPRA representative, University of Sydney.
Mr Liam Donohoe	President SRC , University of Sydney.

Data

The panel considered a wide range of data and benefitted considerably from its English language experts, and its employer and student members.

Professor Sue Starfield and Dr Pamela Humphreys provided an overview of the academic literature, and Dr Humphreys' model of English language proficiency in higher education is presented in the section on **Embedded Learning**. University of Sydney English language experts, who had provided their expertise to the PVC Student Life and her team in the development of the University's English language support strategy, met with the panel to provide their detailed understanding of the English language support required at the University.

The panel met with two groups of students prior to the COVID-19 restrictions in March. The student groups comprised undergraduate, postgraduate, domestic and international students. Following the pandemic lockdown, the University engaged qualitative data specialists Pax Republic to conduct an online discussion forum with students. Their results, and the feedback from all students consulted, is presented in the section on **Student Feedback**.

In addition to the academic literature, the panel considered models used at the University of Auckland and the University of Melbourne. The University of Auckland has developed a highly integrated system of English language support, while the University of Melbourne has developed a diagnostic and referral system that is tightly targeted to each student and refers students to easily accessible, University-developed support.

The panel considered the wealth of information available to the University through its comprehensive student survey data. The Evaluation and Analytics team within the Quality Unit provided a thorough analysis of student pathways against the survey data in the report *English Language Pathways and University of Sydney Student Performance and Outcomes*².

The panel considered survey result data from the International Student Barometer (ISB) survey, the Employer Satisfaction Survey (ESS), and the Student Life Survey (SLS), as well as internal reviews such as the *FASS PG English Language Program Evaluation Report* and the *Learning Centre Review*.

Faculties and University schools provided the panel a comprehensive account of their English language support initiatives and mechanisms. These are outlined in the section on **Structures and Information**.

A full list of supporting documentation is attached in **Appendix 4**. English language pathways and support at the University are grounded in University policies. The relevant Higher Education Standard Framework (**HESF**) standards and the University policies, procedures, guidelines and other related provisions are outlined in the section dealing with the **Relevant HESF Standards**.

Reporting Requirements and Implementation

The review commenced on 15 January 2020, when the Thematic Review panel received the first data pack, and was completed on 12 August 2020 when a final report, including commendations and recommendations, was approved by the panel for endorsement by UE and Academic Board. The Academic Quality Committee will review the report before recommending it to the Academic Board. The outcome will be reported to Senate via the report of the Academic Board and may also be presented to Senate by the Review Chair, if deemed appropriate.

Responses from relevant academic units and portfolios will be sought prior to implementation of the recommendations. Faculties, University schools, portfolios and/or PSUs will report to the University Executive and the Academic Board on the progress of implementation of recommendations on an annual basis until all recommendations are complete.

The Quality Unit will monitor overall recommendation implementation progress and report annually to the University Executive and Academic Board.

² Available in the Teaching Resources section of the intranet, under **Customised Student Analytics Reports**

SECTION II: EXECUTIVE SUMMARY

The 2020 AB/UE Thematic Review into the *Quality of English Language Pathways and Support* at the University of Sydney examines the extent to which University of Sydney English language pathways and support affect student performance and outcomes. English language proficiency has become an increasingly important issue for professional bodies, the national government, higher education institutions, students and the University. Despite steady improvement since 2015, the University's ratings on language support benchmark poorly against our key competitors, the Group of Eight universities (Go8), and indeed all universities in Australia (UA). In the 2019 Employer Satisfaction Survey ([ESS](#)), the University of Sydney scored 92.8% satisfaction on foundation skills, (which include communication and literacy), below the average satisfaction rating of 93.3%. 11% of employers think foundation skills could be better taught.

Having considered the academic literature, sought the advice of English language experts and examined a wide range of data, the Thematic Review panel strongly recommends that the University adopt a whole-of-institution approach to English language proficiency, where responsibility is distributed through every level of professional and academic staff, and includes student responsibility. English language proficiency is 'everyone's business'³. While for the University of Sydney this is currently an aspiration, the panel regards these principles as foundational for moving forward effectively, and the panel's recommendations are grounded in the expectation that the University will adopt this approach.

English language skill support is frequently considered to be a matter which affects only international students. However, proficiency in the three domains of English language skill – conversational, academic and professional – is critical to students' academic and career success. Supporting students to improve their English language proficiency is therefore a matter concerning domestic and international students, native English speakers and English as an Additional Language (EAL) students.

Communication is one of the University's graduate qualities. In order for all students to have the opportunity to achieve this quality at the highest level, English language support should be embedded into the curriculum, coherent across the University, and appropriate to the faculty and course. Support must be ongoing throughout the course and ability should be measured on entry and at graduate level.

University of Sydney students should understand that English language proficiency is valuable in and of itself. The intrinsic value of improving students' communication skills must be cultivated in students' minds, not just as an addition to their transcript, but to their employability and ability to navigate their future career.

While relevant to all students, international EAL students face additional challenges such as acculturation and social isolation⁴. Further, difficulty finding support in the first two semesters can lead to unintentional breaches of academic integrity expectations. The DVC Education portfolio has been addressing the student experience with a program of improvements since 2015 and has been providing increasingly rich pre-arrival material to students in Mandarin. The University should continue this trajectory and develop guidance in the primary student body EAL languages. This addresses the culture shock issue and should result in lower incidence of academic integrity reports.

Pursuing a holistic strategy, where English language support is embedded in the curriculum and is 'everybody's business', has inevitable resource ramifications and the panel has recommended that

³ Arkoudis, S., & Doughney, L. (2014). *Good practice report – English language proficiency*. Sydney: Office for Learning and Teaching. Retrieved from http://www.cshe.unimelb.edu.au/research/teaching/docs/GPR_English_language_2014.pdf

⁴ Morris, A., Hastings, C., Wilson, S., Mitchell, E., Ramia, G. and Overgaard, C. (2020). The experience of international students before and during COVID-19: Housing, work, study and wellbeing. Sydney: University of Technology Sydney. Retrieved from <https://internationalstudentsandhousing.com/2020/07/12/publications/>

specialist staffing and effective support and training for non-specialist staff be integral to planning and implementation of any activities.

Commendations

The University of Sydney has among the highest English language requirements in the country and the barriers to entry do appear to, in general, lead to successful outcomes for students. The University has created a central position of PVC Student Life and Associate Deans, Student Life within each of the faculties. These positions are accountable and responsible for the suite of activities the University has been developing to support the student experience, with English language support being a critical component.

The panel endorses the development of the English language support strategy. The development of the strategy to June 2020 has been underpinned by extensive and insightful input from experts. The English language support strategy will considerably enhance the University’s ability to deliver a coherent and targeted program of support to students.

The panel commends the exceptional work undertaken in faculties and central units to support students requiring assistance and training in English language skills. Faculties have developed units of study, online modules, profession-specific training modules, curriculum-embedded skills training, peer-to-peer programs and social initiatives to support students in improving their academic, social and professional English.

The work in faculties is often collaborative across faculties, between faculties and central units, and between academic and professional experts. Some of the most effective support, and the most time-consuming, is provided by the international academic advisers in faculties who support students on an individual basis. This work is often invisible yet it provides untold benefit to students, giving them personalized care and support which has effects far beyond the simply transactional.

The panel commends the novel and exciting work of the Centre for English Teaching (CET) and in particular the programs *Speak and Connect* and *Speak Up*, which focus on social confidence as a key part of improving communication skills, and *Get it Write!*.

The quantitative analysis provided to the panel, *Statistical Analysis of English Language Pathways and Student Performance and Outcomes*, is highly commended. It provides a wealth of data upon which to make evidence-based decisions, and provides a data-rich platform for future developments.

Recommendations

	Recommendation	Responsibility
1	To the extent that resources allow it, the panel recommends implementing early engagement strategies as quickly as possible.	PVC Student Life
2	The panel recommends that the <i>Statistical Analysis of English Language Pathways and Performance Report</i> prepared by the Evaluation and Analytics Team in DVCE be provided annually to the Academic Quality Committee, UE Education and UE Student life.	Quality Unit
3	The panel recommends that the University develop a referral process for students identified as requiring specialist support for academic success to faculty resources or to a centralized team of experts. The centralized team of experts will be credited with the time to provide English language support and advice.	PVC Student Life
4	The panel recommends that the University and Taylors College work closely to ensure that USFP students are adequately prepared to achieve their academic potential at University. This is likely to entail careful analysis of University performance and possible refinement of preparatory activities at the College and at University.	DVC Education

Recommendation	Responsibility
5 The panel recommends that a pre-arrival transition program include training in everyday English for students as well as recommendations for resources available immediately and throughout their course. Students should be made aware that they are expected to develop their academic, professional and social English throughout their course. Development in specialist academic, professional or everyday English required for a course should be integrated into the full length of the course.	PVC Student Life
6 The panel recommends that any program of English language support developed at the University includes support and resourcing for academics and provides appropriate upskilling. The panel is aware that resourcing may be limited. The intent of this recommendation is to ensure that any strategies developed include consideration of the most effective deployment of resources to support academics and staff charged with implementing the strategy.	DVC Education
7 The panel recommends that the English Language Support strategy ensures a seamless program of central and faculty support, with the PVC Student Life portfolio and faculties working together, avoiding duplication between faculty and centre work, and ensuring students are aware of the curricular opportunities.	PVC Student Life
8 The panel recommends that the University include processes for diagnostic evaluation of English skills as part of the new transition units.	DVC Education
9 The panel recommends the University promote awareness of factors impacting student communication skills as part of staff professional development in cultural competence.	PVC Student Life
10 The panel recommends that pre-arrival information regarding studies and other critical information be translated into the most used languages, other than English, spoken by the student body, both domestic and international.	VP International

SECTION III: REPORT

Quality, Accessibility and Suitability of English Language Pathways into Coursework or Research Study at the University

Almost all international students enter the University through one of the four major English pathways: Centre for English Teaching (**CET**), International English Language Testing System (**IELTS**), Test of English as a Foreign Language (**TOEFL**), and the University of Sydney Foundation Program (**USFP**)⁵.

Domestic students, both native English speakers and EAL students, and some international students, enter the University via other pathways, such as on the basis of their ATAR, or through one of the Special Entry Schemes⁶.

The *Statistical Analysis of English Language Pathways and Student Performance and Outcomes* examines the relationship between students' academic results at University and their English language background, such as their HSC English subject score, or pathway, such as IELTS. It compares student performance patterns for other pathways, such as the Special Entry Scheme, ATAR, or prior GPA. The analysis looks at student performance in all years, and assesses their improvement rates year on year. The report examines responses in Unit of Study Surveys, the Student Experience Survey (Overall Satisfaction item), and full-time employment outcomes in the Graduate Outcomes Survey and assesses these results against students' English background and performance pathways.

The analysis shows that the English pathway a student takes has a statistically significant impact on their academic performance as measured by their Weighted Average Mark (WAM)⁷ in the early part of their degree, in semester one and first year. Students who enter the University on the strength of an IELTS score are more likely to have the highest WAM, the highest pass rates, the lowest fail rates and the lowest chance of falling into a progression stage in either semester one or first year. Students who enter on the strength of a TOEFL score are the next strongest performers. Students with an IELTS score also rate more positively in the Student Experience Survey (SES) Overall Satisfaction item. Students who enter via a TOEFL score are more likely than other international pathway students to be in full-time employment 4-6 months after graduation.

Perhaps not surprisingly, results for HSC English subject score, raw ATAR, and prior qualification GPA are all positively correlated with WAM. There is a considerably stronger correlation between raw ATAR score and students' WAM compared to other types of scores. There are five types of HSC English subject. The results of English Advanced, English Standard and English as a Second Language studies are all positively correlated with students' WAM. However, the scores of English Extension 1 and English Extension 2 have no or even negative correlation with students' WAM (English Extension 2 score has negative correlation with Year 1 WAM). This suggests that English subjects beyond a certain level will have no effect on student academic performance in their degree studies.

More unexpectedly, a student's English pathway score is slightly negatively correlated with a WAM change over their degree. Students entering the University with lower English pathway scores are more likely to improve their WAM during their program.

The mean WAM of students from USFP in semester one and first year is the lowest among all the international pathways. On average, students from USFP have the lowest pass rate, highest fail rate, and highest percentage falling into any progression stage. The median WAM of students from USFP is not only the lowest among the four English pathways, but also lower than students who entered via Special Entry Schemes.

However, there is a high correlation between a student's USFP English score and their WAM ($R > 0.6$). Further, students who perform well in the USFP overall also do well in their degree. The negative correlations between USFP and WAM are therefore attributable to USFP's low performing students.

⁵ See University of Sydney Coursework Policy 2014, Parts 5 and 6

⁶ See University of Sydney Coursework Policy 2014, Part 7

⁷ See University of Sydney Coursework Policy 2014, Schedule 3

The correlation between a student's USFP performance and their WAM is the strongest out of the four international English pathways, meaning of the four it is a much better indicator of how successful students will be in their studies. USFP students' WAM improves noticeably more than other international pathway students over the course of their degree and USFP students have higher than average Unit of Study Satisfaction (USS) scores. The threshold a USFP student needs to reach in order to be more likely to succeed at university is not clear from the analysis.

The panel agreed that the University would benefit from building an early relationship with USFP students, to introduce them to the expectations of the University. The University needs to collaborate with the providers, Study Group Australia and Taylor's College, to better prepare students.

Admissions

Admissions standards are key to ensuring student success at university.

The [Coursework Policy 2014](#) sets out the framework for admissions standards. Parts 5 and 6 are concerned with English language requirements for undergraduate courses and postgraduate courses respectively.

All applicants whose first language is English must provide evidence of citizenship or permanent residency of an English speaking country, and completion of secondary or tertiary study in English at a recognised institution of an English speaking country listed in the [English Language Proficiency Standards](#), available on the [Academic Board website](#).

All applicants whose first language is not English must meet the University's English language requirements to be eligible for admission to an undergraduate award course and must also meet the requirements of the English Language Proficiency Standards.

The [Academic Board](#) prescribes the qualifications which are accepted as proof of English language proficiency for applicants who have undertaken study in specified countries and applicants who hold those qualifications are considered to have met the minimum English language.

In exceptional circumstances a Dean may exempt a student from the requirements of the English Language Proficiency Standards if they are satisfied that exceptional circumstances apply, and on the bases specified in the English Language Proficiency Standards. The Dean must record any exemption in writing on the student file, including the proof of proficiency in English provided, and the reasons for granting the exemption. The [Recordkeeping Policy 2017](#) is relevant to this clause.

Where an international applicant whose first language is not English is required by the Commonwealth government to provide IELTS or TOEFL results in order to obtain a student visa, and does not have a record of satisfactory achievement in secondary or tertiary studies in an English speaking country, the University uses the IELTS or TOEFL results as the primary tool for assessing whether the applicant has satisfied English language requirements.

A conversion table for English Language Skills Tests, set out in the English Language Proficiency Standards, ensures that all tests are assessed consistently (see [Appendix 5 – English Language Concordance Table](#)).

Admissions Policy Framework

The [Coursework Policy 2014](#) makes reference to the following admissions criteria, which may be faculty-specific but which must be approved by the Academic Board:

- [Admission Schemes \(pdf, 65KB\)](#) (as referenced in Part 7 of the Coursework Policy 2014)
- [Admissions Prerequisite Standards – Mathematics \(pdf, 90KB\)](#) (as referenced in clause 14A of the Coursework Policy 2014)
- [Admissions Standards - English Language Proficiency \(pdf, 140KB\)](#) (as referenced in Parts 5 and 6 of the Coursework Policy 2014 and Part 7 of the [University of Sydney \(Higher Degree by Research\) Rule 2011](#))

- [Assumed Knowledge and Special Entry Requirements \(pdf, 150KB\)](#) (as referenced in clause 49 of the Coursework Policy 2014)
- [Forecast scores \(pdf, 25KB\)](#) (as referenced in clause 13(2) of the Coursework Policy 2014)

For research students, the following policies apply:

- [HDR Rule](#) - Part 7 deals with English language requirements. Clauses 2.21, 3.21 and 4.20 also provide in certain limited cases for theses to be written in a language other than English (this is generally for degrees in foreign language skills).
- [HDR Supervision Policy](#) – clause 15(9)(f) requires a lead supervisor to satisfy themselves that the candidate has sufficient skills in English before the end of the probationary period.
- [Progress Planning and Review for HDR Students Policy](#) – Schedule 1 sets criteria ensuring student has sufficient English skills as a confirmation milestone for progression.

International students are provided with a comprehensive [International Guide](#) which details the academic and English language criteria for successful entry to and completion of a degree at the University (pp.96-97) and sets out the support available at the Centre for English Teaching ([CET](#)) (pp.98-9). The University's English language requirements are published [here](#).

The University's admissions standards are on par with its benchmark comparators, the Group of Eight universities (Go8). See [Appendix 6](#) for a detailed comparison of University of Sydney admissions standards with those of ANU, UNSW and University of Melbourne.

Recommendations

The panel recommends that the University and Taylors College work closely to ensure that USFP students are adequately prepared to achieve their academic potential at University. This is likely to entail careful analysis of University performance and possible refinement of preparatory activities at the College and at University.

The panel recommends that the *Statistical Analysis of English Language Pathways and Performance Report* prepared by the Evaluation and Analytics Team in the Quality Unit be provided annually to the Academic Quality Committee, UE Education and UE Student life.

Structures and Information in Place to Support Students in English Language Proficiency

There is an extensive and varied range of support in place for students who need assistance with academic and social English, delivered both at faculty level and by University-wide support units. [Table 1](#) outlines the full set of support available at the University and the cohorts served, and includes links to programs.

The range of services delivered at the University includes:

- Embedded programs delivered in collaboration with the Learning Centre, which include diagnostic testing and discipline-specific English language support;
- Peer-peer support programs in which peer facilitators are paid and receive training and supervision from University staff in the faculty or unit delivering the service. Examples are:
 - *Peer-Assisted Study Sessions (PASS)* which supports courses in Business and Law
 - *Speak & Connect* which is delivered centrally and focusses on conversational English and study skills for navigating university life;
- Orientation units delivered to specific cohorts of students, such as the orientation programs developed for the Australia Award scholars;

- Peer writing support programs such as *The Writing Hub* in FASS;
- Formal courses of study in communication skills, such as those delivered by the Department of Writing Studies in FASS;
- Comprehensive research and academic skills support provided by the Library.
- Peer mentoring programs which support the transition process, promote a sense of belonging for new students, and are integral to building English language confidence.

Graduate Outcomes

The University’s **Strategic Plan 2016-2020** embeds a set of nine graduate attributes into the strategies which support our goal of providing graduates with the skills, knowledge and values they need to thrive and lead in a rapidly changing world. Written and oral communication is one of these graduate attributes, and critical to students’ ability to achieve the other eight graduate qualities.

1. Depth of disciplinary expertise
2. Critical thinking and problem solving
3. Communication (oral and written)
4. Information and digital literacy
5. Inventiveness
6. Cultural competence
7. Interdisciplinary effectiveness
8. An integrated professional, ethical and personal identity
9. Influence

The University has developed several instruments to measure the extent to which students attain these attributes during their studies. Every undergraduate curriculum has developed an assessment plan which identifies where the graduate qualities are embedded. The assessment plans are stored in Akari, the University’s course management software, enabling instant and current mapping. A set of assessment rubrics for each graduate quality has been developed in consultation with cross-faculty committees (see **Appendix 7 - Graduate Qualities Descriptions and Rubrics - DRAFT**). The definition and components for communication are:

Communication (oral and written)

Definition	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
Components	Clear conveyance of meanings in terms original to the student Adjustment according to audience and context Use of media and modes appropriate to each communication Clarity of structure and organization of ideas

The rubrics are currently in trial stage, with trials of the communications rubrics having been undertaken in the School of Physics and in the Faculty of Arts and Social Sciences (FASS) units. Assessment tasks are designed to enable students to produce evidence against the rubric to demonstrate their achievement. The project envisages that graduate quality assessment tasks will largely be assessment tasks already in place, since graduate qualities should already be embedded in assessment tasks. The University’s aim is that as students complete one of these tasks their performance on the task is mapped against the rubric, independent of their mark. The rubric has five developmental stages, starting with level 0 at

which there is no evidence and finishing at level 4 where the graduate quality is demonstrated as being the best it could possibly be. The assessments are in the form of a written evaluation rather than a mark.

The University anticipates that when the project to embed and assess the graduate qualities into the curriculum is completed, students will be assessed on the graduate quality of written and verbal communication in their first semester, and then again in future semesters to establish the extent to which their communication skills and abilities have improved. This should measure the extent to which students are graduating with the English language skills needed to be successful in their chosen careers.

Faculty-Provided Support for English Language

Faculties provide an extensive level of support for students for their English language needs. The depth and concentration of support varies between faculties, depending on factors such as the student body demographic, the suite of courses offered, and the professional accreditations required.

Even faculties which do not provide bespoke courses provide advice and support to targeted cohorts and work closely with central support units to ensure the best outcomes for students. For example, the School of Architecture Design and Planning does not offer specific language support programs but it does provide additional drop-in sessions for first year students who require assistance and ensures that the international cohort is aware of this service and how to access it. The School actively promotes the resources of the Learning Centre to students and in 2019, with investment from the Education Compact, the School developed additional resources for students, aligning with the University's transition program.

Some faculties invest heavily in English language support for their student body. The University of Sydney Business School has 15,650 students, of whom 11,420 are international students. The two largest programs in the Business School are the Bachelor of Commerce and the Master of Commerce. There are 5,280 students enrolled in the Bachelor of Commerce, of whom 2,370 are international students; and there are 7,070 students enrolled in the Bachelor of Commerce, of whom 6,650 are international students. The Business School has a deep commitment to the English language needs of its extensive international student body. It provides support to students with English language needs through six primary pathways:

- 1. Business Communication and Academic Writing (BCAW)**, the academic language and learning support program for the Bachelor of Commerce. It is embedded in a core unit of study BUSS1000 Future of Business, which is taken by all Bachelor of Commerce students in their first year. The program is designed to provide targeted academic English language support to students for specific assessments while developing communication and critical thinking skills. Workshops are facilitated by an academic who is a specialist in Teaching English to Speakers of Other Languages (TESOL). Admission is based on a diagnostic exercise designed to evidence written communicative competence in English. The diagnostic is administered in Week 1 of semester, and once a student is identified as one who will most benefit from additional language and learning support, participation in the program is mandatory. The program comprises eight workshops of 90 minutes and delivers experiences simulating the core unit tutorial environment and assessment schedule. However, to enable learning experiences that will support students beyond their participation in the program, Sydney University Graduate Qualities are explicit foci of course design and delivery. BCAW also provides personalised feedback on academic writing in English, and guidance on approaches to tertiary study and University life. In 2018 and 2019, approximately 3,660 students in total were enrolled in BUSS1000 Future of Business. Of this cohort, 658 participated in the BCAW program.
- 2. Communicating in Business**, which is a non-credit bearing adjunct unit that provides support to students enrolled in the core Master of Commerce unit BUSS5020: Business Insights and the core Master of Professional Accounting unit BUSS5080: Succeeding in the Accounting Profession. Students attend a series of nine 90-minute workshops designed to provide a scaffold and additional English language and learning support in alignment with the associated unit assessment tasks and group activities. Students who may benefit from English language support are identified via a written Post-Entrance Language Assessment (PELA) which is administered in weeks 0-2. They are then

enrolled into this unit, which is facilitated by an English for Academic Purposes qualified language instructor. The program is designed to support and develop the graduate qualities of Communication (oral and written), Critical Thinking and Problem Solving and Digital Literacies. Learning design utilises task-based communicative activities and written assessment. 2,565 students participated in BUSS5100 in 2018 and 2019.

3. **Academic Language and Learning Support Instruction (ALLSI) Proofreading Support**, which are sessions staffed by academic language and learning experts with qualifications in Teaching English to Speakers of Other Languages (TESOL), Linguistics, and who have been trained or are currently employed at the Centre for English Teaching (CET). Consultations are by appointment and are 30 minutes in duration. Students are encouraged to bring a draft of work they are currently developing for feedback on grammar, structure, word choice and referencing conventions. All feedback is provided under the “allowable assistance with work” guidelines as set out in the [University Academic Honesty Procedures 2016](#). Units of study within the Master of International Business, Master of Logistics and Supply Chain Management, Master of Commerce, Master of Professional Accounting and Master of Human Resource Management and Industrial Relations currently participate in ALLSI, with academic staff referring students on a needs-based schedule. ALLSI is predicated on providing continuous progress monitoring and support with over 140 students attending consultations with our four English language teaching staff in 2018 and 2019.
4. **Peer-Assisted Study Sessions (PASS)** which involve weekly hour-long sessions where students work in groups of 10 to 16 students to answer specially prepared activities and problem questions, based around a unit of study. Sessions are led by trained PASS facilitators, who are students who recently excelled in the same unit of study. The facilitator does not re-teach lecture or tutorial material, but rather guides group interaction and problem solving. The program provides high quality, discipline-specific learning support for both domestic students from non-English speaking backgrounds as well as for international students. PASS supports 20 core and transitional units of study in the Business School’s two largest degrees - the Bachelor of Commerce and Master of Commerce. Given the Business School’s large international enrolment, it is also important to provide opportunities for international and local students to interact constructively during learning activities. In several focus groups, international students have consistently reinforced the fact that PASS helps their English and academic understanding via a range of mechanisms such as: a) being asked in PASS to speak using English whereas in their self-formed groups in lectures or tutorials they tend to speak in their native language; b) the interactive nature of PASS encourages involvement and gives increased opportunities to mix with local students and discuss academic content in English. In 2018 the PASS program catered for 1845 unique PASS participants (a PASS participant is someone who has attended a PASS session five or more times in a semester for a unit of study) with 52 student PASS facilitators who ran over 4000 sessions in the 2018 reporting period.
5. **Maths in Business** is designed to serve the foundational units of study within Business School programs which require a sound understanding of maths. This is particularly essential in senior accounting, business analytics and finance units. Maths in Business runs 1 to 2-hour workshops from Weeks 2 to 6 each semester, which are structured to strengthen basic knowledge of algebra before progressing to calculus and probability, after which students can refine their Excel skills. Workshops for each subject are offered at both beginner and intermediate levels and are open to all Business School students. Maths in Business is offered to all enrolled Business School students, and while the focus is the mastery of mathematics, many international student participants have relayed feedback asking for more clarity on mathematical jargon. In many cases, students have more difficulty with English terminology rather than the maths content. Based on this feedback, ‘terminology’ reference pages have been developed for workshops and via online help sheets. These are offered on Canvas, webpages and in hard copy during workshops. 107 workshops in 9 different topics were offered in 2019 with a total attendance of 2,094 students.
6. **Peer-Assisted Language Support (PALS)** program which commenced in Semester 2 of 2019 and was funded by a Student Life ‘Quick Win’ grant. PALS utilises an innovative system called Readable English designed to make learning English easier. It does this by breaking words down into

syllables, greying out silent letters and adding visual cues to letters to denote where they are not pronounced in the usual way. The system includes the technology to convert any text into Readable English. PALS sessions are run by student facilitators who are either native English speakers or highly proficient English speakers. The drop-in sessions are open to all students in the Business School who want to improve their English. The program provides instruction in Readable English and free access to the website and apps. The sessions also include discussions on business topics using a current news article, games and icebreakers designed to give participants a chance to practice and improve their English. In 2019, 19 student facilitators were trained to conduct the Readable English sessions, with between 65 and 80 students attending each of the five sessions conducted in weeks 9-13.

Where the Business School's English language support is provided largely for their international student cohort, the Faculty of Medicine and Health offers a range of English language support which addresses professional requirements and the needs of specified local and international student cohorts.

The University of Sydney Medical School offers Occupational English Test (OET) Preparation to all prospective students. OET Preparation is a training program for healthcare students and professionals who want to register and practise in an English-speaking country.

The University of Sydney School of Dentistry requires, as part of the admissions process for the DMD and BOH degrees, that prospective students demonstrate English language ability at (or equivalent to) IELTS 7. This is in line with regulatory requirements following graduation, with graduates who wish to register as dental practitioners having to meet the English language requirement set by the Dental Board of Australia.

The Sydney School of Public Health provides a wide range of English language support programs and units. It provides an Academic Literacies program for Aboriginal and Torres Strait Islander students enrolled in the Graduate Diploma in Indigenous Health Promotion. Integrated with coursework and directly relevant to assessment tasks, these sessions cover topics such as academic writing, referencing and citing, writing about data, presentation skills, survey design and creating accessible health promotion resources.

1. **Writing Comes Alive** is delivered by an external consultant to Aboriginal and Torres Strait Islander students enrolled in the Graduate Diploma in Indigenous Health Promotion and covers aspects of workplace and professional language.
2. **Writing a Research Paper** is a customisable program delivered on demand to HDR students, junior academics and community partners, including internationally. It covers all aspects of writing a paper, often combined with research skills.
3. **Writing Skills Assessment** is run in conjunction with the Learning Centre, and sees incoming MPH (from 2018) and MGLOH (from 2020) students complete a discipline-specific compulsory writing task. Scripts are assessed by academics, and students considered on this basis to have inadequate writing skills are referred to the Learning Centre. Their scripts are assessed using MASUS and detailed feedback provided. Students are referred to relevant Learning Centre workshops or online resources.

The Faculty of Arts and Social Sciences (FASS) has the broadest range of support and engagement with English language support, providing embedded support, research on the English language support, and online modules which other faculties can access for their own students. Work undertaken in FASS to support students with English language needs is informed by core principles that influence academic, social, pedagogic and research practices in the faculty. Some examples of FASS practices are provided below.

1. **Pedagogic practices.** One of the key principles related to support for English language is that embedded learning about language works best in context rather than 'fly in and fly out' approaches. Another is that all students need support for academic literacy development in higher education. Evidence from work undertaken first in the Sydney School of Education and Social Work (SSESW) and later in other schools in FASS such as through the Department of Anthropology, proves the potential of this approach. As a result, FASS is trialing some English

language assessment workshops in 2020 and encouraging more academics to consider the curriculum-embedded disciplinary literacy approach.

2. **Social activities.** The Student Affairs and Engagement team run initiatives such as Language Buddies, which pairs students together to help in understanding and assisting with language barriers in a peer to peer environment. The Student Affairs and Engagement team has strong connections with groups outside the faculty such as Academic Enrichment, the Learning Centre and the CET, promoting workshops for newly enrolled students through the Toolkit for Success Survey, Uni Essentials Guides and student focussed eNewsletters. FASS students are workshop leaders and participants at the CET workshops.
3. **Academic activities.** FASS has a suite of measures including units of study, online modules and in person workshops specifically designed to support English language needs. For example, undergraduate students can undertake a Writing Studies minor or a range of elective units to improve English proficiency. There is also a general education unit designed to help students learn about discipline literacy in the commencing year of their degrees called Texts and Expectations. As written English proficiency is a core requirement of successfully completing degrees within FASS, the online writing modules provided on The Write Site have proven an effective and popular resource for students, at all degree levels, seeking to improve their skills. On campus, FASS Writing Fellows lead informal group sessions for undergraduate students to share, workshop and refine their work at any stage of development. The FASS School of Languages and Culture provides specialised Writing Workshops and Retreats for Higher Degree Research Students each semester. In 2020, FASS introduced a range of units of study for HDR students through the Department of Writing Studies within the School of Literature, Art and Media (SLAM), as well as, a range of elective SLAM Postgraduate Coursework subjects designed to improve English language proficiency for academic purposes.
4. **Research.** FASS has undertaken research to inform their understanding of the FASS context. For example, the FASS English Language Assessment: Pilot Program Evaluation Report provides data on PG student responses to strategic approaches designed to support their learning. Recommendations are based on results of trials initiated including the use of diagnostic language assessments, non-assessed workshops and communication support embedded in units of study. In 2020 FASS submitted an expression of interest for Student Innovation Grant funding regarding assistance for students with language difficulties to build on the success of the Language Buddies program. In addition to the FASS-specific work, the Associate Dean (Education) in FASS co-directs the Curriculum Embedded Communication and Language Development scholars network, which supports professional discussion of matters relating to academic literacy and language support for all students. In recent years network activity attention has been focused on supporting colleagues working with the Graduate Quality of Communication.

University Centres for English Language Support

The University has two central support units: The [Centre for English Teaching](#) (CET) and the [Learning Centre](#).

CET is a fully accredited English school providing preparatory English language courses for international students, and is governed by the [National ELICOS standards](#). Annually, 3,500 international students enroll in CET to develop their English proficiency in preparation for undergraduate, postgraduate and research programs, or career and migration pathways. CET program leaders, curriculum designers and teaching professionals are innovators in the field of English learning and research in Australia. Courses cover English speaking, writing, reading and listening skills. CET has developed the 4:2:1 learning model which is aimed at teaching students to communicate with people from many different cultures, and in many different situations: social, work, university, online and offline. The model provides for 4 hours in class where students study and develop interactive language skills, 2 hours personalized online learning and access to an online learning community, and

1-hour engagement outside the classroom in a co-curricular activity designed to develop language skills outside the classroom and develop a network of peer support.

The Learning Centre provides learning support to University of Sydney students at any stage, from initial transition into undergraduate study at the University to postgraduate coursework and higher degree research.

The Learning Centre offers students self-training resources to develop their skills in:

- [writing](#)
- [critical thinking](#)
- [research skills](#)
- [group work](#)
- [exam preparation](#)
- [time management](#)
- [oral presentations](#)

The Centre provides face-to-face support, offering [workshops](#) and individual consultations to provide targeted assistance with academic communication, learning and research needs.

The full suite of programs offered by CET and the Learning Centre is outlined in [Table 1: English language support programs](#).

Table 1: English Language Support Programs

English Language Support – Faculty-specific		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
The University of Sydney Business School	BUSS1000: Business Communication and Academic Writing (BCAW)				✓		
	BCAW is the Academic Language and Learning support program for the Bachelor of Commerce. It is embedded in a core unit of study BUSS1000 Future of Business, which is taken by all Bachelor of Commerce students in their first year.						
	BUSS5100: Communicating in Business					✓	
	Communicating in Business is a non-credit bearing adjunct unit that provides support to students enrolled in the core Master of Commerce unit BUSS5020: Business Insights and the core Master of Professional Accounting unit BUSS5080.						
	ALLSI Proofreading Support					✓	
	Academic Language and Learning Support Instruction (ALLSI) sessions are staffed by academic language and learning experts with qualifications in Teaching English to Speakers of Other Languages (TESOL), Linguistics, and who have been trained or are currently employed at the Centre for English Teaching (CET).						
	Peer-Assisted Study Sessions				✓	✓	
Peer-Assisted Study Sessions (PASS) are weekly hour-long sessions where students work in groups of 10 to 16 to answer specially prepared activities and problem questions, based around a unit of study. Sessions are led by trained PASS facilitators, who are students who recently excelled in the same unit of study.							
Maths in Business				✓	✓	✓	
Maths in Business is offered to all enrolled Business School students, and while the focus is the mastery of mathematics, many international student participants have relayed feedback asking for more clarity on mathematical jargon. In many cases, students have more difficulty with English terminology rather than the maths content. Based on this feedback, 'terminology' reference pages have been developed for workshops and via online help sheets.							
Peer-Assisted Language Support (PALS)				✓	✓	✓	
PALS utilises an innovative system called Readable English designed to make learning English easier.							

English Language Support – Faculty-specific		Prospective Students			Current Students			
		UG	PGCW	HDR	UG	PGCW	HDR	
Faculty of Medicine and Health	The University of Sydney Medical School							
	– Occupational English Test (OET) Preparation OET Preparation is a training program for healthcare students and professionals who want to register and practise in an English-speaking country.	✓	✓	✓	✓	✓	✓	
	The Sydney School of Public Health							
	– Academic literacies program for Aboriginal and Torres Strait Islander students enrolled in the Graduate Diploma in Indigenous Health Promotion. Integrated with coursework and directly relevant to assessment tasks, these sessions cover topics such as academic writing, referencing and citing, writing about data, presentation skills, survey design and creating accessible health promotion resources.							✓
	Writing comes alive. Delivered by external consultant to Aboriginal and Torres Strait Islander students enrolled in the Graduate Diploma in Indigenous Health Promotion. Covers aspects of workplace and professional language.							✓
	Writing a research paper. Customisable program delivered on demand to HDR students, junior academics and community partners, including internationally. Covers all aspects of writing a paper, often combined with research skills.							✓
	Writing skills assessment. Run in conjunction with the Learning Centre, this program sees incoming MPH (from 2018) and MGLOH (from 2020) students complete a discipline-specific compulsory writing task. Scripts are assessed by academics, and students considered on this basis to have inadequate writing skills are referred to the Learning Centre. Their scripts are assessed using MASUS and detailed feedback provided. Students are referred to relevant Learning Centre workshops or online resources.						✓	
Faculty of Arts and Social Sciences	The Write Site: This site is used widely throughout FASS and has been widely consulted by students with English language needs.	✓	✓	✓	✓	✓	✓	
	HDR Writing Retreat and Workshop Conducted once per semester by the School of Languages and Culture (SLC)						✓	
	The Writing Hub Drop-in sessions for undergraduate students run by Writing Fellows in which individualised feedback is given on students' essay drafts, outlines, arguments and ideas; and assistance with crafting arguments, refining ideas and reflecting on students' writing.							✓

English Language Support – Faculty-specific		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
Faculty	Course						
	HDR Seminars and workshops						✓
	<ul style="list-style-type: none"> – Writing a Thesis 1: Starting the thesis – Writing a Thesis 2: The middle chapters – Writing a Thesis 3: Completing the thesis 						
	Department of Writing Studies units included as electives in all School of Literature Art and Media (SLAM) PG degrees:				✓	✓	✓
	<ul style="list-style-type: none"> – WRIT6000 Professional Writing – WRIT6001 Professional Editing – FASS7001 Academic English for Postgraduates – FASS7002 Critical Thinking and Persuasive Writing 						
	Writing Studies minor				✓		
	Department of Anthropology, School of Social and Political Sciences (SSPS) Assessment-related workshops.				✓	✓	✓
	School of Education and Social Work						✓
	<ul style="list-style-type: none"> – English in Academic Settings (for Masters students) English in Academic Settings is designed for students from non-English speaking backgrounds who wish to improve their English as well as understand better the setting in which it is produced. The unit has two components: the development of personal academic skills, particularly writing, and an in-depth consideration of linguistic and non-linguistic aspects of communication in academic settings. 						
	School of Education and Social Work						✓
	<ul style="list-style-type: none"> – Writing a research proposal Writing a research proposal supports Education and Social Work for research students in their first year of candidature in the preparation of the research proposal they need to write for their confirmation of candidature. – Thesis and dissertation writing These workshops are designed for higher research degree students who have completed at least one year of a research degree and have passed their thesis proposal or who are enrolled on a one year MEd (Research) degree. The focus of the workshops is on writing and structuring a thesis/dissertation. 						

English Language Support – Faculty-specific		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
	<p>– Writing for publication Offered by the Doctoral Division of the Sydney School of Education and Social Work for research students in their final year of candidature. The aim of the workshops is to mentor research students in the writing for publication process.</p>						
Faculty of Science	<p>WRiSE Publicly accessible report writing assistance for science and engineering students, co-developed with UNSW</p>	✓	✓	✓	✓	✓	✓
Faculty of Engineering	<p>iWrite Includes tutorials on writing engineering assignments, lab books, proposals, field reports and theses. Referencing tutorials in English and Chinese.</p>				✓	✓	✓
	<p>WRiSE Publicly accessible report writing assistance for science and engineering students, co-developed with UNSW</p>	✓	✓	✓	✓	✓	✓

English Language Support – University-wide		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
<u>The Learning Centre</u>	Academic writing skills:				✓	✓	
Camperdown campus University of Sydney	Clearer writing for non-English background students. This workshop aims to make explicit the linking structures in English which make writing clear and logical, and includes writing practice in using these structures.						
	Oral presentation skills:				✓	✓	✓
	These workshops aim to develop public speaking skills for tutorial, seminar and conference presentations and include short practice sessions using video feedback.						
	Postgraduate research – workshop for English language learning and learning:						✓
	The following six workshops are designed specifically for non-English speaking background students.						
	1. Detailed reading for academic writing						
	Focuses on understanding academic texts packed with complex content and how this information needs to be unpacked in order to write successfully and avoid plagiarism.						
	2. Vocabulary for writing about data:						
	In this workshop students study examples of the grammar and vocabulary of data commentaries as the basis for writing practice.						
	3. Grammar clinic for editing and proofreading						
	Practices identifying and correcting common grammatical errors using mixed discipline peer groups.						
	4. Clearer writing						
	Aims to make explicit the linking structures in English which make writing clear and logical and includes writing practice in using these structures.						
	5. Writing a critical review on a topic area						
	This workshop covers developing and demonstrating a critical perspective in a more complex critical review of a debate, methodology, theory, topic area, etc. It includes examples, language features and writing practice.						
	6. Writing in an academic style						
	Focuses on some of the characteristics of successful academic writing across all disciplines, for example formality, objectivity, conciseness and impersonality.						

English Language Support – University-wide		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
	Oral presentation skills						✓
	This workshop covers criteria for successful presentations, performance strategies and practice. PowerPoint practice presentations are accommodated.						
	Pronunciation skills						✓
Provides practice in identifying and correcting common pronunciation problems in English. Develops methods for improving speaking and pronunciation.							
	Discussion skills and working in groups						✓
	This workshop provides strategies for effective participation in academic discussion and focused language practice. It helps students set up personal goals for developing their skills.						
Centre for English Teaching	Direct Entry Course (DEC)	✓	✓				
Darlington campus University of Sydney	DEC is a tailor-made program targeting academic English and academic skills. It has been developed in consultation with University faculties and prepares prospective students for direct admission to a chosen course at Sydney University. To be eligible to apply, prospective students need to have obtained a conditional offer of admission to the University and a verified IELTS result (or equivalent). DEC caters to a range of IELTS needs, based on the gap between proficiency and respective faculty and course requirements.						
	Intensive Test Preparation course (ITP)	✓	✓				
An intensive English test preparation course for students who wish to undertake the IELTS test. It is also suitable for students who wish to qualify for entry into Direct Entry Courses (DEC). Admission to ITP requires a minimum level of IELTS 5.0 or equivalent – meaning a modest proficiency of the English language.							
	Graduate Academic Skills (GAS)	✓	✓	✓			
GAS is a high-level academic skills course that provides an introduction to the expectations and values of academic culture in an Australian university. To be eligible for the GAS course, students require an undergraduate or postgraduate unconditional/firm offer from an Australian university and a minimum IELTS score of 6.5 or equivalent are required.							

English Language Support – University-wide		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
Delivery Centre	Course						
	<u>Advanced Skills for Academic Success (ASAS)</u> ASAS is an advanced academic skills course for high-performing international scholars preparing for postgraduate study at an Australian university. Entry requires an undergraduate or postgraduate firm offer from an Australian university and a minimum IELTS score of 6.5 or equivalent.	✓	✓	✓			
	<u>Global English</u> Global English is a unique course that builds the skills and confidence for successful social and professional communication in Australia and abroad. Entry requires a pre-intermediate to advanced level of English.	✓	✓	✓	✓	✓	✓
	<u>1:1 Coaching</u> 1:1 Coaching is a series of private lessons based on any prospective or current student's individual needs, level, goals and preferences. Prospective and current students can be at any level of English language skill to take 1:1 Coaching. The correct visa for part-time study is the only technical requirement for course entry.	✓	✓	✓	✓	✓	✓
	<u>English for Academic Purposes Teacher Training (EAPTT)</u> EAP Teacher Training is a professional program that develops knowledge and skills in the specialised area of English for Academic Purposes. EAP Teacher Training is recognised as a premium endorsed product by NEAS Australia. NEAS Premium Product Endorsement recognises service or product excellence developed and created by NEAS Quality Endorsed centres. Entry requires a minimum IELTS score of 6.5 or equivalent or a recognised TESOL qualification. This course is not CRICOS registered.		✓	✓		✓	✓
	<u>English Language Teacher Training (ELTT)</u> ELTT is an innovative professional development course that covers the latest theories and approaches to teaching English for speakers of other languages (TESOL). Entry requires a minimum IELTS score of 6.5 or equivalent or a recognised TESOL qualification. This course is not CRICOS registered		✓	✓		✓	✓
	<u>Customised Programs</u> Cutting-edge, innovative programs for university students and English teachers who wish to improve their English communication skills and experience academic life at a world-class higher education institution.	✓	✓	✓	✓	✓	✓

English Language Support – University-wide		Prospective Students			Current Students		
		UG	PGCW	HDR	UG	PGCW	HDR
Delivery Centre	Course						
	<p>Student Ambassadors</p> <p>Students have a variety of workshops to choose from that will develop their English language skills and social and practical communication skills through conversational English language workshop and guided tours with university students and the wider university. Students can choose from three options:</p> <ul style="list-style-type: none"> – The Communications Series includes the following activities: an Introduction to Australia; Let’s Talk; Culture Club; and Communication for Advanced Speakers. – The Professional Series covers: Pronunciation and Practice; CV and Interview Skills; Listening Closely; and Guided Writing. – The Guided Tour Series consists of: a University Tour; a University Scavenger Hunt; the Botanic Garden Amazing Race; an ANZ Stadium Tour; and an ABC Tour. 	✓	✓	✓	✓	✓	✓
	<p>ONLINE LEARNING</p> <p><u>Academic Skills for University Success</u></p> <p>Academic Skills for University Success is a series of five online courses (MOOCs – Massive Open Online Courses) that provide an introduction to academic culture and prepare students for study at an English-medium university.</p> <p>Prospective and current students can build 21st century skills and prepare for university success and learn alongside students from all over the world, anywhere, anytime. Students can develop professional English language teaching skills through the online English Language Teacher Training program and connect with a global network of teachers.</p> <p><u>University Heroes App</u></p> <p>An app in which students choose their favourite university hero and embark with them on an English adventure to fight global monsters, learning English along the way and sharing scores and challenges with friends.</p>	✓	✓	✓	✓	✓	✓

Student Feedback

Student feedback was garnered via two face-to-face interviews with the Thematic Review panel and a **C-Sight forum**. The panel had intended to conduct several more interviews with students, but the COVID-19 pandemic curtailed face-to-face meetings. C-Sight is a discussion forum conducted on the C-Sight platform which is a secure and anonymous environment. Students participating in the forum were guided by a facilitator through three discussion points:

- Their views on the quality of English language pathways into the University
- Their experience of the structures in place to support students in English language proficiency
- Recommendations for improvements

Student comments centred on three themes: that proficiency in English affects student outcomes; that excellence in the English language provides students with their best chance for success; and that teaching students for whom English is an additional language (EAL students) needs to improve at the University.

Proficiency with the English language affects student outcomes

As noted by English language experts both on the panel and consulted by the panel, the issue of English language proficiency is often wrongly conceived of as a solely international student issue. In fact, both domestic and international students need English language support to achieve their best at University. In the C-sight forum, both domestic and international students reported struggling with academic writing. For international students, lack of English language proficiency may cause social as well as academic anxiety. Pronunciation and speed of speech can be impediments for international students, as much as vocabulary. Time is cited as an issue for students, in a number of contexts: Higher Degree by Research (HDR) students reported needing more time to learn how to write; EAL students noted the lack of opportunity to fit English language into their daily life because they are surrounded by EAL speakers.

“As someone who has spent most of their life mastering languages ... language is one of those things you build up over time and experience usually dictates outcomes.”

C-sight forum student participant

In the third stream of the C-sight forum, where students were asked to provide solutions, students suggested that the University provide English language learning opportunities before studies commence, that support should be free and ongoing, that more and broader services are needed in the Learning Centre, and that more time should be allowed in the *Writing Hub*.

“... in order to have a good start at a university, students need to be familiar with academic writing before the school begins.”

C-sight forum student participant

Excellence in the English language provides students with their best chance for success

When discussing this topic, the students once again gave strong support for English programs to be offered before courses start, giving them the best chance for academic and, for international students, social success. Students value the English support programs offered by the University but wanted ongoing practice opportunities. Students also thought the University needed to improve in its communication of opportunities although, as a caveat, awareness of the opportunities available varied among students.

The students wanted more face-to-face support. They report that grammar apps and Google Translate help, but that nothing can improve on in-person activities. They found workshops very helpful – there was a high emoji response to this section of the conversation.

“(Did the first semester course)... I rly feel supported by the Uni at that time. However, as time goes by, with so much workload, it is easy to forget that there’s support from the Uni to help

students with their writings. I'd like to see more reminders from the Uni about this kind of support ... so students can seek help as necessary (just like the mental hth support campaign)."

C-sight forum student participant

The students suggested that English proficiency courses be open to everyone as both EAL and native English speakers struggle with written English.

Perhaps the most concerning feedback in this stream of discussion was that some students would never have chosen their course if they had appreciated the language proficiency required.

Specific solutions offered during the forum were to:

- “buddy” non-English speakers with proficient English speakers
- provide ongoing activities through which students can practise their English
- provide an app or chat room where students can practise their writing and pronunciation
- indicate level of proficiency needed for courses in course guides

“I think writing skills need to be developed through time, as I believe practice makes perfect, Maybe it is useful to have the English writing test, as first year international students have to accomplish, can be done regularly or open for any students who (are) willing to test their ability.”

C-sight forum student participant

Teaching EAL students needs to improve

Among EAL students, there is a perception of being "punished" for poor English grammar. Students commented that marking can be unhelpful. They want to learn but they cannot learn from their mistakes if marking and feedback is vague. Students also noted that some faculty members need to improve their English language skills.

“... and the lecturer even said to his colleagues” ‘I was marking them down deliberately as a punishment, regardless of their report content’.”

“Some marker(s) do care and provide valuable feedbacks, while others merely giving marks or 1 sentence, such as, ‘it is unclear’.”

C-sight forum student participants

The panel interview with students confirmed the central findings of the C-sight survey. Face-to-face meetings were conducted in two sessions on March 5, 2020 between the Thematic Review panel and six postgraduate students, ten undergraduates and two representatives from SUPRA, the University's postgraduate student organisation.

Academic English was identified as a challenge for both international and domestic students. Domestic students find that academic writing is completely different to the essay writing they are taught in secondary school; and referencing was identified as one of the hardest skills to learn even for domestic students who had learned to reference in high school. Science students, both EAL and domestic, must learn to write reports. Science students reported satisfaction with the help they received in the early lectures on writing a scientific report, the detailed rubric, and the workshop. Their view was that given this assistance, students need to be resourceful and to look at scientific papers for themselves and apply their learning. Online recording was cited as a hugely helpful tool for reviewing the material.

The issue of time was also reflected in the face-to-face discussions. Students consider the Learning Centre useful for academic English, and for skills such as learning how to structure an essay, but Learning Centre grammar lessons take eight hours, and with review and practice added to the formal learning time, students struggled to find the time in their studies.

For EAL students, acculturation is another aspect of University life that requires time. Friendship groups and the student's environment influence how they learn English. Students reported that it is easy to make friends when a part of a small and cohesive cohort, such as Pharmacy, and thus benefit from peer support. Belonging is an important part of relating to University and improving English. Both

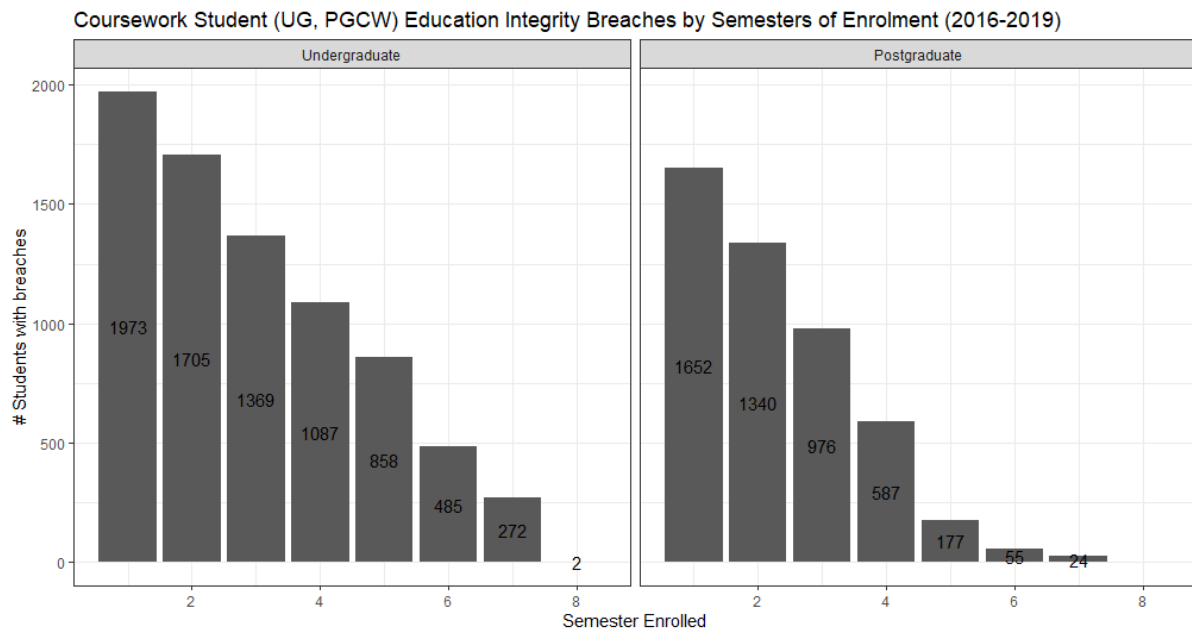
international and domestic students reported that an effort is required to make friends as, by the end of semester, few students are turning up to lectures. International students reported being keen to make friends with domestic students but found that there is a preponderance of Chinese students in their courses. For Chinese students to make friends out of their nationality group, it was necessary to participate in clubs and societies, where there is a warm welcome. Others formed friendship groups out of workshops and field trips and peer mentoring programs.

Students mostly approved of MASUS, the diagnostic tool used in the Learning Centre, but thought that if it were implemented University-wide, then it should be applied universally. They considered that follow-up support should be integrated into class work. As with the C-sight students, they considered that academic teaching staff could improve their knowledge of teaching students from a variety of cultural backgrounds. An example given was that loud English speakers tend to get the airtime in courses where conversation is critical to the learning. However, the students also noted some very helpful teaching staff, such as the tutor who began the class by instructing the class that comments and feedback could not discriminate on the basis of accent or vocabulary.

Group work was a running theme in the interviews with students, both domestic and international. International students worried that goal setting and assigning tasks equally is made more stressful by the need to speak clearly, and manage the nuances of English so as not to be perceived negatively by other group members. In one workshop, the tutor had had the class set out their expectations, which had helped with the communication piece. International students report being highly motivated to take bridging courses as they worry that they will be a burden, or be perceived to be a burden, in group assignments. One difficulty with the Learning Centre identified by students is the lack of places, so not all students were able to do the bridging courses they wished to.

As in the C-sight forum, the students reported that international students' level of English can be inadequate to make the right choices for their degrees. This can have severe consequences for students, who, if they pick the wrong subject, could add an extra year to their degree. Students can struggle to understand the Faculty of Science's Special Studies Program (SSP) and the difference between advanced and standard courses. They have difficulty finding and navigating majors, and struggled to know where to go for academic advice, or to navigate systems like credit for prior learning. Their problems with writing ability can, in their first semester, lead to an allegation of academic dishonesty which they find deeply stressful. This is borne out by the data which shows a higher number of reported breaches in first semester and first year, in other words the first two semesters, of student enrolment, than the following semesters (see [Table 2](#)). The *Statistical Analysis of English Language Pathways and Student Success* report also confirms that educational integrity is a significant indicator of lower WAM in the first semester and first year, with negative estimated parameters in regressions on both first semester and first year WAM results.

Table 2: Education Integrity Breaches by Semester 2016-2019



Students feel that an allegation of academic dishonesty is a punitive response to a learning process. Often, they have not had the confidence to ask academic staff what support is available to them to help with academic writing. The students reported that international postgraduate students are under tremendous pressure to pass. An allegation of academic dishonesty, which could disrupt their studies, creates high levels of stress. The stress is exacerbated by students' inability to obtain advice on how to respond. Advice from the Student Centre and from Compliance can differ, so they end up at the SRC or SUPRA. The students reported that students with an allegation against them can wait for months to have a problem solved. For this reason, English language academic programs need to focus on first semester students. Although they are intimidated about getting advice, there is a wealth of peer advice available to them and a very strong peer network.

The students in one panel recommended that advice be available on CANVAS, with the Unit co-ordinator introducing themselves and demonstrating to students the resources that can be used. They felt that text messages were the best way to communicate, rather than email.

Mental health was a theme which recurred in the interviews with students, particularly for EAL students. EAL students can struggle in their first year at the University with speaking English to peers, and in some courses, such as Social Science, students are required to talk with each other as part of the learning. EAL students reported not feeling part of those courses. Being able to speak conversational English well enough to connect and feel a sense of belonging goes to mental health. The students in the panel reported that they knew of Chinese students suffering depression because could not speak well enough to feel part of the University community. There are Chinese student networks where they share these experiences, ideas for dealing with the stress and loneliness, techniques for reading and writing, and help with preparing tutorial presentations. One panelist reported that one such network helped her out of her distress zone where purely writing support, which had been very procedural, had been ineffective as the teacher did not understand the everyday life of international students.

Several students noted that non-Chinese EAL students have even less support than Chinese students. A Brazilian EAL student reported that there are no other Brazilians but many Chinese in her classes. She feels alone in class and ignored because all Chinese students speak Chinese and she feels excluded. A

2020 study of 3411 international students⁸ found that loneliness is a significant concern: 35% of students said that they felt lonely in Australia and nearly half (47%) felt it was hard to make close friends.

For support with mental health, the University offers the Counselling and Psychological Services (CAPS), which a number of students praised, but did point out that one of the obstacles to CAPS is the language barrier.

The students proposed a number of solutions to the problems they had identified. Participating in activities was put forward by students in these groups as a good way to improve English, even though the initial steps are challenging. Many students attend events for the entertainment value and end up feeling only further alienated. The students in one group felt that international students should create their own support structure and that there is not one way to help students.

The students who had accessed the English language support services at the University found that there was a wide variety available: USU offers conversational help; faculties run classes designed to help students with specialised output such as reports; the Learning Centre offers grammar workshops; the Business School offers a proofreading course; the School of Law offers academic writing courses. However, they felt that the University needed to understand that proficiency requires ongoing support. They suggested that it might be helpful to consider facilitating programs which allow students from different backgrounds to get together, to meet each other and to learn together; to foster a community of learners which would ideally be self-sustaining.

One student recommended a technology-based solution where all information on help available is in one place, such as a content aggregator like Reddit.

Expert Contribution

The thematic review panel benefitted considerably from its internal and external English language expert members, and from the University of Sydney experts who were consulted in relation to the development of the English Language Support strategy. The panel also benefitted from experienced academic staff members, able to bring deeper insights into the effects of students' English language proficiency. Language entry levels are the minimum required for commencement but are not the optimum for graduation or future success.

Universal Requirement

Difficulties with English language proficiency are often considered a solely EAL student problem and, by inference, an international student problem, whereas domestic and native-speaker students from undergraduate to PhD can struggle with English language and expression. The dichotomy between international and domestic students is a false one. All students can and should improve their English language proficiency throughout their degree not least because communication skills and employability are highly interrelated. Domestic students who enter a humanities subject like Law on the strength of high ATARs gained in sciences may not be sufficiently confident with English to flourish in the course.

The *Statistical Analysis into English Language Pathways and Support* report supports this position. There were differences in Weighted Average Mark (WAM) in first year depending on the type of English Pathway an international or EAL student took, but for all students, independent of whether they entered the University via one of the four international pathways, or by one of the domestic pathways, such as Special Entry Scheme or HSC (p.8), their performance in year one was positively correlated with their performance in the pathway.

However, discussions around “weak English” are often associated with students from an EAL background. The commonly-held belief that only EAL students need support with English serves to shift

⁸ Morris, A., Hastings, C., Wilson, S., Mitchell, E., Ramia, G. and Overgaard, C. (2020). The experience of international students before and during COVID-19: Housing, work, study and wellbeing. Sydney: University of Technology Sydney, p.xiii

the focus away from the universal requirement for University of Sydney graduates to have excellent communication skills.

The panel gave considerable attention to the potential for providing students information in the pre-arrival stage in their first language. While the English language entry requirements are high at the University, and students work hard to achieve them, culture shock, lack of social English, and struggles with adapting to academic English may unnecessarily disadvantage students in the early part of their degree. It is important that EAL students commit to studying in English and that all students commit to continually improving their English proficiency, however the panel recognised that IELTS and other barrier tests do not prepare students for the English they need to fully immerse in life in Australia, and that other stakeholders, primarily parents, are as entitled to transparent access to advice pre-arrival as students are.

Translating pre-arrival material into languages the student body can understand easily should eliminate some of the stress of acculturation, assist EAL parents, and ensure that resources available to students are known to the students well in advance of their arrival, along with a realistic expectation of the level and types of English required for success.

The panel also recognised that if the University does not provide these resources, another organisation will, and that may have several consequences: it may lead students away from the resources the University provides permanently, and it may also lead students into a situation where they unwittingly become entangled in a company engaged in academic dishonesty. As noted elsewhere in this report, student academic integrity incidences are highest in the early semesters but most incidences are not referred for further investigation, and recidivism is low. Students who seek help for their academic English when they do not have the adequate social English to approach their lecturers can become vulnerable to the services of dishonest companies without realising what the consequences are.

The University has already taken steps to provide richer material, earlier in the student journey, to students and parents, both domestic and international, and the panel endorses this approach. The University provides some material in Mandarin for students and their parents to assist them to navigate a range of issues such as opening a bank account, transport, accommodation, English language resources and life in Sydney.

Recommendations

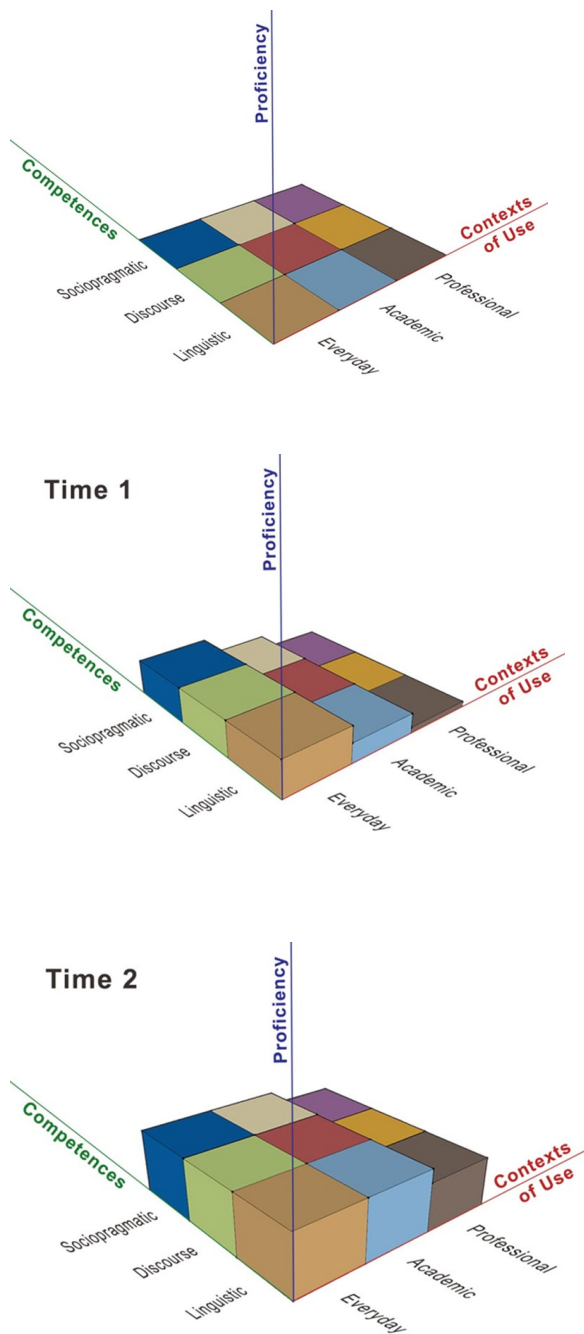
The panel recommends that pre-arrival information regarding studies and other critical information be translated into the most used languages, other than English, spoken by the student body, both domestic and international.

The panel recommends the University promote awareness of factors impacting student communication skills as part of staff professional development in cultural competence.

Embedded Learning

The academic literature shows that high impact learning occurs when it is built into disciplinary learning and explicitly assessed. English language and academic literacies should be developed throughout degree studies. Dr Humphreys' heuristic of the development of English language proficiency illustrates the multilayered and progressive nature of English language development during a tertiary degree (see [Figure 1](#))

Figure 1: Heuristic of ELP in higher education

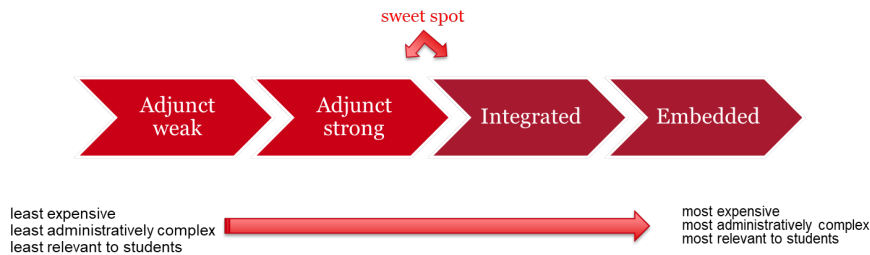


The academic literature is clear that adjunct classes, add-ons, and separate solutions are the cheapest but least effective support for students needing English language support. On the other hand, completely integrated English language support is a huge endeavour requiring substantial training for staff and commitment of resources. The Jones, Bonnano and Scouler 2001 framework⁹ illustrates the

⁹ Jones, J., Bonanno, H., & Scouler, K. (2001). Staff and student roles in central and faculty-based learning support: changing partnerships. In a paper presented at Changing Identities, 2001 national language and academic skills conference. Retrieved 12 February 2015 from http://learning.uow.edu.au/LAS2001/selected/jones_1.pdf.

optimal balance of investment and effort for successful outcomes. A mix of effective adjunct measures and course-integrated support is the preferred path.

Figure 2: Jones, Bonnano & Scouler (2001) Framework



The standard support mechanisms which Universities can implement to support students are:

- Diagnostic test
- Adjunct tutorials/workshops
- Drop-in consultation services
- Integrated support
- English language development embedded in units
- Credit-bearing unit
- Non-credit-bearing unit
- Online supplementary resources
- Peer-to-peer programs

How support mechanisms are implemented is critical to their success: successful implementation requires collaboration and co-operation. The University needs to ensure that support is reaching the students who need it, and that support mechanisms are being offered in a web of support, rather than as isolated units of support, at optimal times during the student journey.

Ideally, academic literacy or communication skills objectives should be embedded in the course or unit. Each course has different requirements for students' English language skills and the academic staff on the panel noted that, for example, students can fail in their clinical placements owing to a lack of specific English language ability required for a placement. For this reason, English language development activities should not be confined to reading or writing. The appropriate skill development, such as report writing or interaction with patients, should be embedded in the curriculum.

Integrating English language proficiency development into the curriculum supports the development of all the graduate qualities.

Diagnostic Tests

As noted in an earlier section, the graduate outcomes assessment project envisages gauging student proficiency upon entry and throughout their studies to illustrate student achievement of a key graduate quality. Any diagnostic needs to be taken by all students and should be one of academic skill, not just of English language proficiency. As students noted in both forums, academic English ability is a very specific skill not taught in high school and academic learning expectations are different in Australia to expectations in other countries.

Having administered a diagnostic, the results should be used to triage solutions. The panel recommends that the University should give specialist academics the time and commitment to assist triaged students to find the right resources at the University. The most effective support is where the academic literacy perspective is embedded in discipline units and where academic staff working with the students have responsibility for meaningful academic literacy training within their units.

Ongoing and exit tests will give students evidence of how much their language proficiency has improved and should tie the improvement to their improved ability to navigate university, complete units successfully, and attract employment opportunities.

Critically, any diagnostic test needs to be framed as a learning opportunity, not as a punishment.

Transition

The University should engage with students during orientation and transition to the University environment, and should link the graduate qualities with a risk strategy which identifies students in need so they can be offered support at a granular level.

The University may have the opportunity to implement a risk strategy through the new undergraduate transition units, which could include a diagnostic and some support. Transition units for postgraduate courses are unfeasible given the typical length of a postgraduate degree but the graduate qualities project has implemented writing tasks early in postgraduate degrees to assess communications skills, which necessarily assesses English language proficiency. Transition units will need to be tailored to the faculty or degree.

Transition units were piloted in semester 1, 2020, but were disrupted by COVID 19. The pilot is scheduled to continue in semester 2, 2020 and in 2021. The aim is for transition units to be embedded in every undergraduate degree.

Key Information in Other Languages

Student feedback noted that for EAL students insecurity around conversational English affects their ability to interact with their lecturers and other students. Students arrive in Australia with the intention of learning English but trying to navigate to English language support in English, coupled with the more overarching problem of social and cultural isolation can lead to cultural shock. Students become very self-conscious and that leads to negative downstream effects. The language issue is just the same as a cultural issue.

A solution may be to provide students with administrative support that can be accessed in their native language, such as a portal that allows them to access University services in their native language. This may address the issue of students missing initial relevant orientation due to the language barrier.

A recent relevant example is the support that the University is providing Chinese students who cannot access the University campus due to the COVID-19 restrictions. Some students are slightly mistranslating the options between deferring a course and withdrawing. There have been several cases of students of students accidentally withdrawing from courses because they did not understand the difference between withdrawing and deferring.

Potentially, pre-arrival strategies need to be in languages other than English. The English language support strategy (see the section on the [English language support strategy](#)) envisages multi-faceted focusing on different modes of communications, addressing social and academic English language proficiency.

Support for Academics

The strategy to embed English language support necessitates attention to the tools and skills that academics will need to prosecute the strategy successfully. Staff need professional development, and it will not be feasible to expect all staff to gain the requisite skills.

COVID-19 has placed a huge burden on staff and the thematic review panel is aware that asking staff to do more in the current environment is unfeasible. Both financial and human resources are

stretched. Any interventions will need to be tailored to take into account the COVID-19 and post-COVID-19 environment.

Recommendations

The panel recommends that a pre-arrival transition program include training in everyday English for students as well as recommendations for resources available immediately and throughout their course. Students should be made aware that they are expected to develop their academic, professional and social English throughout their course. Development in specialist academic, professional or everyday English required for a course should be integrated into the full length of the course.

The panel recommends that any program of English language support developed at the University includes support and resourcing for academics and provides appropriate upskilling. The panel is aware that resourcing may be limited. The intent of this recommendation is to ensure that any strategies developed include consideration of the most effective deployment of resources to support academics and staff charged with implementing the strategy.

The panel recommends that the University develop a referral process for students identified as requiring specialist support for academic success to faculty resources or to a centralized team of experts. The centralized team of experts will be credited with the time to provide English language support and advice.

Educational Integrity

Students in the interview groups mentioned the stress of receiving an academic dishonesty charge and felt that notification should be more educative than punitive. This is the approach that the Educational Integrity (EI) team have taken in implementing procedures and programs, an approach which is supported by the fact that of approximately 3500 reported cases of academic dishonesty, only around one third are referred for further development.

The University's low recidivism rate also indicates the effectiveness of the EI approach. Of the 997 cases reported in 2019, there were 938 unique students reported, which accounted for 5.99% of all enrolments at the University of Sydney Business School. Of these students, 124 students were reported in multiple cases (2 or more total cases reported) which accounted to 13.22% of the reported students. This was a reduction in recidivism from 2018, which saw 821 unique students reported, of which 145 students were reported for multiple cases (17.66%).

While the University takes the approach that education is preferable to punishment, a notice does let students know that the University is serious in its intention when it comes to academic integrity.

The EI team continues to work on development courses which students must attend if they are to re-submit. Face-to-face courses, which were expensive and cumbersome for students to fit into their schedule, have been replaced by online courses which are more flexible for students and cheaper for the University. The recidivism rate remained the same after the switch to online mode of delivery.

A peer learning adviser program was set up where a student is employed by the library to go through the work and the allegation with the student face-to-face. All students are offered this support.

Student Experience Program

It is worth noting the curriculum transition support project within the Student Experience Program. The aim of this project is to embed more structured and scaffolded support for students into academic and social transition into study. The project has envisaged that a component of academic transition would be an institution-wide and mandatory academic skill diagnostic. The project originally aimed to implement a diagnostic by 2022, with a pilot in semester 2, 2021. The diagnostic would be timetabled in, preferably before classes start so that students can be transferred into credit-bearing development units. Again, these development units are under consideration and the project had aimed to have those in place by 2022.

The curriculum transition project and the English language support strategy dovetail and should be considered together.

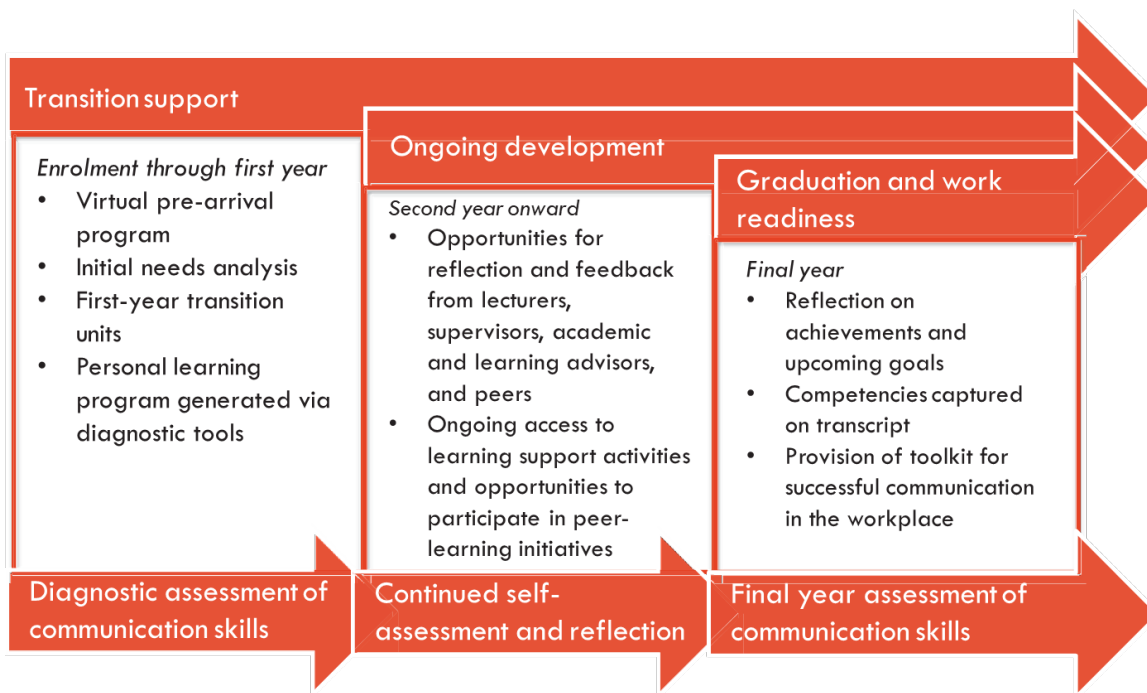
English Language Support Strategy

The English Language Support strategy envisages a whole-of-institution focus on the development of oral and written communication in English and associated graduate qualities, using digital tools to engage students and gather metrics. The strategy is underpinned by the literature relating to best practice in the provision of English language support in higher education, guided by the input of key subject matter and industry experts. It envisages professional development for University staff as a critical plank of successful implementation.

Students will receive support across the study journey from pre-orientation through to graduation and work readiness. This support will be provided via a range of activities (e.g. workshops, self-access resources, one-to-one consultations, units of study), modes (e.g. virtual, face-to-face, blended), access points (e.g. referral/self-access, embedded/stand-alone) and facilitation models (e.g. academic language and learning advisors, academic staff, English language teachers, peer-peer). See **Figure 3**

The draft strategy will be completed by the end of 2020, consultation with the University community will take place in 2021 and full implementation will take place in the next three to five years. The involvement of academic staff in the development of the strategy is critical, and the strategy benefits from committed leadership from the DVC Education.

Figure 3: English Language Support Strategy - Development, support, and evaluation across the student journey



Different types and levels of support are a critical part of the strategy, addressing the needs of students in varying situations and levels of need. The intrinsic value of improving students' communication skills must be cultivated in students' minds, not just as an addition to their transcript, but to their employability and ability to navigate their future career.

Given that this strategy will be implemented in the years after, and potentially during, the COVID-19 crisis, resourcing will be a paramount consideration. Resources are scarce and must be allocated as effectively as possible. Professional development for staff is critical to embedding English language support strategies in the curriculum, which is in turn critical to success. Some interventions will need to be compulsory.

Relevant HESF Standards in Supporting Students in English Language Proficiency

The University's quality expectations are outlined in the **University Quality Framework**. Quality assurance is achieved through a robust framework of policies, procedures and governance. The Higher Education Standards Framework (**HESF**) standards are embedded into everyday practice at the University and benchmark the minimum level of practice acceptable to the University.

The HESF standards outlined in **Table 3** are relevant to the quality of English language support provided by the University, and the rigour and integrity of the English language pathways students use to gain entry to the University. The standards sit within a network of rules, resolutions, policies, procedures and guidelines which support University strategies to achieve the highest possible quality in education and research at the University. All HESF standards are assigned an accountable office or offices, the University officers ultimately answerable for the standard, and responsible offices, the University officers responsible for ensuring the standard is met. The activities which the University undertakes to ensure the standard is met are documented, along with the monitoring and reporting mechanisms and areas for improvement. Quality assurance is achieved by annual reviews of the standards, including progress on areas for improvement.

Table 3 details the framework of legislation, University accountable and responsible offices, and University policies, rules, guidelines and other provisions relevant to these standards which ensure the HESF standards are embedded in the University's comprehensive program of quality assurance.

Table 3: HESF Standards and Quality Assurance

1.1 Admissions

Standard	Accountable Office	Responsible Office	Legislation	University provisions
1.1.1 Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.	Vice-Principal (External Relations) Deputy Vice-Chancellor (Education) Academic Board	Director (Admissions) Registrar and Academic Director (Education) Admissions Subcommittee	Competition and Consumer Act 2010 Education Services for Overseas Students Act 2000 Fair Trading Act 1987 Higher Education Support Act 2003	Coursework Credit Procedures 2015 Coursework Policy 2014 Fraudulent Doc Escalation Process for International Students (internal resource) Go8 Credit Transfer Agreement (external resource) Graduate Research Good Practice Principles (external resource) Individual Faculty/School Credit Provisions Potential Fraud Procedure and Checklist (internal resource) University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011

1.2 Credit and Recognition of Prior Learning

Standard	Accountable Office	Responsible Office	Legislation	University provisions
1.2.1 Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive	Executive Director (Student Administration Services) Academic Board	Student Administration Services Academic Delegate Admissions Subcommittee	Competition and Consumer Act 2010 Education Services for Overseas Students Act 2000 Fair Trading Act 1987	Coursework Credit Procedures 2015 Coursework Policy 2014 Go8 Credit Transfer Agreement (external resource) Individual Faculty/School Credit Provisions International Student Fee Refund Policy 2017 University of Sydney (Coursework) Rule

Standard	Accountable Office	Responsible Office	Legislation	University provisions
timely written advice of the outcome.			Higher Education Support Act 2003	2014 University of Sydney (Higher Degree by Research) Rule 2011 University of Sydney (Student Appeals Against Academic Decisions) Rule 2006
1.2.2 Credit through recognition of prior learning is granted only if: a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and b. the integrity of the course of study and the qualification are maintained.	Academic Board	Admissions Subcommittee Academic Delegate	Competition and Consumer Act 2010 Education Services for Overseas Students Act 2000 Fair Trading Act 1987 Higher Education Support Act 2003	Coursework Credit Procedures 2015 Coursework Policy 2014 Go8 Credit Transfer Agreement (external resource) Individual Faculty/School Credit Provisions University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011 University of Sydney (Student Appeals Against Academic Decisions) Rule 2006

1.3 Orientation and Progression

Standard	Accountable Office	Responsible Office	Legislation	University provisions
1.3.1 Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.	Pro-Vice-Chancellor (Student Life)	Director (Student Support Services)	Education Services for Overseas Students Act 2000	Academic Honesty in Coursework Policy 2015 Academic Honesty Procedures 2016 Coursework Policy 2014 Graduate Research Good Practice Principles (external resource) International Guide 2020 (internal resource) Learning and Teaching Policy 2019 Learning and Teaching Procedures

Standard	Accountable Office	Responsible Office	Legislation	University provisions
				2016 University of Sydney (Coursework) Rule 2014
<p>1.3.2 Specific strategies support transition, including:</p> <p>a. assessing the needs and preparedness of individual students and cohorts</p> <p>b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and</p> <p>c. providing access to informed advice and timely referral to academic or other support.</p>	Provost and Deputy Vice-Chancellor	<p>Dean</p> <p>Director (University Libraries)</p>	Education Services for Overseas Students Act 2000	<p>Academic Honesty in Coursework Policy 2015</p> <p>Academic Honesty Procedure 2016</p> <p>Coursework Policy 2014</p> <p>Graduate Research Good Practice Principles (external resource)</p> <p>Learning and Teaching Policy 2019</p> <p>Learning and Teaching Procedures 2016</p> <p>University of Sydney (Coursework) Rule 2014</p>
<p>1.3.3 Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.</p>	Deputy Vice-Chancellor (Education)	Registrar and Academic Director (Education)	Education Services for Overseas Students Act 2000	<p>Academic Honesty in Coursework Policy 2015</p> <p>Academic Honesty Procedure 2016</p> <p>Coursework Policy 2014</p> <p>Learning and Teaching Policy 2019</p> <p>Learning and Teaching Procedures 2016</p> <p>University of Sydney (Coursework) Rule 2014</p>

Standard	Accountable Office	Responsible Office	Legislation	University provisions
<p>1.3.4 Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.</p>	<p>Provost and Deputy Vice-Chancellor</p>	<p>Associate Dean (Education)</p>	<p>Education Services for Overseas Students Act 2000</p>	<p>Coursework Policy 2014 Recordkeeping Policy 2017 University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011</p>
<p>1.3.5 Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.</p>	<p>Deputy Vice-Chancellor (Education) Vice-Principal (Strategy) Academic Board</p>	<p>Associate Dean (Education) Director (Institutional Analytics and Planning) Academic Quality Committee</p>		<p>Progress Planning and Review for Higher Degree by Research Students Policy and Procedures 2015</p>
<p>1.3.6 Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.</p>	<p>Deputy Vice Chancellor (Indigenous Strategy and Services) Academic Board</p>	<p>Manager (Widening Participation and Outreach) Academic Quality Committee</p>	<p>Education Services for Overseas Students Act 2000</p>	<p>Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016</p>

1.2 Diversity and Equity

	Standard	Accountable Office	Responsible Office	Legislation	University provisions
2.2.1	Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.	Pro-Vice-Chancellor (Student Life) Pro-Vice-Chancellor (Educational Innovation) Executive Director (Indigenous Strategy and Services) UE/Academic Board Culture Task Force Academic Quality Committee	Director (Student Support Services) Educational Innovation Indigenous Strategy and Services	Disability Discrimination Act 1992 Disability Services Act 1986 Sex and Age Discrimination Legislation Amendment Act 2011 Sex Discrimination Act 1984 Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013	Coursework Policy 2014 Disability Inclusion Action Plan 2019-2024 Essential Resources for Higher Degree by Research Students Policy 2016 Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016
2.2.3	Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.	Deputy Vice-Chancellor (Education) Academic Board	Director (Institutional Analytics and Planning) Director (Student Support Services) - Mana Yura and Yoorang Goorabg Academic Quality Committee Admissions Subcommittee	Disability Services Act 1986 Disability Discrimination Act 1992 Sex Discrimination Act 1984 Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013 Sex and Age Discrimination Legislation Amendment Act 2011	Essential Resources for Higher Degree by Research Students Policy 2016 Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016

3.3 Learning Resources and Educational Support

Standard	Accountable Office	Responsible Office	Legislation	University provisions
3.3.4 Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.	Deputy Vice-Chancellor (Education) Provost and Deputy Vice-Chancellor	Pro-Vice-Chancellor (Student Life) Director (University Libraries)	Anti-Discrimination Act 1977 Copyright Act 1968 Disability Discrimination Act 1992 Disability Services Act 1986 Disability Standards for Education 2005 Higher Education Support Act 2003	A Strategy for the Student Experience at the University of Sydney (internal resource) Assessment Procedures 2011 Coursework Policy 2014 Learning and Teaching Policy 2019 Learning and Teaching Procedures 2016 Specialist advice and support for students (internal resource) University of Sydney (Student Appeals against Academic Decisions) Rule 2006 University of Sydney – Student IT and online learning (available on University website) University of Sydney – Library: Support for international students (available on University website)

Acknowledgment

The panel thanks the many members of staff, students and experts who contributed their time and considered views to the report. The report is a collaborative effort between the panel and expert contributors, whose expertise and experience has provided the core understanding of English language pathways and support.

SECTION IV: APPENDICES



The Hon Dan Tehan MP
Minister for Education

Parliament House
CANBERRA ACT 2600

Telephone: 02 6277 7350

Our Ref: MB19-000069

22 February 2019

Dr Michael Spence AC
Vice-Chancellor and Principal
The University of Sydney
F23 - Administration Building
SYDNEY NSW 2006

Dear Dr Spence

It has been raised with me that some international students studying in Australia may not have the appropriate English language skills to actively and appropriately participate in a higher education course of study.

As you are aware, the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, and the student participation and attainment domain of the *Higher Education Standards Framework (Threshold Standards) 2015*, outline the requirements for higher education providers to ensure that students who are admitted are equipped to succeed in their chosen course of study (e.g. level of academic preparation, learning skills, proficiency in English), and that ill-prepared students are not knowingly admitted.

I have therefore written to the Chief Executive Officer of the Tertiary Education Quality and Standards Agency (TEQSA), Mr Anthony McClaran, asking that TEQSA provide me with advice on the procedures and processes it undertakes to assure itself that Australian universities enrolling international students ensure they have the required English language skills to successfully complete their studies. As you would be aware, TEQSA issued a recent Guidance Note regarding English Language Intensive Courses for Overseas Students (ELICOS) Direct Entry which assists institutions to meet their legislative obligations in relation to that specific admission pathway.

I have also asked TEQSA to provide me with any information it has which points to a systemic failure in universities meeting their duty to not knowingly enroll an international student without the required level of English proficiency to successfully complete the course the student is enrolled in.

Finally, following changes to strengthen the *English Language Intensive Courses for Overseas Students Standards 2018*, which took effect on 1 January 2018, I have asked TEQSA to provide me with advice on how to further strengthen the regulatory framework to protect Australia's excellent education reputation and the \$34.9 billion the international education industry is estimated to contribute to Australia's economy.

I would also appreciate you detailing what support your university provides to international students to help them succeed in their chosen course of study.

Yours sincerely



DAN TEHAN



THE UNIVERSITY OF
SYDNEY

Dr Michael Spence AC
Vice-Chancellor and Principal

21 March 2019

The Hon Dan Tehan
Minister for Education
By Email: minister@education.gov.au

Dear Minister,

Thank you for your letter of 22 February regarding support provided to international students to help them succeed in their chosen course of study.

The University of Sydney takes extremely seriously our responsibilities in relation to international students. Our compliance with ESOS and the National Code has recently been subject to an extensive evaluation by TEQSA through the renewal of CRICOS registration process, and I am pleased to advise that as a result of this evaluation our registration as a CRICOS provider has been renewed for a further five years.

We are very proud of our excellent international student retention and success rates, which are consistently over 90%. However, we have been concerned about our International Student Barometer (ISB) results which, although based on response rates under 20%, are nevertheless not where we would like them to be. Despite some excellent results in some faculties, we are below the benchmark on a number of measures overall. The 2018 International Student Experience Taskforce Initiatives (**Attachment A**) were developed out of a 2017 investigation into the international student experience. These initiatives were implemented in 2018 all have been carried forward into 2019.

The quality of our students is very high and our commitment to their success exceeds in many areas the minimum requirements set out in the National Code. Proficiency in the English language is, of course, central to student success. The University's [English language admissions requirements](#) are higher than those set by most of the higher education sector, and higher than the minimum required by the [Department of Home Affairs for student visas](#). The University requires an overall IELTS score of 6.5 with no band lower than 6.0, where the minimum overall IELTS score required for a student visa is 5.5. A minimum IELTS score of 7.0 is required for [admission to undergraduate programs](#) in most faculties, with 7.5 required for the Bachelor of Education, the Bachelor of Arts (Media and Communication) and all law undergraduate courses, ensuring that students have the high-level communication skills necessary for effective learning and classroom participation.

The University's [Centre for English Teaching](#) (CET) provides English language instruction for our ELICOS students, supporting the development of academic English language competence and academic skills to ensure students meet the English language entry requirements set by the University and are fully prepared to participate in the academic culture of the University. CET is an English Australia member college, is quality endorsed by [NEAS](#) and is a [University Language Centres Australia](#) (UECA) member. The Centre systematically engages in a range of benchmarking and tracer studies to ensure that its assessments are valid, reliable, and fit for purpose, and demonstrate equivalence to externally-validated language proficiency frameworks.

CET provides more than just language instruction. The CET Student Engagement Program supports international students in the University community, connecting them with other

.2.

students, relevant support services, and access to additional learning resources. [CET Connect](#), an innovative app that fosters student engagement with extra-curricular activities and builds English language communication skills in informal contexts, received the [2018 ATEM Award for Excellence in Innovation](#) and the [2018 English Australia Award for Innovation](#).

In addition to English language instruction and support the University provides a broad range of [services and support to international students](#) to help them succeed in their chosen course of study, and provides a suite of targeted communications for international students (**Attachment B**). Support commences from the time students accept their offer.

- A Welcome email (**Attachment C**) is sent to commencing international students within a week of their acceptance with information to assist with preparations for arrival in Sydney, including the [Pre Arrival](#) and [Post Arrival](#) Guides, an [Airport shuttle booking guide](#) and a link to the [Welcome Week site and app](#).
- International students are invited to join the STAR team International student community [Facebook](#) page as a source of information and community building. We provide assistance to students more familiar with other platforms such as WeChat to establish Facebook and Instagram accounts, and encourage online participation through initiatives such as a photo competition.
- The [New to Sydney](#) website is a portal with information for students moving to Sydney to study at the University, which includes the [Settle Into Sydney Guide](#) and a [Preparation Checklist](#) as well as tips for new students, life in Sydney and other core information.
- A dedicated email address, international.support@sydney.edu.au, provides an avenue for international students to ask any questions they may have relating to support, services and life in Sydney. Emails are responded to within 48 hours.

A China pre-arrival tour is conducted for Chinese students, our largest international constituency. In 2019 more than 1000 students registered across five cities (Beijing, Chengdu, Guangzhou, Wuhan and Shanghai) for four-hour workshops delivered by professional and academic University staff. Sessions included:

- pre-departure preparations
- cultural transition
- settling into Sydney life
- University administration processes
- tips for developing employability skills throughout the student journey
- a simulated lecture/tutorial delivered by University academics demonstrating common University pedagogical and classroom experiences such as group work and discussions, experiential learning, note-taking, and oral presentations
- Q&A with returned alumni sharing experiences and advice

Support for international students continues from their arrival at the airport. In 2019, a new airport pickup service was offered to all commencing international students, delivering students to addresses in inner city locations or to transport interchanges. By 28 February, 1002 students had been successfully collected and delivered to their destinations in partnership with Redy2Go shuttles.

Welcome Week 2019 focussed not only on studies but on helping students build a new life in a new country. A range of initiatives and activities to assist international students make a safe, supported transition to life in Australia were rolled out, including:

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- [International drop-in sessions](#): Newly arrived students attended a drop-in session to meet the International Student Transition Officer and international student ambassadors to ask questions and become oriented to campus. They joined walking tours to nearby locations to become acquainted with the local area and build confidence using public transport and Opal cards. Around 100 students attended each of the pre-semester drop in sessions, held daily in the two weeks prior to semester.
- [International Student Welcome sessions](#): Four formal welcome ceremonies were held in the Great Hall to welcome full degree international students and inbound study abroad and exchange students. Approximately 1750 students attended the four events where they were welcomed to the University by the Vice-Chancellor, heard information about support services available to them and received safety instructions from campus security and trained surf lifesavers. Students were also provided with information to assist their cultural transition to life in Australia including performances by *Wandabaa Gabinya*, a local Aboriginal and Torres Strait Islander dance group. At the conclusion of events, students were invited to attend a [sports orientation barbeque](#) hosted by Sydney University Sports and Fitness (SUSF) at Bryden's Stadium where they toured the SUSF sporting facilities and tried out activities including Australian Rules football.
- [International Student Arrival sessions](#): Three arrival sessions were held to provide students with key information about services and support available to them. Core service providers at the University presented, including Campus Security, Careers, ICT, Library Services, Disability Services, Accommodation Services, CET, Counselling and Psychological Services, Learning/Maths Learning Centre, Student Liaison Officers, SUSF and SRC/SUPRA. Their presentations were followed by a campus tour led by USU volunteers highlighting areas specifically set aside for group study and international students. Students were invited to join USU and take up ACCESS membership. Between 150–300 students attended each of the sessions.
- [Accessing Healthcare in Australia session](#): The healthcare system in Australia operates differently to many other countries so this session gave international students vital information from health professionals about services that are available and how to access them. The Director of University Health Service presented on GP services available in Australia, the provision of multidisciplinary and allied health services at medical centres, sexual health, vaccinations and nursing services as well as the referral process to specialist services. Information was also provided by Allianz regarding Overseas Healthcare insurance and coverage, sexual health and family planning services, free counselling and psychological and disability services provided at the University as well as information from the multicultural police unit about community safety. Approximately 300 students attended the session.
- [Under-18 international student welcome](#): The University of Sydney accepts enrolments from international students from the age of 16 and has a duty of care to ensure their safety and welfare through overseeing appropriate guardianship and accommodation arrangements. To provide the 113 commencing under-18 students with the opportunity to meet each other and the International Student Transition Officer, and ensure they were aware of specific provisions relating to their ESOS compliance, a networking session and presentation was held followed by a tour of SUSF facilities, a game of dodge ball and lunch at Bryden's Stadium.

Support for international students continues during their studies. A dedicated team provides programs to help international students achieve their academic potential, including [free workshops, study tips, online workshops and tuition options](#) to strengthen their study and academic writing skills, and the library provides a [range of services](#) to support their study success. International students can sign up for [peer mentoring](#), where they are paired with a senior-year student. The University is committed to supporting the continued development of

.4.

English language communication skills throughout the student life cycle. [Speak and Connect](#) is a program delivered by CET to develop English language skills, develop social and practical communication skills for life at university and foster a sense of belonging and connectedness with the wider university community. The program is a key initiative of the Student Experience Strategy of the DVC Education Portfolio and will cater to 1,200 international students throughout 2019.

The University is particularly concerned to help international students access services provided for students who are in crisis. We have a dedicated Student Support Services team, offering support to students experiencing mental health, psychological, personal and wellbeing difficulties. The team provides a wide range of approaches and interventions including assessment, advice and information, health promotion and campus-wide behavioural education programs. Two [Student Liaison Officers](#) (SLO) were recruited in November 2017 to provide case management, [support](#) and advocacy for student sexual assault survivors. They provide one-on-one services tailored to each student's needs to ensure they receive appropriate care. In 2018 the SLO team assisted 21 international students. More information on support provided can be found [here](#).

A Health Education Officer manages a campaign to improve health literacy amongst international students which includes student peer educators. The Health Education Officer has organised translations of all the University's health care information and in 2019 is focussing on mental health and sexual health.

The University provides [support](#) to students with issues related to their student visa and academic progression, delivering a regular newsletter with reminders about visa conditions and important dates, and providing information and direction to students in need.

To assist staff who are advising and caring for a student in crisis, the University has developed a Specialist Advice Guide for Staff (**Attachment D**) which covers a wide variety of potential critical situations, including financial, mental health, harassment, crime and homelessness, and provides first responder advice and contact information for specialist help.

Support for students includes preparing them for life after their studies. The [Careers Centre](#) offers [employability skills training](#) and [career support for international students](#) in addition to services it offers to all students. Whether the student is seeking to build a career in Australia, in their home country, or in another country, the Careers Centre offers advice, events and programs specifically designed to help international students understand the local job market, grow their networks and use their time in Australia to build their career. Programs and services include:

- The Career Development Program for international students, a series of seven career skills workshops which enhance employability and refine job search skills. The workshops include resume writing, interview skills, career planning and professional communication.
- Graduate Edge International, a two-day program of professional development modules designed to enhance employability skills and build career confidence. Students work as part of a multi-disciplinary team to develop skills that will give them a competitive edge for a global career.
- Interchange, a four-day entrepreneurial skills program that leads international students through an action-packed learning journey working on real-world social issues, in multi-disciplinary teams, and with international students from six other universities.

.5.

- The International Student Employability Forum, a panel of industry representatives from organisations such as PwC and the NSW Public Service discussing employer expectations and how to build relevant employability skills during study.
- The annual Start up Discussion Panel followed by the Start Up Careers Fair, designed to meet international student demand for information on either starting up a company or being involved in a start up
- Individual careers counselling appointments
- Regular semester presentations aimed at international students:
 - **Visa Pathways for International Students** offers information from experts in migration law on visa pathway options for international students who would like to begin their career in Australia, based on current research.
 - **Your Rights at Work** is a workshop presented by Fair Work Australia on rights and responsibilities in the workplace, different employment statuses, national minimum wage, payslips, termination of employment and online resources
 - **Returning Home Careers Session** is for final year international students who plan to return to their home country on completion of studies, to assist them in preparing for the job market back home.

Our largest international student constituency is China. We attend the yearly Lockin China careers event which includes visits to employers in different provinces, information about the current graduate labour market in China and a careers fair for graduates returning home to China. Each year we host employers from China recruiting our Chinese-origin students, we promote two China-specific job [portals](#), and we offer careers and employment services specifically for Chinese students. Among these are:

- The annual Building your Networks in Australia and China Forum where a panel of successful Chinese alumni share their experiences and practical advice on the importance of networking in launching their careers in Australia and China.
- An annual presentation by Lockin China aimed at helping students prepare for their return and search for employment.

In addition to the central careers services provided, individual faculties with large international student populations provide targeted career support to international students. For example, over the past five years, international enrolments have driven rapid growth in the University of Sydney Business School's population. The Business School offers tailored programs to cater to international student needs. [Job Smart](#) is a program offered with corporate partners to international students to gain the skills and professional experience needed to improve their career prospects. Career experts and industry professionals from globally recognised organisations guide students through three phases over the year, offering opportunities to network with industry representatives and gain professional experience in Australian workplaces. Combining online and practical experiences, a business problem and interaction with industry professionals, the program includes building a professional brand, developing crucial employability skills including teamwork, project management and communication skills, Australian workplace experience, and coaching through all stages of the job application process, including CV writing and job interviews.

The success of the support we offer to our international students to advance their careers is reflected in our international rankings. The University of Sydney has again been named in the [2019 QS Employability Rankings](#) as the number one university in Australia for graduate employability, a position it has now held for four years running. The University's graduates are the fifth most sought after in the world.

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Our support for our international students continues after they graduate and become our international alumni. We have approximately 70,000 alumni living overseas, with the largest concentration (at least 13,000) in China. We engage with and support our international alumni through:

- The Sydney Alumni Magazine (SAM) which is sent biannually to all international alumni in hard or soft copy.
- The SAM Extra, a monthly e-newsletter tailored to Europe, North America (US, Canada, Mexico), China (China, Hong Kong, Taiwan & Macau) or 'rest of world'
- The University WeChat account which has 10,000 followers, the majority of whom are alumni.
- Overseas events. In 2018 over 60 alumni events were held world-wide. **Attachment E** lists key events for 2019.
- [Alumni Groups](#) in nine international markets which organise alumni meet-ups and 'welcome back' events for new graduates and provide networking opportunities.
- A network of Alumni Volunteers worldwide who assist at student recruitment events and pre-sessions for commencing students to share their experiences of studying at Sydney.
- Welcome Events.
 - The **Welcome to Sydney** program, where alumni host small events at their homes
 - Alumni host tables at **The Great Australian Welcome** to welcome new international students and facilitate networking with their peers.
- Alumni Awards. We recognise international alumni through the **University of Sydney Alumni Awards** and the **Vice-Chancellor's Achievement Awards** (China specific) and by nominating them for external awards including Advance Global.

Our international students are of exceptionally high quality. Academic entry requirements and English proficiency requirements for study at The University of Sydney are some of the highest in the sector. The University provides a wide and varied range of evidence-based support to students to ensure their success in their chosen course of study, in their life as students in Australia, and in their career. Nevertheless, we seek continuous improvement and particularly around our student experience metrics. Your feedback regarding national best practice in student support at the conclusion of your review would be welcome.

Yours sincerely,



Michael Spence
cc. Anthony McClaran, CEO TEQSA (Anthony.mclaran@teqsa.gov.au)

Attachments


- A. 2018 International Student Experience Taskforce Initiatives
- B. International student activities - Marketing and Communications 2019
- C. Welcome email to international students 2019
- D. Specialist Advice Guide (Guide for Staff to Assist Students)
- E. 2019 International alumni events

THE AUSTRALIAN

Language barrier everyone's concern on university campus

EXCLUSIVE

By **MAX MADDISON**, JOURNALIST

6:54PM AUGUST 4, 2020 •  97 COMMENTS

Many international students simply “don’t care” about learning English, regularly skip lectures because they cannot understand what is being taught and get everything translated into their native languages before attempting to undertake study or complete assignments.

Chinese national and University of Sydney masters student Amy Li said she was attracted to the idea of studying in Australia because its institutions had a good international reputation and the country felt safe.

The 21-year-old undertook a preparation year studying at Taylors College, the university’s pathway program, before beginning her tertiary education proper. While she was fluent in English, she said that many of her classmates had struggled to get a handle on the language.

“I have friends that always translate their readings or their homework in Chinese before they start doing them. And I have friends who never go to lectures because they feel like they can’t understand it anyway,” Ms Li said.

“It’s really hard for them to get to fit within the local little circle. So if ever they (have to do) group work (or) teamwork, they are really hard to fit if there are local students in the group.”

That situation is also obvious to domestic students. Mia D’Agostino and Alice Morgan, who study at two different Sydney universities, said it was common to come across international classmates who were simply unable to keep up with the coursework in English.

Ms D’Agostino, in her final year studying finance at UNSW, said she felt so bad for one foreign fellow student that she and her friends took notes for him.

“He just had no idea what was going on: didn’t know what textbooks to get, didn’t know what platform to use. And this was three weeks into the course. And we had an assignment due that next week. He didn’t know we already had an assignment due the week before,” the 22-year-old said.

“Often you just want to jump in and help them. I felt so bad ... me and my friends. We got his email, and we were sending him stuff every week.”

Ms Morgan, in her third year studying business at the University of Technology Sydney, said foreign students needed more support to enable them to keep up.

Assessments in groups were problematic, she said, with domestic students often taking on the lion’s share of work to ensure they received a quality mark.

“You feel bad, ’cause you asked them for the work and then you have to edit it. But (they) don’t know what they’re doing and they don’t get much help,” she said.

“I’ve seen international students who have the English textbook here, and then the translation here, and they’ll be copying, pasting and translating as a tutor is speaking.

They’ve just been dropped in the deep end and told: okay, this is what you have to do if you want to, succeed.”

MAX MADDISON, JOURNALIST

Max Maddison is a reporter at The Australian. He graduated from a Bachelor of Politics, Economics and Social Sciences (Hons I) at the University of Sydney. He began working for the paper in 2015 as an Editorial... [Read more](#)




THE AUSTRALIAN

Foreign students bully university lecturers to pass

EXCLUSIVE

By **MAX MADDISON**, JOURNALIST and **STEVE JACKSON** NSW EDITOR

AN HOUR AGO AUGUST 5, 2020 •  376 COMMENTS

Australian university lecturers are being cowed into lowering their academic standards by “highly organised” networks of international students making co-ordinated attacks against any staff members whose assignments and examinations prove too difficult to pass.

Despite presenting themselves as the purveyors of elite education, academics at some of the country’s most prestigious universities said they had been forced to “dumb down” courses to ensure foreign students with little or no English were able to complete degrees — or else they risked being targeted by official complaints signed by groups of up to 100 pupils.

Academics are concerned the lowering of standards for overseas students means Australian students’ education is also suffering.

The University of Sydney confirmed it had received 135 formal complaints about staff regarding coursework or assessments last year.

“A significant number of similar complaints indicates there was a co-ordinated approach among some complainants about a relatively small number of teaching staff,” a spokesperson said.

“The main reason for complaints were related to assessment processes that were alleged to have been conducted unreasonably or unfairly. All complaints were considered and, where - appropriate, used to inform improvements in teaching practice.”

One professor, who teaches at a respected Group of Eight university in Sydney, said the complaints were taken so seriously by university management that they had the potential to derail careers.

“International students didn’t used to be organised but in the past two years that has all changed,” said the lecturer, who asked not to be named for fear of professional repercussions.

“Their studying strategy is usually memorisation: memorisation of sample questions, and they always request the exams from the previous year to memorise the answers, memorise the methods in a very narrow way, and they have an expectation that the exam this year is going to be very similar.

“If your exam questions are a bit challenging or written in a way that is different to what they have done before, then they will complain. There are groups that put together letters to complain, signed by 100 students. Then those letters go high up in the university and we can get into trouble. It has happened to several colleagues — it has happened to me.

“We then have to provide explanations ... and meet with one of your supervisors to discuss it and that kind of thing.

“The universities don’t care about educating these students — but they depend on the money that comes from them.

“The trade-off is clear. It is actually easier for us to adapt to these students’ expectations. We know they’ll give us very good evaluations (if we do), and then we’re not going to get into trouble and we are even going to be praised. There is really no incentive to set difficult exams.”

Another professor at a Group of Eight university said the situation had been exacerbated by an over-reliance on Australia’s \$34bn international education industry and that foreign students were too often admitted to courses despite lacking the English skills needed to understand the subject.

“It is absolutely corrupt. It’s a disgraceful system — disgraceful,” she said. “I don’t know what passes for language training in China but most of the students I see from there haven’t even the most basic English skills and can’t construct a single, clear, grammatical sentence. And these are the masters (degree) candidates.”

She said the situation had also resulted in a dramatic surge in instances of cheating, and that complaints to university management were routinely ignored.

“What these students do now is they’ll just buy an essay (written by someone else) as they know you can’t trace it. It hasn’t been plagiarised but they haven’t written it — it’s been bought,” she

said.

“Even though you know they didn’t write it ... there’s an unwillingness, when you (report it) to the academic integrity office, for them to say, ‘This needs to be dealt with.’ I started out idealistic but I don’t even bother sending stuff to academic integrity anymore.”

A number of universities contacted by The Australian denied they had experienced any issues with co-ordinated complaints against staff, while a University of NSW spokesperson said there had been “no major letter-writing campaigns” regarding coursework or assessments.

UNSW economics professor Gigi Foster said universities that prioritised revenue over learning were depriving both Australian students and international students of a world-class education.

“We have a responsibility to domestic students and to the taxpayers who are basically underwriting the university sector in this country,” Ms Foster said. “We also have a responsibility if we make an offer to a foreign student and we bring them to our shores and expect them to succeed just like any other student, but they can’t because our admissions process has failed them due to economic reasons. That is a moral travesty, and it’s offensive.”

The temptations for campuses are clear. Even three years ago, high-fee-paying foreign students accounted for almost 30 per cent of tertiary students across the country and made up more than 40 per cent of all students across the nation’s most prestigious six east coast institutions.

That year, international students injected \$708m into annual revenue at UNSW, \$756m at Melbourne University, \$752m at the University of Sydney and \$810m at Monash University.

University of Sydney professor Salvatore Babones said the financial windfalls were so vast, many institutions had devised “preparatory programs” to ensure foreign students could be admitted even if their English failed to meet the university’s official prerequisites.

He said the University of Sydney required foreign students to attain an International English Language Testing System score of 7.0 — which is considered a “good user” of the language — before they could be enrolled.

However, the university had a “pathway program” with Taylors College that accepts students with a score of 5.0 — or a “modest user” with only a partial command of the language.

“The rationale is they attend a year-long English language curriculum at Taylors College (before transitioning to Sydney University). But we hear a lot of stories about the program not being taken seriously by students and that it’s a culture in which it is impossible to fail,” he said.

“We know something like 95 per cent of international students come through the preparatory programs and then move on to the university of their choice. It is a situation that is ripe for abuse.”

The programs are set to be one of the issues raised in the NSW government’s parliamentary inquiry into the future development of the state’s tertiary education system, which will sit for the first time on August 12.

NSW One Nation leader Mark Latham said the inquiry would look closely at the universities’ - reliance on foreign funding.

“They dumb down their academic standards and basically tell overseas students, ‘If you can pay the money, you’ll end up with a piece of paper from our degree factory,’” Mr Latham said.

All universities approached by The Australian — including the Group of Eight institutions — denied there was a problem when it comes to international students who cannot understand what they are being taught.



THEMATIC REVIEW INTO THE QUALITY OF ENGLISH LANGUAGE PATHWAYS AND SUPPORT

TERMS OF REFERENCE

RACHAEL WEISS, UNIVERSITY QUALITY MANAGER

16 October 2019

PURPOSE

The panel will review the quality of English language pathways and support available to students. It will make recommendations to the University regarding quality improvements.

TERMS OF REFERENCE

The review panel will:

1. Examine and report on the quality, accessibility and suitability of English language pathways into coursework or research study at the University;
2. Examine and report on the structures and information in place to support students in English language proficiency during their studies.
3. Examine and report on the extent to which the University meets the relevant HESF standards in supporting students in English language proficiency.
4. Make recommendations for improvements to the quality, accessibility, and suitability of English language pathways and support at the University.

PANEL MEMBERSHIP

Name	Position
A/Prof Tony Masters (Chair)	Chair, Academic Board
Prof Barbara Messerle	Provost
Prof Pip Pattison	DVC Education
	External academic – Subject Matter Expert
	External professional staff – Subject Matter Expert
	External stakeholder (employer/employer group representative)
	Internal academic – Dean Business
	Internal academic – Dean Law
	Internal academic – ADE FEIT
	Internal academic – FMH nominee
	Internal academic – School offering courses requiring high-level English ability, e.g. History, Philosophy or Education
	Chair, OCES Board
	Faculty Curriculum and Quality Manager or Faculty GM
	SRC and SUPRA nominees

HESF STANDARDS ADDRESSED BY THIS REVIEW

1.1 Admission

1.1.1 Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

1.2 Credit and Recognition of Prior Learning

1.2.1 Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.

1.2.2 Credit through recognition of prior learning is granted only if:

- a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and
- b. the integrity of the course of study and the qualification are maintained.

1.3 Orientation and Progression

1.3.1 Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.

1.3.2 Specific strategies support transition, including:

- a. assessing the needs and preparedness of individual students and cohorts
- b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
- c. providing access to informed advice and timely referral to academic or other support.

1.3.3 Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.

1.3.4 Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.

1.3.5 Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.

1.3.6 Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

2.2 Diversity and Equity

2.2.1 Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.

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

3.3 Learning Resources and Educational Support

3.3.4 Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

TIMELINE

The review will commence on 29 January 2020 and is scheduled for completion by mid-May 2020 when a final report, including commendations and recommendations and responses from relevant academic units and portfolios will be ready for endorsement by UE and Academic Board. The paper will go to the Academic Quality Committee for recommendation to the Academic Board. The outcome will be reported to Senate via the report of the Academic Board and may also be presented to Senate by the Provost as Review Chair, if deemed appropriate.

UPDATE – May 2020. Owing to the COVID-19 pandemic and rescheduling of AQC dates, the Thematic review timeline was extended.

Committee	Submission date	Meeting date
University Executive (Decision)	11 August 2020	20 August 2020
Academic Quality Committee	11 August 2020	25 August 2020
Academic Board	25 August 2020	15 September 2020
Senate	TBA	TBA

RECOMMENDATION FOLLOW UP

Academic units and administrative portfolios will report to the AQC within three months of the report to Senate with an implementation plan. Within one year of the report to Senate, academic units and administrative portfolios will report to AQC on progress against the review recommendations and their implementation plans. This report will be forwarded to Academic Board for presentation at UE.

METHODOLOGY

Quantitative data and analysis

IAP will provide data for three cohorts:

1. Undergraduate students
2. Postgraduate coursework students
3. Postgraduate research students

For the undergraduate and postgraduate coursework cohorts, data for the last 3 years (if data are available) will be provided and for research students, data for the last 5 years (if data are available). Data will include:

- English language pathway
- Entry performance (admission data (e.g. GPA), UAC data (e.g. ATAR))
- English entry measure/scores
- Performance measures (e.g. WAM, load passed, load failed, progression, transfer)
- Survey data (e.g., SES)

The Evaluation and Analytics team in DVC Education portfolio will provide further data from surveys and will provide statistical analysis of the full set of data. Domestic students with English as a first language will serve as the control group

Qualitative data and analysis

Interviews and written submissions from:

1. Students (from the cohort above)
2. Staff

Evaluation and Analytics will provide analysis of qualitative data from standard student surveys such as SES. The panel will evaluate the qualitative data gleaned from interviews and written submissions.

Appendix 4 - Supporting Documentation and References

University surveys and reports

International Student Barometer (ISB) and Student Barometer (SB) 2018 Report
Student Experience Survey (SES) 2018 Report
2019 USFP Survey Report and Statistical Analysis of USFP Student Success in University Courses
FASS PG English Language Program Evaluation Report 2019
Student Life Survey Results 2019
Employer Satisfaction Survey – 2019 QILT
Statistical Analysis of English Pathways and Student Performance and Outcomes 2020
Learning Centre Review – Research Report
Learning Centre Review – Academic Skills Support Model Analysis
C-Sight Forum – English Language Pathways and Support Report 2020

University documentation

University of Sydney Admissions Standards – English Language Proficiency
University of Sydney English Language Concordance Table
Entry requirements for DEC 36 and DEC 25
University of Sydney International Guide 2020

University policies and associated standards

Coursework Policy 2014

Admission Schemes (pdf, 65KB) (as referenced in Part 7 of the Coursework Policy 2014)

Admissions Prerequisite Standards – Mathematics (pdf, 90KB) (as referenced in clause 14A of the Coursework Policy 2014)

Admissions Standards - English Language Proficiency (pdf, 140KB) (as referenced in Parts 5 and 6 of the Coursework Policy 2014 and Part 7 of the University of Sydney (Higher Degree by Research) Rule 2011)

Assumed Knowledge and Special Entry Requirements (pdf, 150KB) (as referenced in clause 49 of the Coursework Policy 2014)

Forecast scores (pdf, 25KB) (as referenced in clause 13(2) of the Coursework Policy 2014)

For research students, the following policies apply:

HDR Rule - Part 7 deals with English language requirements. Clauses 2.21, 3.21 and 4.20 also provide in certain limited cases for theses to be written in a language other than English (this is generally for degrees in foreign language skills).

HDR Supervision Policy – clause 15(9)(f) requires a lead supervisor to satisfy themselves that the candidate has sufficient skills in English before the end of the probationary period.

Progress Planning and Review for HDR Students Policy – Schedule 1 sets ensuring student has sufficient English skills as a confirmation milestone for progression.

Recordkeeping Policy 2017

Models

University of Auckland DELNA Handbook and associated materials

University of Melbourne DELA Handbook and associated materials

Griffith University GELES model

References and Further Reading

Arkoudis, S. (2014). *Integrating English language communication skills into disciplinary curricula: Options and strategies*. Sydney: Office for Learning and Teaching.

Arkoudis, S., Baik, C., & Richardson, S. (2012). *English Language Standards in Higher Education*. ACER.

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Dunworth, K., Drury, H., Kralik, C., Moore, T., & Mulligan, D. (2013). *Degrees of proficiency: Building a strategic approach to university students' English language assessment and development*. Office for Learning and Teaching. 327.

Humphreys, P. (2016). *English language proficiency in higher education: Student conceptualisations and outcomes*. (Unpublished doctoral dissertation). Griffith University, Queensland, Australia.

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International Education Association of Australia (IEAA). (2012). *Five years on: English language competence of international students outcomes report, June 2013*.

Jones, J., Bonanno, H., & Scouller, K. (2001). Staff and student roles in central and faculty-based learning support: changing partnerships. In Paper presented at changing identities, 2001 national language and academic skills conference.

Knoch, U., Rouhshad, A., Oon, S.P., & Storch, N. (2015). What happens to ESL students' writing after three years of study at an English medium university? *Journal of Second Language Writing*, 28, 39-52.

Morris, A., Hastings, C., Wilson, S., Mitchell, E., Ramia, G. and Overgaard, C. (2020). The experience of international students before and during COVID-19: Housing, work, study and wellbeing. Sydney: University of Technology Sydney.

Tertiary Education Quality and Standards Agency (TEQSA). (2013). *Quality assessment: English Language Proficiency Terms of Reference, March 2013*.



THE UNIVERSITY OF
SYDNEY

English language concordance table

Table 1

English language skills tests conversion table (overall scores)

IELTS Academic	TOEFL iBT	PTE Academic	Cambridge C1 Advanced and Cambridge C2 Proficiency
5.5	62	46	162
6.0	73	54	169
6.5	85	61	176
7.0	96	68	185
7.5	105	76	191
8.0	112	79	200
8.5	117	84	205
9.0	120	88	209

English language skills tests (individual scores)

R/L/S/W	TWE	R/L/S	W	Section	Section
5.5	4	14	16	46	162
6.0	4.5	17	19	54	169
6.5	4.5	20	22	61	176
7.0	5	23	25	68	185
7.5	5.5	25	27	76	191
8.0	6	27	29	79	200
8.5	6	29	29	84	205
9.0	6	30	30	88	209

Table 2

Subject and grade requirements guide for accepted secondary qualifications not undertaken in English

Qualification	Subject and grade requirement
Denmark Studentereksamen	7 in English A or 10 in English B
Finland Upper Secondary School Certificate	8 in English or English A Language
Germany Abitur	3 or 8 in Advanced Level English
Netherlands VWO	8 in Level 6 High School English
Norway Vitnemal	4 in English
Sweden Avgangsbetyg/Slutbetyg	VG or C in English 7 or B in English 6

Table 3

Concordance estimates for secondary qualifications used to provide evidence of English language proficiency*

IELTS Overall Score	STPM Literature (920)	Singapore-Cambridge A Levels: English Language and Linguistics	HKDSE English Language and Literature in English	UK A Level English	UK A Levels Humanities	IB English A – Higher Level	IB English A – Standard Level	IB English B – Higher Level	IB English B – Standard Level
6.5	B/C	B/C	5	B/C	A/B	4	5	4	5
7.0	A	A	5*	A		5	6		
7.5			5**	A*		6	7		
8.0						7			
8.5									

*These requirements apply to students who have not completed an accepted Year 12 qualification in English.

Appendix 6 – English Language Admissions Standards Comparison

English Language Admission Standards Data Comparison

July 2020

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Part 1 Undergraduate English Language Requirements

1.1 Comparison of Minimum English Test Scores for Undergraduate Admission

Table 1. Comparison of the minimum English test scores

Regular Award Undergraduate Programs				
English Test	USYD	ANU	UNSW	UOM
IELTS Standards	6.5 (6.0)	6.5 (6.0)	6.5 (6.0)	6.5 (6.0)
TOFEL IBT	85 (R, L, S - 17, W - 19)	80 (R,W -20; S,L-18)	90 (W-23, R.L,S-22	79 (W-21,S-18,R,L-13)
PTE	61 (54)	64 (55)	64 (54)	64 (60)
CAE	176	176 (169)	176(169)	176 (169)
University English Course	CET	AEP	UEEC	UUOMP
Additional Information				
Valid date	2 years of course start date	2 years from the date of application	2 years of course start date	2 years of course start date
Waiver	Yes – Waiver	No waivers	Yes - Waiver	No info
Combined test or Not	Single test only, cannot combined results in multiple tests	Single test only, cannot combined results in multiple tests	No info	No info
Extension of English test expired date	No	Up to 4 years where completion of 1 Year F/T study in English within the last 2 years from the date of Application	No info	No info

1.2 Comparison of English Language Subject Studies through Secondary Qualifications

Universities accept specified achievement levels in a number of secondary qualifications for the purposes of meeting English language requirements for admission to the undergraduate programs.

Table 2. Comparison of the specified secondary qualifications from chosen universities

Name of Qualifications	USYD	ANU	UNSW	UOM
Valid Period	<ul style="list-style-type: none"> 2 years of the course start date for qualifications in Table 1 and Table 2 of ELP standards (see note 1) 5 years for the remainders 	2 years of the date of application	2-4 years of the course start date (see note 2)	No info
Australian Y12	Completion of Y12	ACT: <ul style="list-style-type: none"> 170 for ESL T major (see note 3) VCE: <ul style="list-style-type: none"> 30 raw score for EAL (see note 4); OR, 25 raw score for VCE English Unit 3 & Unit 4; Others <ul style="list-style-type: none"> Completion of Y12 	Completion of the study	Completion of Y12
New Zealand NCEA	Completion of the study	Completion of the study	Completion of the study	At least 18 credits of English at level 3 with a minimum grade of 55% (merit)
French Baccalaureate	N/A	in Narrabundah College: <ul style="list-style-type: none"> Pass in English T Major, OR T minor course 	N/A	N/A
GCE A-Level	Grade A or B for Humanities A Level	<ul style="list-style-type: none"> Grade C for Humanities and Social Sciences subject; OR, One subject from English Language and Literature; OR General study 	<ul style="list-style-type: none"> A minimum of grade C in a Humanities-based* subject at an A2 level; OR A minimum of grade C in the General Paper at an A2 level For all Built Environment, Business, Education, Law and Medicine: <ul style="list-style-type: none"> Grade A in Humanities*; OR English (A2) level or an A in English Language and Literature; OR 	least a grade C for AS or A Level: <ul style="list-style-type: none"> General Paper General Studies English Language English Literature English Language and Literature

			<ul style="list-style-type: none"> English Language at an (AS) level 	
Singapore A-Level	Completion of study	C Grade or better in: <ul style="list-style-type: none"> Humanities syllabus, OR in English Language Literature; OR General Paper 	<ul style="list-style-type: none"> C grade in a Humanities* Higher 1 (H1) or Higher 2 (H2) subject or C grade in the General Paper <p>All Built Environment, Business, Education, Law and Medicine programs:</p> <ul style="list-style-type: none"> A in English Language and Linguistics 	completed at Higher 2 (H2)
HKDSE	Grade 5 or above in English Language and Literature in English	Grade 4 in English Language (core subject)	Level 4 in English Language or Literature in English	English with a Grade of 4 or higher
IB	<ul style="list-style-type: none"> Grade 4 or above in English A – HL, or Grade 5 in English A- SL 	If not taught in English, <ul style="list-style-type: none"> a Pass in English Language ‘A’ or English Language and Literature ‘A’ either at SL or HL level 	Grade 4 or above in one of the following IB English courses: <ul style="list-style-type: none"> English A: language and literature at standard or higher level; or English A: literature at standard or higher level; or English B at higher level 	At least Grade 4 SL & HL
All India Senior School Certificate (CBSE)	N/A	C2 or better in English core	Grade of C1 in English Core	N/A
Indian - ISC – Year 12	N/A	A numerical grade of 1-7 in English	70% in English	N/A
Tamil Nadu Higher School Certificate	N/A	A score of 120 or more in English	N/A	N/A
(STPM/Form 6)	B/C Grade in Literature (920)	Grade C or better in English Literature	C pass in 920 English	N/A
(MICSS)/UEC	N/A	A2 or better in English Language	N/A	N/A
Norway (Vitnemål)	4 in English	4 or better in English at both Level 1 & 2 in Upper Secondary Exam	Grade 4 in the First Year of Upper Secondary English	Grade 4 in final year English
Sweden (Slutbetyg fran Gymnasieskolan)	VG or C in English	4 or better (VG) in English in Upper Secondary School Exam	Grade D in English in the final year (English 6/English Course B)	VG or grade 4 in final year English or a C grade in English 6
Denmark (Studentereksamen)	7 in English A or 10 in English B	9 or better at Level B Senior High School English	Grade 7 in English in the final year (English B or English A)	English A - Grade 7, English B - Grade 10

Finland Upper Secondary School Certificate	8 in English or English A Language	8 or better in English or in English A in the final year of secondary	N/A	N/A
Netherlands VWO	8 in Level 6 high School English	8 or better in final year English	N/A	Grade 8 in final year English
German Abitur	3 in Advanced Level English	3 or better in English	Grade 12 in English	Grade 10 in Leistungskurs English
Austrian Maturity Certificate	N/A	3 or better in English	N/A	N/A
Swiss Matura	N/A	N/A	A grade of 5 (good) or better in English	N/A
Advanced Placement (AP)	N/A	N/A	N/A	AP English a score of at least 3

Notes

1. For USYD, The ELP Standard (page 8) defines the qualifications in Table 1 and Table 2 (pp7-8) are valid for 2 years
2. For UNSW, Denmark, Norway, Sweden, the valid period is 4 years before course start date. The remainder is 2 years.
3. ESL – English as a Second Language
4. EAL – English as an Additional Language
5. ANU considers that a pass result is no less than 50% of attempted units/courses in any assessable period (for example, term or semester) in the academic year.

1.3 Comparison of English Language through Approved Foundation Programs

Universities assess the approved English subjects' studies of the acceptable foundation programs for the purposes of meeting English language requirements for admission to the undergraduate programs.

Table 3. Comparison of the approved foundation programs from chosen universities

Name of Program	USYD	ANU	UNSW	UOM
Valid Period	5 years of the course start date	2 years of the date of application	2 years of the course start date	No Info
ANU College Foundation	Total average of the English subjects above the Credit average	65% or more in the best 3 out of 4 English courses taken in the last two terms in English core Skills A-E and/or Applied English A-D	Grade C+ or 70% in English AND completion of Advanced Academic English	Approved English subject
ANU Access Program	Total average of the English subjects above the Credit average	60% or more	70% overall accepted and complete Advanced Academic English	Approved English subject
Foundation Programs accepted by G08 and NON G08 for admission to Undergraduate Programs	Total average of the English subjects above the Credit average	65% or more in Academic English in foundation taught in an English-speaking country	Grade C+ or 70% in English	Approved English subject

UNSW Foundation Studies	C+ in Academic English	Approved English subject	C+ in Academic English	Approved English subject
USYD USFP	C+ in Academic English	Approved English subject	Grade C+ or 70% in English	Approved English subject
UUOMB Foundations	EAP above 55%	Approved English subject	Grade C+ or 70% in English AND completion of EAP	EAP above 55%
Foundation Programs Administered by UK Russell Group Universities and Study Group International	Total average of the English subjects above the Credit average	N/A	N/A	N/A
Preparation Programs from Malaysia	Total average of the English subjects above the Credit average	N/A	N/A	N/A

1.4 Comparison of the AQF Diploma/Advanced Diploma and Degree Studies

Universities accept the recognised AQF diploma /advanced diploma (or equivalent) and bachelor or above degree studies for the purposes of meeting the English requirements where the instruction and assessment were entirely in English. However, the assessment may differ in an individual university.

Table 4. Comparison of the AQF diploma and tertiary studies from chosen universities

Name of Degree	USYD	ANU	UNSW	UOM
Australian TAFE / Private Provider Studies at AQF Diploma level	Completion of study	Two years full time tertiary education (see notes)	Completion of study	Completion of study
Other recognised AFQ Diploma equivalent	Completion of study + Statement (MOI letter)	Completion of at least two years' study (see notes)	Completion of study + Statement (MOI letter)	Completion of study
Bachelor's Degree	1 year full time study (including incomplete study)	At least 2 years full time study (see notes)	1 year full time study (including incomplete study)	1 year full time study (including incomplete study)
Valid Period	5 years before commencement of study	4 years before date of application	2 years before commencement of study	2 years before commencement to study for 1 year study of a tertiary course. 2-5 years for 2 years study for a tertiary course.

Notes:

1. ANU considers that a pass result is no less than 50% of attempted units/courses in any assessable period (for example, term or semester) in the academic year.

1.5 Comparison of the Course Minimum English Test Scores

Table 5. Comparison of the required minimum English test scores for entry to the Undergraduate courses

Course Name	USYD	ANU	UNSW	UOM
Undergraduate				
Commerce/Business	7.0(6.0)	6.5(6.0) for regular courses	7.0(6.0)	According to the secondary qualification guide (shown in Table 2)
Arts and Social Science	6.5(6.0) or 7.0 (6.0) or higher	6.5(6.0) for regular courses	6.5(6.0)	
Built Environment and Architecture Design	7.0 (6.0)	6.5(6.0) for regular courses	7.0(6.0)	
Science	6.5(6.0)	6.5(6.0) for regular courses	6.5(6.0)	
Engineering	6.5(6.0)	6.5(6.0) for regular courses	6.5(6.0)	
Law	7.5 (7.0)	No info	7.0 (6.0)	
Medicine and Health	7.0 (7.0)	No Info	7.0 (6.0)	

Part 2 Postgraduate English Language Requirements

2.1 Comparison of Minimum English Test Scores for Postgraduate Admission

Table 6. Comparison of the minimum English test scores from chosen universities

Regular Award Postgraduate Coursework and HDR Programs				
English Test	USYD	ANU	UNSW	UOM
IELTS Standard	6.5 (6.0)	6.5 (6.0)	6.5 (6.0)	6.5 (6.0)
TOFEL IBT	85 (R, L, S - 17, W - 19)	80 (R,W -20; S,L-18)	90 (W-23, R,L,S-22)	79 (W-21,S-18,R,L-13)
PTE	61 (54)	64 (55)	64 (54)	64 (60)
CAE	176	176 (169)	176(169)	176 (169)
University English Course	CET	AEP	UEEC	UUOMP
Additional Notes				
Valid date	Valid for 2 years	Valid for 2 years	No info	No info
Waiver	Dean’s waiver available	No waivers	No info	No info
Combined test or Not	Single test only, cannot combined results in multiple tests	Single test only, cannot combined results in multiple tests	No Info	In Info
Extension of English test expired date	No	Up to 4 years where completion of 1 Year F/T study in English within the last 2 years from the date of Application	No Info	In Info

Part 2.2 Comparison of English Language Requirements through Degree Studies which were Taught in English

There are differences between how universities assess the degree studies from English and non-English speaking countries where the degrees in which the assessment and instructions were entirely in English. As a result, the requirements for duration of the study and the valid period are different. The separate entities are shown in the following table.

Table 7. Comparison of the English requirements based on the degree studies that were taught in English for entry to postgraduate courses

Name of Degree	USYD	ANU	UNSW	UOM
In an English-speaking country				
Bachelor’s Degree	1 year full time study (including incomplete study)	2 years full time study	<ul style="list-style-type: none"> Completed degree for citizen; OR Completed qualification with 3 years in length for non-citizen, OR 2-years’ incomplete qualification 	Completion of bachelor’s degree
Graduate Degree	1 year full time study (including incomplete study)	2 years full time study	<ul style="list-style-type: none"> Completion of study with evidence of study and citizenship, OR, 2-years’ incomplete qualification with statement 	<ul style="list-style-type: none"> 2-year completed degree, OR # at least 1-year completed degree where the English language required for the completed degree was at least IELTS 6.5 or above
Valid Period	5 years before commencement of study	4 years before date of application	<ul style="list-style-type: none"> Within 2 years before the course commencement, or 7 years work experience with a 4-year degree for non-citizens. No limit for citizens. 	<ul style="list-style-type: none"> Within 2 years of commencement; OR Between 2-5 years, need evidence of work; OR More than 5 years, need evidence of work in a designated country
In a Non-English-speaking country				
Bachelor’s Degree	3 years full time completed study	2 years full time study within last 4 years + evidence	N/A	Same as above
Master’s Degree	1-year full time completed study	2 years full time study + evidence	N/A	Same as above
Valid Period	5 years before commencement of study	4 years before date of application	N/A	Same as above

2.3 Comparison of the Course Minimum English Test Scores to the Postgraduate Courses

Comparing the minimum of the English test requirements by courses, there is still little difference between USYD standards and the chosen universities.

Table 8. Comparison of the required minimum English test scores for entry to the Postgraduate courses

Course Name	USYD	ANU	UNSW	UOM
Postgraduate Courses and HDR				
Commerce/Business	7.0(6.0)	High Level of English Proficiency	7.0(6.0)	6.5 (6.0) and 7.0(6.0) and for HDR
Finance	7.0(6.0)	High Level of English Proficiency	7.0(6.0)	6.5(6.0)
Arts and Social Science	6.5(6.0) and (7.0 for Journalism, Publishing and Creative Writing etc)	6.5(6.0)	7.0(6.0)	6.5(6.0) and (7.0 for Journalism, Publishing and Creative Writing etc) and HDR
Built Environment and Architecture Design	7.0(6.0)	High Level of English Proficiency	7.0(6.0)	6.5 (6.0) coursework and 7.0 (6.0) for HDR
Science	6.5(6.0) and MCP, Psychology 7.0 (7.0)	6.5 (6.0) and MCP 7.0 (7.0)	6.5(6.0) Exceptions MCP, Psychology	6.5(6.0)
Engineering	6.5(6.0)	N/A	6.5(6.0)	6.5(6.0)
Law	7.0(6.0)	N/A	7.0(6.0)	7.0 (6.0) other coursework 6.5 (6.0)
Medicine and Health	6.5 (6.0) and 7.0(6.0)	High Level of English Proficiency	6.5 (6.0) and 7.0(6.0)	6.5 (6.0) and 7.0 (7.0)

Part 3 Comparison of lists of the English-Speaking Countries for Admission to both Undergraduate and Postgraduate courses

Table 9. Comparison of English-speaking countries for entry to the Undergraduate and Postgraduate courses

Name of Countries	USYD	ANU	UNSW	UOM
American Samoa	√	√	√	No Info
Australia	√	√	√	No Info
Bahamas	X	X	√	No Info
Barbados	X	X	√	No Info
Belize	X	X	√	No Info
Botswana	√	√	√	No Info
Canada (excluding Quebec)	√	√	√	No Info
Fiji	√	√	√	No Info
Gibraltar	X	X	√	No Info
Ghana	√	√	√	No Info
Guyana	√	√	√	No Info
Ireland	√	√	√	No Info
Jamaica	√	√	√	No Info
Kenya	√	√	√	No Info
Lesotho	√	√	√	No Info
Liberia	√	√	√	No Info
New Zealand	√	√	√	No Info
Nigeria	√	√	√	No Info
Papua New Guinea	√	√	√	No Info
Samoa	√	√	X	No Info
Singapore	√	√	√	No Info
Solomon Islands	√	√	√	No Info
South Africa	√	√	√	No Info
The Gambia	X	X	√	No Info
Tonga	√	√	√	No Info
Trinidad and Tobago	√	√	√	No Info
United Kingdom (including Northern Ireland)	√	√	√	No Info
United States of America	√	√	√	No Info
Zambia	√	√	√	No Info
Zimbabwe	√	√	√	No Info
Minimum Residency in an English-speaking country	10 years + study or work experience	N/A	5 years + statement	N/A for residency info + work experience for over 2 years validity

References:

UNSW English Language Requirements

<https://www.international.unsw.edu.au/english-language-requirements>

https://www.international.unsw.edu.au/english-language-requirements?field_english_language_tid=4018

UOM English Language Requirements

<https://study.uniUOMb.edu.au/how-to-apply/english-language-requirements>

<https://study.uniUOMb.edu.au/how-to-apply/english-language-requirements/graduate-english-language-requirements/course-specific-requirements>

ANU English Language Requirements

https://policies.anu.edu.au/ppl/document/ANUP_000408

USYD

[https://www.sydney.edu.au/content/dam/corporate/documents/about-us/governance-and-structure/university-calendar/admissions-standards-english-language-proficiency-\(ab-approved-20200303\).pdf](https://www.sydney.edu.au/content/dam/corporate/documents/about-us/governance-and-structure/university-calendar/admissions-standards-english-language-proficiency-(ab-approved-20200303).pdf)

University Graduate Qualities and Common University Rubrics

Office of the Deputy Vice Chancellor (Education)

Legend

Performance indicators	Level 0	Level 1	Level 2	Level 3	Level 4
	No evidence available	Able to demonstrate application of given concepts, procedures and knowledge in straightforward contexts	In addition to level 1, able to demonstrate application of given concepts, procedures and knowledge in more complex contexts	In addition to level 1 and 2, able to demonstrate application of new concepts, procedures and knowledge in new and complex contexts	In addition to level 1, 2 and 3, able to demonstrate application, creation and integration of new concepts, procedures and knowledge at the highest level that could be envisaged.

The nine University Graduate Qualities

Depth of disciplinary expertise

Critical thinking and problem solving

Communication (oral and written)

Information and digital literacy

Inventiveness

Cultural competence

Interdisciplinary effectiveness

An integrated professional, ethical and personal identity

Influence

Depth of Disciplinary Expertise

Definition	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.
Components	Understanding of conceptual space of recognised discipline Integration and rigorous application of disciplinary knowledge Awareness of the norms, culture and practice of the discipline Capabilities to participate in the evolving practice in the discipline

	0	1	2	3	4
Understanding of the content and boundaries of the discipline	Describes in general terms what the discipline involves.	Identifies broad foundational ideas and concepts using formal terminology and nomenclature associated with the discipline.	Outlines ideas and concepts from a range of different topics and associated skills within the discipline in some depth.	Describes the concepts, instruments and skills within the contemporary context of the discipline and map into a framework, at times appreciating areas of inconsistency.	Analyses the concepts and methodologies within the historical perspective and the contemporary context of the discipline and synthesises these into a coherent intellectual framework with appreciation of disciplinary gaps and limitations.
Application and integration of disciplinary knowledge	Demonstrates general awareness of the kinds of activities an individual operating in the discipline undertakes.	Formulates broad ideas about the appropriate application of disciplinary knowledge. Identifies evidence or data which is germane and relevant to activities which characterise their discipline.	Utilises knowledge and skills drawing on basic, discipline-specific tools in activities that characterise their discipline and explains their choice of strategies using an integrated approach.	Integrates knowledge and skills using discipline-specific tools in applying their knowledge to the activities that characterise their discipline, justifying their decisions. Connects disciplinary knowledge into an overarching internal disciplinary framework.	Weighs and integrates knowledge and skills using hands-on, instrumental or abstract tools in activities that characterise their discipline, including the justification and defence of their application of knowledge and skills. Connects disciplinary knowledge into an internal framework and is able to position that knowledge into the wider context within which their discipline sits.
Awareness of the norms, practices and culture of the discipline		Outlines in general terms the formal norms and informal practices which affect the way in which practitioners within a discipline operate.	Outlines the regulatory practices of the discipline demonstrating an understanding of the internal workings of its culture.	Exercises judgement within the regulatory practices of the discipline demonstrating understandings of the internal workings of the discipline; identifies actual and potential conflicts in the application and operation of cultural norms within the discipline.	Exercises nuanced judgement within the ethical and regulatory practices of the discipline demonstrating intricate understandings of the internal workings of the discipline in terms of the ways that it produces knowledge and artefacts, and how these are shared, assessed and accepted within the culture and practice of the discipline.
Capabilities to participate in the evolving practice in the discipline		Demonstrates awareness that disciplinary practice evolves, aware of broad historical changes which have occurred over time.	Analyses the ways in which disciplines evolve over time; supports analysis with relevant theoretical knowledge evidence and data.	Reviews knowledge that have led to differing perspectives and shares these while considering the interests and concerns of allied fields and disciplines.	Synthesises knowledge leading to expanded perspectives and insights, and negotiates the territories that the discipline shares with other fields. Advocates effectively to promote the evolution of disciplinary knowledge and practices in a range of contexts and situations.

Critical Thinking and Problem Solving

0200

Definition	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.
Components	Definition of problem or issue in context Critical questioning of ideas, evidence and assumptions Creation and evaluation of hypotheses or alternative arguments Formulation of defensible conclusions and best possible solutions.

	0	1	2	3	4
Definition of problem or issue in context		Describes the problem or issue.	Provides a basic definition of the problem or issue, and shows that the problem or issue is situated in a context.	Provides an informative definition of the problem or issue, shows that the problem or issue is situated in a context, shows understanding of the main features of that context and explains why these matter, defines key terms, identifies desirable features of possible solutions.	Insightful and articulate. Analyses a context by consulting a suitably broad range of informational sources, identifies and appropriately frames a problem or issue within that context, gives a detailed and clear definition of the problem or issue, explains why this problem or issue matters, sets out criteria against which to measure possible solutions.
Critical questioning of ideas, evidence and assumptions		Listens to and understands the ideas of others.	Recognises that ideas, evidence and assumptions need to be examined, shows awareness of differences in perspective, shows sensitivity to possible bias and error, seeks out those who have knowledge and expertise.	Questions received ideas, evidence and assumptions, engages with the work of genuine experts, critiques fallacious rhetoric, engages in rational argument, assesses currently available evidence, provides evidence to justify conclusions.	Open-minded and intellectually rigorous. Critically examines received ideas, evaluates the credibility and the methodology of experts, engages with competing views from various historical, intercultural and interdisciplinary perspectives, locates and assesses new evidence.
Creation and evaluation of hypotheses or alternative arguments		Identifies and understand hypotheses put forward by others.	Recognises that current hypotheses and arguments may be suboptimal, assesses the existing hypotheses and arguments.	Generates new hypotheses and arguments, shows awareness of how they could be compared and tested, carries out these tests.	Creative and judicious. Generates original hypotheses and arguments, tests relevant hypotheses and arguments via reasoning, observation, or experiment, evaluates the results.
Formulation of defensible conclusions and best possible solutions		Recognises conclusions and solutions offered by others.	Formulates basic solutions or conclusions.	Offers a solution or conclusion based on engagement with the relevant evidence, defends this solution or conclusion in light of relevant evaluative criteria.	Wise and decisive. Decides on the balance of the evidence, formulates conclusion or solution clearly in their own words, identifies the proper scope and significance of the conclusion commensurate with methods used, explains why this conclusion or solution is best when measured against relevant evaluative criteria.

Communication (oral and written)

0201

Definition	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
Components	<p>Clear conveyance of meanings in terms original to the student</p> <p>Adjustment according to audience and context</p> <p>Use of media and modes appropriate to each communication</p> <p>Clarity of structure and organization of ideas</p>

	0	1	2	3	4
Communicates meaning in own words or 'voice'		Communicates meaning which for the most part clearly and accurately distinguishes own voice from that of external sources.	Accurately paraphrases and summarises meaning using own voice.	Communicates meaning unambiguously in their own voice, while integrating information from multiple sources to present alternative cases.	Communicates meaning skillfully and unambiguously in their own voice while synthesising and integrating information from multiple and conflicting sources
Adjusts communication according to context (situation, audience, purpose and genre)		Adjusts communication in a manner that demonstrates awareness of given context.	Adjusts communication in a manner that demonstrates awareness of different contexts.	Adjusts communication in a manner that demonstrates sensitivity to a given context	Adjusts communication in a nuanced manner, demonstrating sensitivity to given context demonstrated in communicative style
Uses different modes, media and technology according to context		Uses different modes, media and technology in communication appropriately.	Uses a variety of appropriate modes, media and technology in communication to promote understanding and engagement.	Distinguishes between different modes, media and technology to enhance communication and to promote understanding and engagement.	Distinguishes between and uses different and appropriate modes, media and technology inventively to enhance communication and to enrich understanding and engagement
Structures and organises ideas and information according to context		Structures and organises ideas and information logically	Structures and organises ideas, and information logically and clearly	Structures and organises ideas, and logically, clearly and cohesively	Structures and organises ideas persuasively, and information consistently with clarity, cohesion and logic

Information and Digital Literacy	
Definition	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
Components	Location, interpretation and evaluation of data and information Management of data and information Adaptation, integration and conveyance of data and information Creation of data and information Effective use of digital resources, tools and strategies

	0	1	2	3	4
Scope of an information need		Identifies main concepts when researching a straightforward question or problem, with minimal reference to context.	Uses the context of an information need to inform its scope	Adapts approaches from multiple disciplines and uses them in more complex/specialised contexts	Produces novel insights and approaches.
Location of data and information		Applies commonly used search tools and strategies provided to access and select data and information	Evaluates a variety of search strategies and sources and selects an appropriate set of these to use	Makes sophisticated use of search strategies and sources appropriate to a disciplinary context	Critiques and creates well-designed search strategies and makes innovative choices of sources
Interpretation and evaluation of sources		Applies basic criteria provided to judge the appropriateness of data and information and gives meaning within a defined context	Independently applies basic criteria to judge the value of information in a disciplinary context	Adapts criteria recognised within disciplines to judge the appropriateness of data and information and extracts multiple meanings.	Creates and justifies innovative criteria to judge the appropriateness of data and information and systematically constructs insightful meanings from multiple perspectives.
Adaptation, integration and synthesis		Uses basic techniques to extract and organise information and data	Selects and applies basic extraction and synthesis techniques to organise more complex information	Extracts information from multiple sources, and, organises and synthesises it coherently to satisfy a clear purpose	Extracts information in innovative ways, and, organises and synthesises data to create new knowledge.
Use of digital resources, tools, and strategies		Uses basic digital tools and strategies in simple ways under close supervision and guidance	Uses basic and intermediate digital tools and strategies in simple ways with minimal supervision and guidance	Applies best practice approaches when using digital tools and strategies and shows evidence of independently learning to use new and more sophisticated techniques	Evaluates and uses advanced features of digital tools in sophisticated ways and shows evidence of independently learning to use a diverse range of new tools and strategies in innovative ways.
Ethical and legal access and use of data and information		Follows ethical, legal and disciplinary standards under close guidance and supervision in sourcing data and information at a basic level to cite sources and indicate direct reuse	Independently follows ethical, legal and disciplinary standards in sourcing data or information at a basic level to cite sources and indicate direct reuse	Identifies and resolves ethical dilemmas in sourcing and interpreting data or information	Identifies ethical dilemmas in sourcing data or information and evaluates them using multiple frameworks in order to comply with ethical, legal and disciplinary standards.

Inventiveness	
Definition	Inventiveness is generating novel ideas and solutions.
Components	Reimagines and reframes disparate ideas, observations or resources Creates novel, ideas, solutions or actions.

	0	1	2	3	4
Creative thinking: coming up with ideas and using resources		Generates one-dimensional ideas and/or adopts resources within disciplinary norms and conventions.	Generates and connects similar ideas, and adopts resources within disciplinary norms and conventions.	Generates, connects and synthesises multiple ideas, and uses resources outside disciplinary norms and conventions.	Generates, connects and synthesises disparate ideas, and draws on resources in a way that demonstrates the ability to transcend and move between disciplinary norms and conventions.
Process and strategy: implementing a plan* <i>* Might not apply to all disciplines</i>		Follows a strategy that is identical with previously documented processes, and/or executes a plan that follows pre-set steps.	Follows an organised strategy that uses a combination of previously documented processes, and/or executes a plan that allows for flexibility and adaptation.	Follows an organised strategy that draws on previously documented processes, and a reflective execution of a plan that allows for flexibility and adaptation.	Follows an organised strategy that goes beyond previously documented processes, and reflective execution and evaluation of a plan that allows for flexibility and adaptation.
Outputs: developing concepts, solutions, processes or actions		Creates outputs that are a copy to something existing, incomplete, not feasible and/or poorly contextualised.	Creates outputs that show original aspects, and/or that are mostly resolved, practical and/or contextualised.	Creates outputs that are original, and/or that are resolved, feasible and appropriately contextualised.	Creates outputs that are original, resolved, feasible and contextualised in unique and novel ways.

Cultural Competence	
Definition	Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.
Components	Awareness of one’s own cultural values and worldview Actively seeking to understand norms and values of other cultures

	0	1	2	3	4
Awareness of one’s own cultural values and worldview		Growing understanding of one’s own cultural values, worldviews and practices: which may include emerging understanding of one’s own culture through disciplinary or theoretical knowledge.	Recognises the importance of understanding one’s own cultural norms and values	Supports cultural difference on a personal, group/institutional and society level.	Possesses deep and broad understanding of one’s own, group, institutional and societal cultures, and promotes that understanding among others.
Understanding norms and values of other cultures: and ability to engage interculturally and cross culturally.		Seeks knowledge and understanding of the norms and values of different cultures, which may be through engagement with disciplinary knowledge or theory.	Identifies the advantages gained and barriers overcome through inter- and cross-cultural understanding and collaboration.	Adopts a position of critical cultural reflection, and investigates cultural change with humility and sensitivity, whether independently or through active listening or active sharing, as appropriate.	Applies extensive understanding of other cultures and the ability to collaborate within and across cultural boundaries to promote ethically just outcomes, as appropriate.
Ability to communicate across and between cultures		Recognises the need to listen and communicate sensitively in culturally diverse settings (i.e.listening, speaking, writing, presenting)	Demonstrates sensitive listening and communication in culturally diverse settings	Initiates thoughtful, accurate and respectful listening and communication with others in culturally diverse settings	Implements high-level communication skills and complex understandings of cultural differences through a range of techniques to interact with a variety of stakeholders

Interdisciplinary effectiveness	
Definition	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
Components	Understanding of multiple viewpoints and practices Working effectively across discipline and professional boundaries Integrating and synthesising different ways of thinking Production of distinctive outcomes.

	0	1	2	3	4
Understanding of multiple viewpoints and practices		Recognises and acknowledges different roles and viewpoints within an interdisciplinary team.	Considers likely boundaries, biases, ideas, criticisms and amendments contributed by other disciplines when addressing complex problems.	Articulates problem solving approaches by incorporating knowledge and perspectives within and across disciplines.	Enacts ones' discipline-based academic and/or professional responsibilities while appreciating the diversity of knowledge from the wider community and disciplines.
Integrating and synthesising different ways of thinking		Demonstrates receptivity, flexibility, and willingness to integrate new knowledge, skills, and behaviours as contributed by several disciplines.	Displays sensitivity, empathy, trust and commitment towards other's roles/ positions in collective problem-solving.	Critically analyses and displays insights on one's own as well as team's strengths and limitations when contributing to the team's collaborative practice to achieve solutions to complex outcomes.	Creatively adapts in their contribution to the team's collaborative practice in order to achieve shared solutions to complex outcomes.
Working effectively across discipline and professional boundaries		Respectfully conducts oneself when identifying potential sources of conflict when working with other disciplines	Seeks opinions, and provides timely, sensitive and constructive feedback to colleagues in the context of team culture.	Engages with a willingness to find a compromise between and within disciplines; including respectful conflict resolution where appropriate.	Displays situational leadership: Understands, interacts, manages and adjusts behaviour of self and others to achieve common goals.
Production of distinctive outcomes.		Contributes towards developing a shared goal, and in negotiating the achievement of unified plan and distinctive outcomes.	Actively applies principles of collaboration in negotiating goals, plans and outcomes.	Engages in planning a collaborative solution whilst accommodating team's strengths, limitations, and opportunities.	Evaluates critical success factors in proposing solutions to the defined complex problem.

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.
Components	Articulates a coherent ethical framework Reflects on the self in personal and professional contexts

	0	1	2	3	4
Articulation of ethical values and practices		<p>Ability to identify core values of ethical conduct including, for example, justice, beneficence, integrity and respect for all human and non-human beings and the environment, and to describe where they may be relevant.</p> <p>Awareness of what it is to be ethical or not ethical and demonstrates capacity to contrast the ethical with the not ethical in specific contexts.</p>	<p>Ability to engage with core values of ethical conduct and identify the relevant issues that require consideration in a specific context/decision e.g. relevance of, and need for consent, confidentiality, disclosure, inter-cultural and intra-cultural agreement.</p> <p>Demonstrates ability to reflect on values, value-conflicts, and different views/positions that others may hold.</p>	<p>Demonstrates ability to think critically and can provide reasons for choices and actions with reference to core values of ethical conduct.</p> <p>Shows evidence that alternative views have been considered in own reasoning and decisions.</p>	<p>Ability to identify, articulate and respond with regard to all the relevant ethical considerations in any given context – providing clear reasons for decisions and actions.</p> <p>Demonstrates appreciation of different perspectives, and roles, and the need to consider the value of alternative views/perspectives and how understanding the views of others allows us to develop and formulate our own ethical identity.</p>
Responsibilities		<p>Awareness of the need to take responsibility for actions. Can give examples of specific actions that might/should/would be taken.</p>	<p>Takes responsibility for decisions and actions.</p>	<p>Takes responsibility for decisions and actions – taking into account the impact on other individuals.</p>	<p>Takes responsibility for decisions and actions – taking into account the impact on other individuals, society and the environment.</p>
Articulation of ethical values and practices in professional contexts		<p>Awareness of role-specific/professional ethical responsibilities</p>	<p>Awareness of role-specific/professional ethical responsibilities and is aware of the sources of these.</p>	<p>Awareness of role-specific/professional ethical responsibilities and demonstrates capacity to describe the source/s of these.</p>	<p>Ability to articulate role-specific/professional ethical responsibilities and demonstrates capacity to critique the source/s of these.</p>

Influence	
Definition	Influence is engaging others in a process, idea or vision.
Components	Responsibility for improvement through involvement and leadership Confidence, self-awareness and a willingness to learn from others Persuasiveness

	0	1	2	3	4
Confidence and self-efficacy in leading others		Understands themselves and their own abilities. Expresses own opinions when prompted.	Expresses own opinions without prompting. Shows capacity to understand others and how their actions may impact them.	Confidently attempts to influence others with an understanding of how their actions may impact others. Responds to new challenges. Able to reflect on their own leadership.	Leads with confidence and seeks out opportunities to lead others Initiates reflection on leadership skills and puts in place strategies for self-development and successfully responding to challenges.
Willingness to engage with, learn from and understand others		Engages with others. Listens to others.	Will initiate tasks, engage with or learn from others in their own discipline.	Completes tasks and engages with and guides others within their discipline when directed. Attempts to identify the skills and needs of others and recognise their potential to contribute to shared learning. Considers a range of viewpoints.	Initiates and accepts accountability for tasks. Understands clearly what distinct knowledge may be learned from others and negotiates with others to take on relevant tasks. Mentors or empowers others to reach their potential. Actively seeks out opportunities to engage with others on a range of issues both within and external to their expertise. Seeks out new and diverse viewpoints and resources.
Contextually relevant persuasion.		Understands ethical persuasion.	Interprets the social context in which persuasion is required.	Persuades ethically, with knowledge of the social context, the beliefs, attitudes, motivations and/or behaviours of others.	Persuades with a clear understanding of their own ethical perspective, the relevant ethical framework for the situation and the perspectives of others. Reflects on the impact that persuasive actions have on those around them and the wider society.
Effective techniques of persuasion.		Uses their own opinion in attempting to persuade. Uses structured arguments for persuasion.	When persuading, uses opinions of from themselves and others without providing reference or context. Can identify an appropriate audience. Arguments exhibit logic.	Persuasion supported by reference to evidence and/or the opinions of experts. Understands their audience and can identify an appropriate communication channel. Persuades with arguments that are coherent and have logical flow.	Persuades using high quality evidence including the opinions of experts and people with lived experience. Persuades using, where relevant, a range of appropriate communication channels. Persuades using arguments that are coherent, flow logically and synthesise relevant evidence.

Contact

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THE UNIVERSITY OF
SYDNEY

Thematic Review 2020

Quality of English Language Pathways and Support

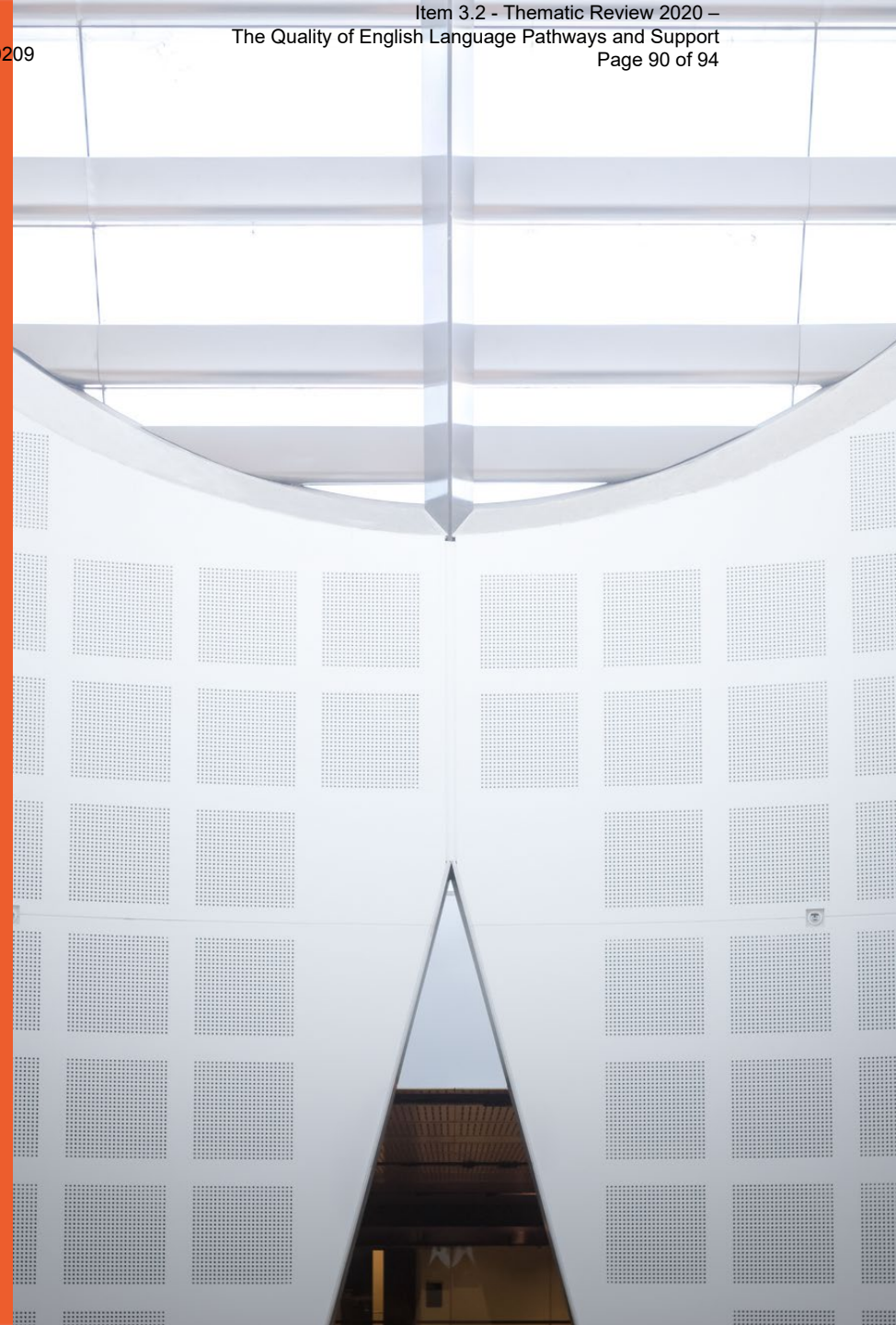
Presented by

Rachael Weiss

University Quality Manager



THE UNIVERSITY OF
SYDNEY



Why English Language Support and Pathways?

Student success

- Fluency and skill in speaking and writing English is essential for
 - success in studies
 - social engagement
 - career advancement
- Sydney benchmarks poorly against competitors for language support in our student surveys

Employer concern

- We benchmark poorly in employer surveys on foundation skills
- 11% of employers think foundation skills could be better taught.

HE sector concern

- Education accreditation now includes a new requirement that students pass an English proficiency test in second year.

Government concern

Review key components

- External and internal experts, both on the panel and advising the panel
- Comprehensive data pack including:
 - Analysis of student performance against pathways
 - Practice and principles in all faculties
 - Successful models from other Universities
- English language strategy development dovetailed into the review
- Recommendations grounded in evidence-based framework and University direction
- Aspirational recommendations, clearly articulated

Recommendation framework

- Adopt a whole-of-institution approach - English language proficiency is ‘everyone’s business’
- The three domains of English language skill – conversational, academic and professional – are all critical to students’ academic and career success
- English language proficiency concerns ALL students: domestic and international, native English speakers and English as an Additional Language (EAL) students
- English language support should be embedded into the curriculum, coherent across the University, and appropriate to the faculty and course.
- University of Sydney students should understand that English language proficiency is valuable in and of itself.

Discussion

Submission To	Academic Board
Date	15 September 2020
Item No	4.1

Non-Confidential

Proposal Title	Report from the Chair, Academic Board
Recommendation	<p>That the Academic Board note the report from the Chair and note the following Executive Approvals made by the Chair:</p> <ol style="list-style-type: none"> 1. the approval of a proposal from the Faculty of Medicine and Health to move the delivery of Nursing courses from the Mallet St campus to the Camperdown campus; 2. the approval of a proposal from the Registrar and Academic Director (Education) to authorise the extension to the online delivery of units of study and assessment until the end of 2020; 3. the approval of a proposal from the University of Sydney Business School to amend the Master of Human Resource Management and Industrial Relations; Master of International Business and Master of Logistics and Supply Chain Management, with effect from Semester 2 2020; 4. the approval of a proposal from the Vice-Principal (External Relations) and Director, Admissions, Sydney Future Students, to adjust the existing Broadway Scheme to cater for students who have experienced significant disadvantage as a result of 2020 bushfire and pandemic events; and 5. the approval of a proposal from the Deputy Vice-Chancellor (Education) and the Executive Director, Student Administration Services to change the dates for the published replacement exam period for Semester 2 2020; additionally, the Board is asked to: 6. approve the Deputy Chair to act on behalf of the Academic Board between Monday 12 October to Friday 23 October inclusive.
Proposal Presenter	Chair, Academic Board
Consultation Pipeline	

EXECUTIVE SUMMARY

Report from the Chair

I would like to extend a warm, if slightly belated, welcome back to semester 2 to all staff and students. Although everyone adapted to online teaching and learning remarkably well, and in fact our [Unit of Study survey results in semester 1 2020](#) were very high, it has been wonderful to see students back on campus again.

Board business and event updates

Academic Board / University Executive Thematic Review 2020: The Quality of English Language Pathways and Support at the University of Sydney

The Board will be receiving a report on the 2020 Thematic Review in Item 2.2, but I would like to take this opportunity to thank Rachael Weiss for her management of the review process in difficult circumstances, and the whole Thematic Review Panel for their contribution and engaged discussion over the past few months.

Although she has now finished with the university, I would also like to thank the Provost Barbara Messerle for her work at the beginning of the review process this year and wish her the best of luck in her future endeavours elsewhere.

The annual thematic reviews represent a significant part of the Board's quality assurance procedures, and the committed participation the panel members is crucial to make this process a success.

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Indigenous Strategy Academic Board working group

The Indigenous Strategy Academic Board working group, chaired by Professor Jane Hanrahan, met for the first time on Tuesday 25 August. The group are discussing ways that Academic Board can be involved with the development and implementation of the new Indigenous Strategy – One Sydney, Many People.

At the meeting, the group received an overview from Michelle Stanhope, Senior Manager, Strategy (DVC ISS) on the process of development of the draft strategy. Members shared their initial thoughts on the flagship initiatives which have been drafted for each focus area. Following this, members proposed ideas for ways in which the Academic Board can support the strategy.

The working group will continue to meet and are planning to submit their recommendations to the November Academic Board meeting.

Charter of Freedom of Speech and Academic Freedom

Some Board members may recall discussions on the University's Charter of Freedom of Speech and Academic Freedom at Board meetings last year. The Charter was updated to incorporate recommendations from the French Model Code. The Federal Government has announced a review into universities' responses to the Code. The review will be undertaken by Prof Sally Walker AM. She has been asked to:

1. Validate the alignment of universities' suite of relevant policies with the principles of the Model Code on freedom of speech and academic freedom in higher education providers;
2. Consider whether there are areas of particular strength or weakness in institutional responses and offer any suggestions to institutions where she considers alignment with the Model Code could be improved;
3. Identify exemplars of particularly good practice that could be shared or promoted within the higher education sector;
4. Provide advice to the Minister for Education on the overall alignment of universities policies with the principles of the Model Code and, if warranted, any suggestions on how the alignment could be further improved;

And provide advice to the Minister for Education on whether the Code needs further refinement or change.

The timeline is relatively short. Prof Walker has been asked to provide her report by November 2020.

More details and useful resources can be found here:

<https://intranet.sydney.edu.au/news/all/2020/08/11/reminder-on-freedom-of-speech-charter.html> and staff are encouraged to contact the Higher Education Policy and Projects Team with any queries: policy.projects@sydney.edu.au.

Annual leave and Acting Chair

I am planning to take annual leave in October (Monday 12 October to Friday 23 October inclusive). During this time, I'd like to ask the Executive Powers currently held to act on behalf of the Academic Board be granted to Professor Jane Hanrahan who will be Acting Chair.

Science Australia Gender Equity (SAGE)

Earlier this year, the University was presented with a Bronze Award under the SAGE program. The next stage in this program is a Silver Award, preliminary details of which were announced recently. Under the guidance of Renae Ryan and Annie Fenwicke, we have formed a Self-Evaluation Team (SAT), to assist in the preparation of our next submission. There were more expressions of interest in the SAT, than positions available, a reflection of the support the program enjoys. Thanks to all who applied and best wishes to the SAT in their deliberations.

Submission To	Academic Board
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Useful information

Proposed Voluntary Redundancy Program

Many Board members will have joined the webinar on the proposed Voluntary Redundancy Program hosted by the Vice-Chancellor and Senior Deputy Vice-Chancellor on 4 September. Further information on the program and consultation period can be found on the intranet here: <https://intranet.sydney.edu.au/employment/vr-program.html.html#faq>.

Student Elections to Academic Board, Senate and other committees

Nominations are currently open for [student elections](#) to Senate, the Academic Board, Faculty Board, University School Board, and Faculty and University School, closing 21 September. Voting will take place from 12 October 2020 – 26 October. Election enquiries may be directed to secretariat.elections@sydney.edu.au.

As Chair of the Academic Board, I'd encourage all interested students to nominate themselves for the Academic Board. It is critical to our University that we continue to strive for active student participation in policy, procedural and academic decision-making and governance, and I look forward to sharing with you the results of the Academic Board election at our next meeting.

Call for academic staff representatives to join the Student Appeals Panel 2021

Academic staff are invited to join the Student Appeals Panel for 2021. Students can appeal against an academic decision to the Student Appeals Board. A separate Board is constituted for each appeal with membership drawn from the Student Appeals Panel. This is a very important service to ensure that students have the opportunity to appeal academic decisions. More details on submitting an EOI can be found here: <https://intranet.sydney.edu.au/services/student-admin/student-appeals.html?tc=edm|staff-news-brnd|mc-staff||&#sap>.

Student Mental Wellbeing Strategy and RU OK Day

The new student mental wellbeing strategy has been launched. Staff can find more details on the intranet here: <https://intranet.sydney.edu.au/news/all/2020/09/02/student-mental-wellbeing-strategy.html>.

The university also acknowledged RU OK Day on 10 September. Related events and support services continue through the month of September. Students can access resources here: <https://library.sydney.edu.au/help/RUOKDay.html>.

Staff can register for a Zoom webinar on supporting mental wellbeing, to be held on 29 September, here: <https://events.humanitix.com/batyr-usyd-staff-mental-health-program>.

THE World University Rankings

The Times Higher Education (THE) World University Rankings for 2020 ranked the University 51st worldwide and 2nd in Australia. This is an improvement of 9 places since 2019. Additional information is available here: <https://intranet.sydney.edu.au/news/all/2020/09/03/rp-times-higher-education-rankings-2020.html>.

AWRU Rankings

In the 2020 Academic Ranking of World Universities, The University of Sydney ranked 74th, a six-place improvement from the 2019 ranking of 80th. More details can be found here: <https://www.sydney.edu.au/news-opinion/news/2020/08/17/university-strengthens-performance-in-arwu-rankings-.html>.

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Updated Academic Probation and Confirmation Policy

The updated Academic Probation and Confirmation Policy is live on the [Policy Register](#), effective from 24 August.

Research Support Model

The new Research Support Model will be implemented from October, with the aim of improving the way researchers are supported at the University. Further details can be found on the Research Support Model page here: <https://intranet.sydney.edu.au/strategy-governance/research/research-support-model.html>.

Assessment strategy for semester 2

Academic staff will already be aware of procedures for online and campus-based assessments in semester 2. A number of resources have been collated on the intranet here: <https://intranet.sydney.edu.au/coronavirus/overview/teaching-support/assessments.html#policy>.

Australian Research Council revised research classifications

Academic staff members may already be aware that the Australian Research Council released the revised Australian and New Zealand Standard Research Classification (ANZSRC 2020) in July. Further information will be released over the coming months, but staff are encouraged to contact research.support@sydney.edu.au with any queries. More details can be found on the intranet here: <https://intranet.sydney.edu.au/news/all/2020/07/14/anzsrc-2020-announcement.html>

Cultural expression on campus

The University has introduced new Walanga Wingara Mura Design Principles, which aim to provide guidance on how to incorporate Aboriginal and Torres Strait Islander cultures, practices and world views into campus. Updating the design principles is part of the 2020 Unfinished Business Action Plan of the Deputy Vice-Chancellor (Indigenous Strategy and Services) Portfolio. The principles can be downloaded from the intranet here: <https://intranet.sydney.edu.au/strategy-governance/indigenous-strategy.html>.

Sustainability Strategy

The sustainability strategy that was discussed at the June 2020 meeting of Academic Board was launched to the university community in August. Staff can access the strategy and related resources through the intranet here: <https://intranet.sydney.edu.au/strategy-governance/sustainability-strategy.html>. Students can access the strategy and other information through the public-facing site here: <https://www.sydney.edu.au/about-us/vision-and-values/sustainability.html>.

Flexible Working Arrangements Policy updates

The Flexible Working Arrangements Policy has been updated in light of changes to working procedures during the COVID-19 pandemic response. The policy and related resources can be found here: <https://intranet.sydney.edu.au/news/all/2020/08/28/updated-flexible-working-arrangements-policy.html>.

Disability Support Fund

Staff are reminded that there is financial support available through the Disability Support Fund to assist staff with workplace adjustments required during COVID-19. Information is available on the intranet here: <https://intranet.sydney.edu.au/employment/diversity-inclusion/disabilities/disability-support-fund.html>.

Submission To	Academic Board
Date	15 September 2020
Item No	4.1

Non-Confidential

Chancellor's Committee grant applications now open

Any area of the University can apply for a grant from the Chancellor's committee to fund a project of University-wide significance. The first round of applications close on 15 September, but the later round closes on 14 December. Application forms and further details can be accessed here:

<https://intranet.sydney.edu.au/news/all/2020/08/19/chancellors-committee-grants.html>.

Gender Pay Gap decrease

The University reports annual figures to the Workplace Gender Equality Agency about gender representation and gender pay equity. The 2020 data revealed a pay gap of 9.4%, which had reduced each year since 2020, and which is lower than the 11.7% average for the sector. Additional data from the report can be found here:

<https://intranet.sydney.edu.au/news/all/2020/07/23/university-decreases-gender-pay-gap.html>.

Research Services Portal

The Research Services Portal has been updated to increase the database of articles answering common research support questions. Information can be accessed through an intranet search or through the portal directly.

Academic Board representation

NSW/Territories Committee of Chairs of Academic Boards / Senates

On 11 September I hosted a meeting of the Committee of Chairs of Academic Boards / Senates, NSW/Territories branch (CoCABS). We received an update on the NSW Curriculum Review from NESA and discussed options for hosting an online conference for national chairs of Academic Boards and Senates in October.

In my capacity as Chair of CoCABS, I also attend a meeting of the NSW Deputy Vice-Chancellor (Academic) Committee on 4 September, which included a session from the NSW Government on the cadetship program.

Vice-Chancellor's Sponsorship Program

I was delighted to attend the virtual launch event for the 2020 Vice-Chancellor's Sponsorship Program on 16 July. The program is a targeted effort across the university to support culturally diverse women who have the potential to transition to senior leadership roles. I have always found, as a mentor, that being involved in the program is a very rewarding experience.

Class of 2020: Celebrate together

I was fortunate to be one of the few people who attended the Class of 2020: Celebrate together virtual graduation event live in the Great Hall on 4 September. While it is of course disappointing not to be able to hold graduations in person as usual, it was excellent to see the photos and videos of all the ways graduates celebrated receiving their testamurs at home.

Museum and library tours

I was thrilled to join members of UE on a tour of the Chau Chak Wing Museum on 19 August. The museum is scheduled to open to the university community and general public in November, and it is a truly remarkable space for our collections. Interested staff and students can follow updates on the upcoming exhibitions here: <https://www.sydney.edu.au/museum/>.

I also had the privilege of joining members of Senate on a tour of the Fisher Library and Nicholson Collection Storage Areas. This was a fascinating insight into some of the restoration and archival work undertaken by our library and museum teams.

Submission To	Academic Board
Date	15 September 2020
Item No	4.1

Non-Confidential

Connect For: A Better Future launch event

I greatly enjoyed attending the “Connect For: A Better Future” launch event on 23 July. The launch event began a series of online and in-person events based around the themes of the United Nations’ Sustainable Development Goals, and how innovation and connection can allow us to work towards achieving these goals. These events are ongoing and I would encourage interested staff and students to examine the program online here: <https://www.sydney.edu.au/engage/events-sponsorships/connect-for-festival.html>.

Executive Approvals

Executive Approvals by Chair

In terms of executive approvals relating to urgent changes, the following actions were taken by the Chair out of session:

Date	Action Approved
28 July 2020	The Chair of the Academic Board approved a request from the Faculty of Medicine and Health to move the Nursing courses from Mallett St Campus to Camperdown Campus. Details are provided in Attachment 1 .
28 July 2020	The Chair of the Academic Board approved a request from the Registrar and Academic Director (Education) to authorise the extension of the approval given in Semester 1 to offer all units of study and assessment online until the end of 2020; consider policy review in conjunction with the Education Portfolio, faculties and administrative units to better define ‘mode of delivery’; and determine the appropriate level of approval for changes. Details are provided in Attachment 2 .
6 August 2020	The Chair of the Academic Board resolved to approve a proposal from the University of Sydney Business School to include BUSS6102 Special Topics in Business A and BUSS6103 Special Topics in Business B in the elective offerings for the Master of Human Resource Management and Industrial Relations; Master of International Business and Master of Logistics and Supply Chain Management, with effect from Semester 2 2020. Details are provided in Attachment 3 .
8 September 2020	The Chair of the Academic Board resolved to approve a proposal from the Director, Admissions to adjust the Broadway Scheme to adopt the recently introduced UAC additional adjustment factors within their Education Access Scheme (EAS) as a means of reducing the disruption and disadvantage arising from the bushfires and pandemic events of 2020. Details are provided in Attachment 4 .
8 September 2020	The Chair of the Academic Board resolved to approve the recommended date changes to the published replacement exam period for Semester 2 2020. Details are provided in Attachment 5 .

I have explicitly informed the University Senate of these changes to our procedures.

ATTACHMENTS

Attachment 1 – Change of Location of Nursing Courses

Attachment 2 – Approval of changes to mode of delivery for Semester 2 2020 due to COVID 19 Crisis

Attachment 3 – Special Topic UOS in Business Masters Degrees

Attachment 4 – 2020 Domestic Admissions Crisis Response

Attachment 5 – Amendment to the S2 2020 Replacement Exam period dates

Submission To	Academic Board
Date	15 September 2020
Item No	4.3

Non-Confidential

Proposal Title	Honours and Distinctions
Recommendation	That the Academic Board note the report of the Chair of the Academic Board on honours and distinctions and congratulate the recipients.
Proposal Presenter	Chair, Academic Board
Consultation Pipeline	<div style="border: 1px solid black; background-color: #e0b0b0; padding: 5px; display: inline-block;">Academic Board</div>

Australian Research Council (ARC) Fellowships

Dr Patrick Faulkner, Faculty of Arts and Social Sciences
Australian Research Council (ARC) Future Fellowship

Associate Professor Holly High, Faculty of Arts and Social Sciences
Australian Research Council (ARC) Future Fellowship

Professor David James, Faculty of Science
Australian Research Council (ARC) Australian Laureate Fellowship

Associate Professor Peter Kim, Faculty of Science
Australian Research Council (ARC) Future Fellowship

Professor Megan MacKenzie, Faculty of Arts and Social Sciences
Australian Research Council (ARC) Future Fellowship

Dr Markus Muellner, Faculty of Science
Australian Research Council (ARC) Future Fellowship

Associate Professor Sarah Phillips, Faculty of Arts and Social Sciences
Australian Research Council (ARC) Future Fellowship

CSIRO Indigenous STEM Awards

Corey Tutt, Faculty of Medicine and Health
Awarded the CSIRO Aboriginal and Torres Strait Islander STEM Champion Award for his work with Deadly Science

Submission To	Academic Board
Date	15 September 2020
Item No	4.3

Non-Confidential

Young Tall Poppy Awards

The Young Tall Poppy Science Awards recognise achievements in scientific research excellence and public communication in early career researchers. There were 12 winners in NSW, and five are from the University of Sydney.

Dr Lining Arnold Ju, Faculty of Engineering

Associate Professor Alice Motion, Faculty of Science

Dr Caroline Moul, Faculty of Science

Dr Mac Shine, Faculty of Medicine and Health

Dr Sabin Zahirovic, Faculty of Science

Semester 1 2020 Teaching and Support awards

41 members of staff were selected to receive a \$50 book voucher in recognition of their exceptional work in supporting or delivering teaching in semester 1.

Associate Professor Alice Motion, Faculty of Science

Amanda Punch, Faculty of Medicine and Health

Annie Chan, Faculty of Medicine and Health

Arthi Gopal, Faculty of Medicine and Health

Dr Arunima Malik, Faculty of Science

Dr Boris Choy, Sydney Business School

Dr Bree Morgan, Faculty of Science

Brett McCarthy, University Library

Dr Chris Preston, Faculty of Arts and Social Sciences

Dr Christine Evans, National Centre for Cultural Competence

Associate Professor Damian Birney, Faculty of Science

Carrol Quadrio, Faculty of Arts and Social Sciences

Edmond Cheng, ICT

Heather Robson, Sydney Business School

Dr Helen Johnston, Faculty of Science

Jean Meyer, Faculty of Medicine and Health

Dr Karyne Ang, Faculty of Engineering

Lewis Cornwell, Sydney Conservatorium of Music

Professor Lorraine Smith, Education Portfolio

Dr Margaret Van Heekeren, Faculty of Arts and Social Sciences

Margaret Nicholson, Faculty of Science

Associate Professor Marian Vidal-Fernandez, Faculty of Arts and Social Sciences

Dr Marta García-Balsas, Faculty of Arts and Social Sciences

Dr Nikki Bruncker, Faculty of Arts and Social Sciences

Pat Norman, University Library

Submission To	Academic Board
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Paul Blayney, Sydney Business School

Dr Penny O'Donnell, Faculty of Arts and Social Sciences

Rebecca Goldsworthy, Faculty of Engineering

Dr Reyne Pullen, Faculty of Science

Dr Ros Gloag, Faculty of Science

Associate Professor Rosanne Quinnell, Faculty of Science

Samantha Haley, Faculty of Science

Dr Samson Dowland, Faculty of Medicine and Health

Sharon Kitching, Faculty of Engineering

Associate Professor Stephen Cobley, Faculty of Medicine and Health

Dr Stephen George-Williams, Faculty of Science

William Havellas, Faculty of Medicine and Health

Dr Yeonji Seo, Sydney Business School

Please note that not all 41 award recipients wished to have their names publicly listed.

Student awards: 3 Minute Thesis and Visualise Your Thesis

The 3 Minute Thesis (3MT) competition involves PhD candidates making a compelling presentation on their research and its significance in three minutes, using a single slide.

Visualise Your Thesis (VYT) requires graduate researchers to summarise their research in an engaging, 60-second visual multimedia presentation.

Nisharnthi Duggan, Faculty of Science

Winner, 3MT

Andrea Pattinson, Faculty of Medicine and Health

Runner-up, 3MT

Nikki-Anne Wilson, Faculty of Science

Runner-up, 3MT

Francisco Bueno, Faculty of Science

Winner, VYT

Jiarun Lin, Faculty of Science

Runner-up, VYT

Jocelin Chan, Faculty of Medicine and Health

Submission To	Academic Board
Date	15 September 2020
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Viewer's Choice, VYT

The winning 3MT entry will take part in the Asia-Pacific finals, competing against other international universities.

The winning VYT entry will take part in the international VYT competition, competing against 24 other institutions.



Submission To	Academic Board
Date	15 September 2020
Item No	7

Non-Confidential

Proposal Title	Report of the Academic Standards and Policy Committee
Recommendation	<p>That the Academic Board note the report from the meetings of the Academic Standards and Policy Committee held on 4 August 2020 and 25 August 2020 and:</p> <ol style="list-style-type: none"> 1. approve the proposal from the Faculty of Engineering to change the IELTS requirement for the Master of Professional Engineering and the Master of Professional Engineering Accelerate; 2. approve the revisions to the <i>Progress Planning and Review for Higher Degree by Research Students Policy 2015</i>; 3. approve the new <i>Progress Planning and Review for Higher Degree by Research Students Procedures 2020</i>; 4. approve the <i>Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020</i>; 5. approve the amendments to the <i>Higher Degree by Research Supervision Policy 2020</i>; 6. approve the proposed amendments to the <i>Coursework Policy 2014</i>; 7. endorse and recommend that the University of Sydney Senate approve the proposed amendments to the <i>University of Sydney (Governance of Faculties and University Schools Rule) 2016 ("GOFUS")</i>; and 8. endorse and recommend that the University of Sydney Senate approve the proposed amendments to the <i>University of Sydney (Delegations of Authority) Rule 2020</i>.
Proposal Presenter	Professor Jane Hanrahan (Chair, Academic Standards and Policy Committee)
Consultation Pipeline	<pre> graph LR A[AB Academic Standards and Policy Committee] --> B[Academic Board] </pre>

EXECUTIVE SUMMARY

This report summarises the business of the meetings of the Academic Standards and Policy Committee on 4 August 2020 and the 25 August 2020.

ITEMS FOR APPROVAL

The Academic Standards and Policy Committee endorsed and recommended for presentation to Academic Board the following:

7.1 Change to Master of Professional Engineering admission criteria

The Academic Board Academic Standards and Policy Committee resolved to recommend that the Academic Board approve the proposal from the Faculty of Engineering to change the IELTS requirement for the Master of Professional Engineering and the Master of Professional Engineering Accelerated.

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

The Academic Board Academic Standards and Policy Committee resolved to endorse and recommend Academic Board approve:

1. the revisions to the *Progress Planning and Review for Higher Degree by Research Students Policy 2015*; and



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Date	15 September 2020
Item No	7

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2. the new *Progress Planning and Review for Higher Degree by Research Students Procedures 2020*.

This item was also considered by the Academic Board Graduate Studies Committee under Item 9.9 & Academic Board Academic Quality Committee under Item 10.5.

7.3 Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020

The Academic Board Academic Standards and Policy Committee resolved to endorse and recommend Academic Board approve the *Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020*.

This item was also considered by the Academic Board Graduate Studies Committee under Item 9.10 & Academic Board Academic Quality Committee under Item 10.6.

7.4 Amendments to Enrolment Suspensions

The Academic Board Academic Standards and Policy Committee resolved to endorse the recommendation that the Academic Board:

1. endorse and recommend that the University of Sydney Senate approve the proposed amendments to the *University of Sydney (Delegations of Authority) Rule 2020*; and
2. approve the proposed amendments to the *Coursework Policy 2014*.

7.5 Proposed amendments to the *University of Sydney (Governance of Faculties and University Schools Rule) 2016 ("GOFUS")*

The Academic Board Academic Standards and Policy Committee resolved to recommend that Academic Board endorse and recommend that the University of Sydney Senate approve the proposed amendments to the *University of Sydney (Governance of Faculties and University Schools Rule) 2016 ("GOFUS")*.

7.6 Amendments to the Higher Degree by Research Supervision Policy 2020

The Academic Board Academic Standards and Policy Committee resolved to endorse and recommend that the Academic Board approve the amendments to the *Higher Degree by Research Supervision Policy 2020*.

ITEMS FOR NOTING

The Academic Standards and Policy Committee also noted:

- the report of the Chair;
- the report of the Academic Board;
- the report of the Admissions Subcommittee; and
- the proposed amendments to the Teaching Calendar at the University of Sydney.

FURTHER INFORMATION

Full agenda papers are available from the [Academic Standards and Policy Committee SharePoint](#).

Approver and Proposal Sponsor	Professor Jane Hanrahan (Chair, Academic Standards and Policy Committee)
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ATTACHMENTS

- 7.1 [Change to Master of Professional Engineering admission criteria](#)
- 7.2 [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#)
- 7.3 [Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020](#)



Submission To	Academic Board
Date	15 September 2020
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7.4 Amendments to Enrolment Suspensions

7.5 Proposed amendments to the *University of Sydney (Governance of Faculties and University Schools Rule) 2016* (“GOFUS”)

7.6 Amendments to the Higher Degree by Research Supervisions Policy 2020





Submission To	Academic Standards and Policy Committee
Date	4 August 2020
Item No	2.3 Attachment 1

Non-Confidential

Proposal Title	Change to Master of Professional Engineering admission criteria
Recommendation	That the Academic Standards and Policy Committee recommend that the Academic Board approve the change to the IELTS requirement for the Master of Professional Engineering and Master of Professional Engineering Accelerated.
Proposal Presenter	TJ Lim, Associate Dean (Education), Faculty of Engineering
Consultation Pipeline	<pre> graph LR A[Engineering Courses Subcommittee] --> B[Engineering Faculty Board] B --> C[ASC] C --> D[ASPC] D --> E[Academic Board] </pre>

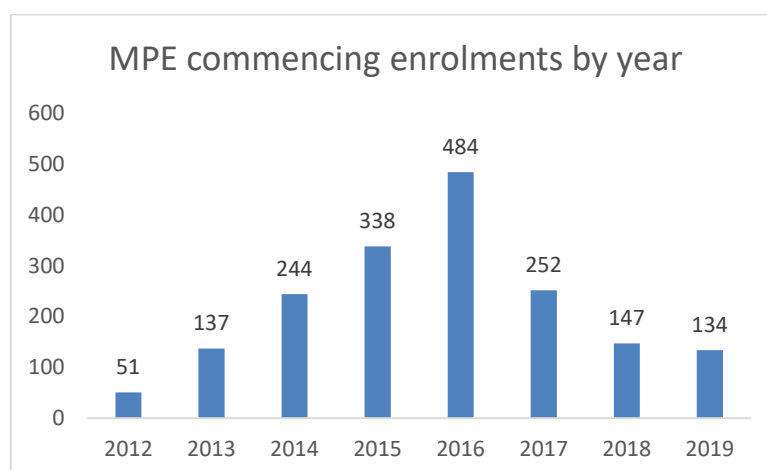
EXECUTIVE SUMMARY

The Faculty of Engineering proposes to change the entry requirements for the Master of Professional Engineering and the Master of Professional Engineering (Accelerated). The IELTS requirement would change from 7.0 overall to 6.5. The Dean has separately used his authority under the Coursework Policy to reduce the GPA requirement from 5.2 to 5.0 as part of this initiative. Prior to 2017, these were the entry criteria for the degree, and the increase was made primarily to address a sharp rise in student numbers which proved to be temporary. The change will address a problem which has developed with students using the Master of Engineering as an unofficial and inappropriate pathway into the MPE, and may also result in an increase in student numbers.

BACKGROUND / CONTEXT

In 2016, for 2017 entry, the admission criteria for the Master of Professional Engineering were changed, with the IELTS requirement raised from 6.5 overall to 7.0 and the GPA from 5.0 to 5.2 on a 7-point scale. This step was taken primarily in response to a very significant increase in student numbers in the MPE, which outstripped available teaching facilities.

Since 2016 the landscape has changed significantly, as competitor institutions have introduced offerings similar to the MPE resulting in a loss of market share and corresponding decline in enrolments.



Prior to the 2016 change, both the MPE and the Master of Engineering degree had the same IELTS and GPA requirement. An unforeseen consequence of changing the MPE admission criteria was that students started using the Master of Engineering degree as an informal pathway into the MPE. The MPE is a professional qualification accredited by Engineers Australia at the same level as the Bachelor of Engineering Honours, while the Master of Engineering is for students who already hold a Bachelor of Engineering degree and wish



Submission To	Academic Standards and Policy Committee
Date	4 August 2020
Item No	2.3 Attachment 1

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to undertake advanced study in a specific field of engineering. The ME is definitively not an embedded pathway for the MPE and its use as a ‘back door’ has led to significant problems. In some cases, students have completed the requirements of the ME then requested not to be awarded the degree so they can credit their units toward the MPE, which OGC has identified as highly problematic.

By bringing the admission requirements for ME and MPE into alignment, the ME no longer offers a pathway to bypass a higher IELTS requirement for the MPE, so the ‘back door’ is effectively closed. Students for whom MPE is the preferred option should now enter directly, rather than via the ME as there are no disadvantages in doing so.

RISKS / BENEFITS

A perceived risk of lowering the IELTS for the MPE would be the possibility that the students with the lower IELTS might not be able to cope with the course of study and the academic performance of the students would be negatively impacted.

The 2016 proposal to change the IELTS for the MPE included substantial supporting research into the correlation between various admission criteria and resulting academic performance in the MPE (Attachment 1). Its conclusion was that, while there was a correlation between IELTS and WAM, the effect was weak (IELTS=6.5 Mean WAM 67.2, IELTS =7.5 Mean WAM 70.6). This, in itself, was not a key driver for raising the IELTS, and indicated no evidence that students with an IELTS of 6.5 would be at risk of failure.

A notable finding from the 2016 analysis was that students who completed CET significantly underperformed relative to students with equivalent IELTS or TOEFL scores. This trend has been supported by more recent analysis across other postgraduate degrees offered by the faculty and is a cause for concern.

One of the key arguments for increasing the IELTS requirement in 2016 was that it could potentially address educational problems, including issues with group work between international and domestic students. While this is still a consideration, the faculty has put in place a number of initiatives to support international students, including mentoring, networking events, and student communication, which will be of benefit to all international students, not only the MPE cohort.

The key benefits of changing the admission criteria are:

- It should solve the problem of the ME being used as an unofficial pathway into the MPE
- It may potentially lead to an increase in student numbers

Equivalent degree offerings from UTS and UNSW require an IELTS of 6.5. Analysis by Sydney Future Students suggests that for 2019, with the lower entry requirements, an additional 57 applicants would have been eligible to enter the MPE.

IMPLEMENTATION

It is proposed that the change be implemented as soon as possible. The faculty will work with Sydney Future Students to develop and carry out an implementation plan.

Approver	Willy Zwaenepoel, Dean, Faculty of Engineering
Faculty/Proposal Sponsor	TJ Lim, Associate Dean (Education), Faculty of Engineering



MASTER OF PROFESSIONAL ENGINEERING ADMISSIONS / PERFORMANCE ANALYSIS

23rd March 2016 (v1a)

RECOMMENDATIONS

Based on the following analysis, the following recommendations are made:

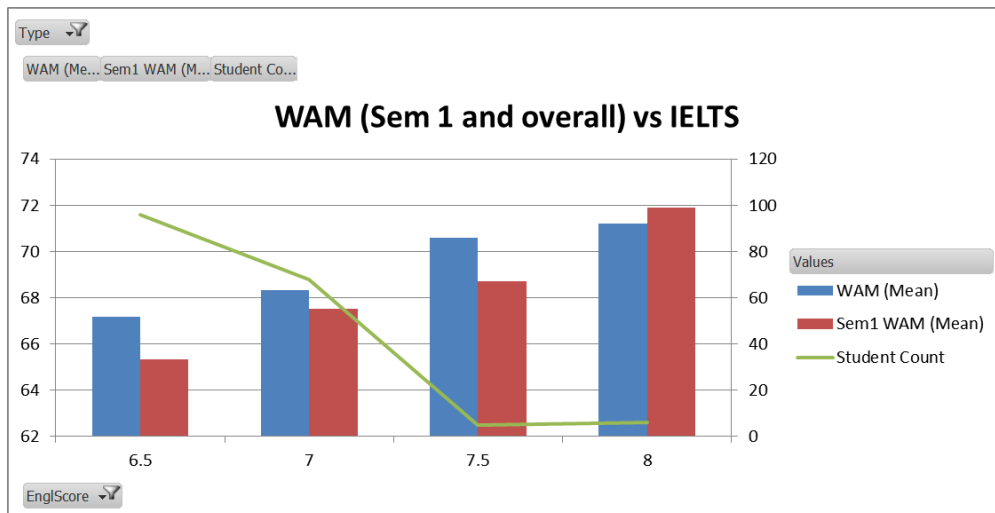
1. The IELTS requirement for the MPE be increased from 6.5 to 7.0
Note: The analysis has shown that this is likely to only have a small impact on average MPE student performance, but is likely to have a significant impact on student experience.
2. The primary performance requirement for admission be changed from a credit average (equivalent to a GPA of 5.0), to a GPA requirement of 5.2 (on a 7-point scale).
3. That the admissions criteria be extended to include a requirement that applicants must have achieved at average result of least 60 across all mathematics units in the previous undergraduate study (with a minimum of the equivalent of 12cp required).
4. The Faculty explore with CET and/or the Registrar our concerns regarding the observation that students who are admitted via the CET pathway are performing significantly less well than other students with the same IELTS and GPA scores.
5. The Faculty explore with the Registrar possible admissions pathways that allow more rapid adjustments to international postgraduate load (examples might include a “wait list” or “flexible entry” schemes).
Note: At a recent meeting of the Go8 Engineering Associate Deans (Education) there was an extended discussion regarding the challenges of controlling postgraduate international student numbers, and several institutions indicated they were exploring the possibility of raising the “guaranteed entry” admissions criteria, but then allowing a process for late offers to be made to those who fell below that criteria.

ANALYSIS

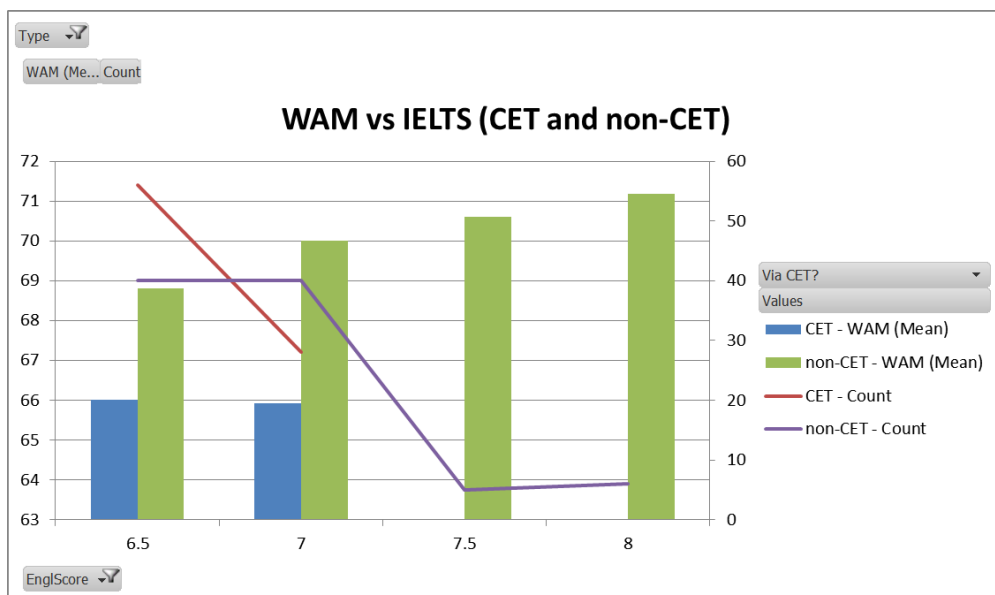
Language issues:

In the following graph there is clearly a correlation between IELTS and performance in the degree, but the correlation is relatively weak (IELTS=6.5 Mean WAM=67.2; IELTS=7.5, Mean WAM=70.6). Taken in isolation this would suggest there is not much value in raising our IELTS English Language requirements.

This however overlooks the possibility that whilst students with a lower IELTS do not perform substantially worse in the degree, they may well contribute to a more problematic educational experience. We have found increasing discontent (from both native English speakers and NESB students with higher English skills) with those students who are perceived to be creating problems – either through demanding more class time or through other aspects such as problematic group work. There may well be a strong argument to raise the IELTS score as a pathway to addressing these issues.



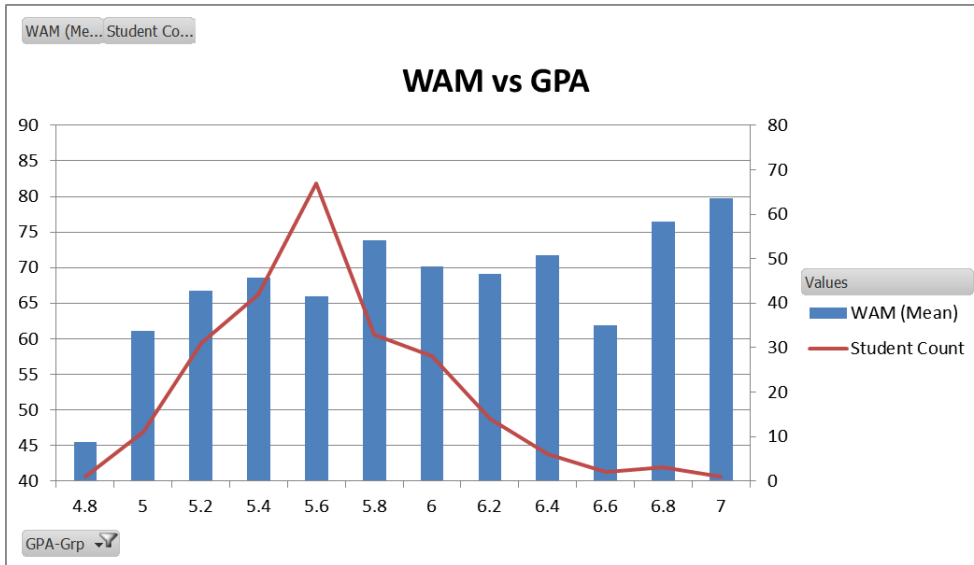
The following graph highlights a significant concern regarding the CET entrance pathway. The students who are admitted via the CET pathway are typically significantly underperforming relative to students with the same IELTS score who are admitted through a direct pathway (if anything, it might be expected that they should perform more highly, as they will have already spent some time settling into the University system). This suggests a possible problem with this pathway that warrants further investigation.



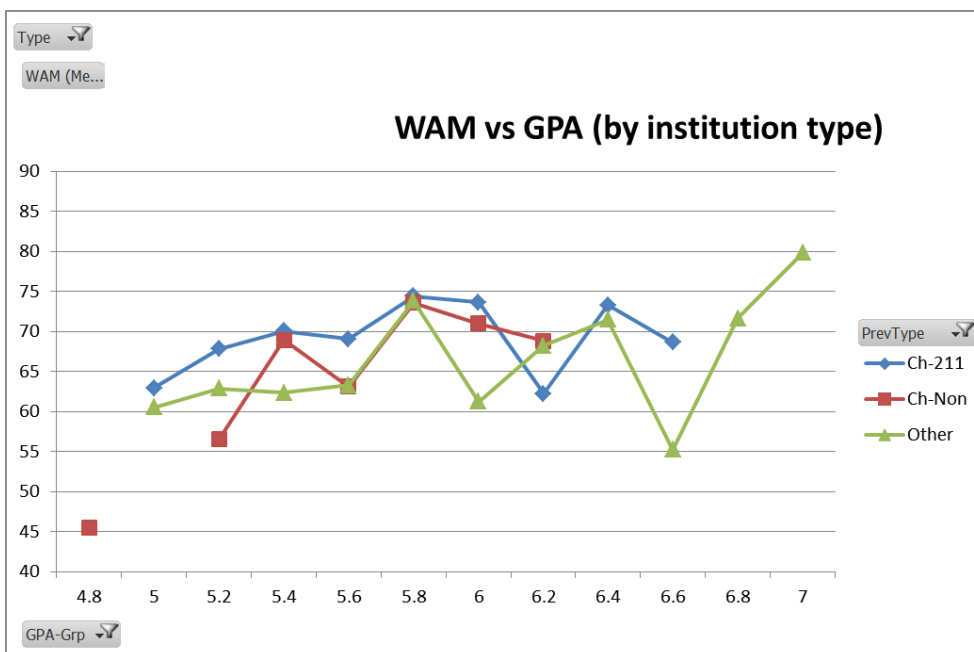
GPA as primary admissions criteria:

The current admission criteria specifies a credit average (GPA = 5.0). Note: a small number of students (8 out of 250) appear to have been admitted with a GPA below 5.0. It is unclear why these were admitted.

In the following graph there is a slight correlation between admission GPA and course WAM, though there is also significant variation in performance. For those students with a $GPA \geq 5.2$ (213 of the 250 students) only 26 students (12%) had a $WAM < 60$. For those students with a $GPA < 5.2$ (37 students), 8 students (22%) had a $WAM < 60$. This variation does not appear to be sufficient to indicate that GPA alone is sufficiently discriminating.

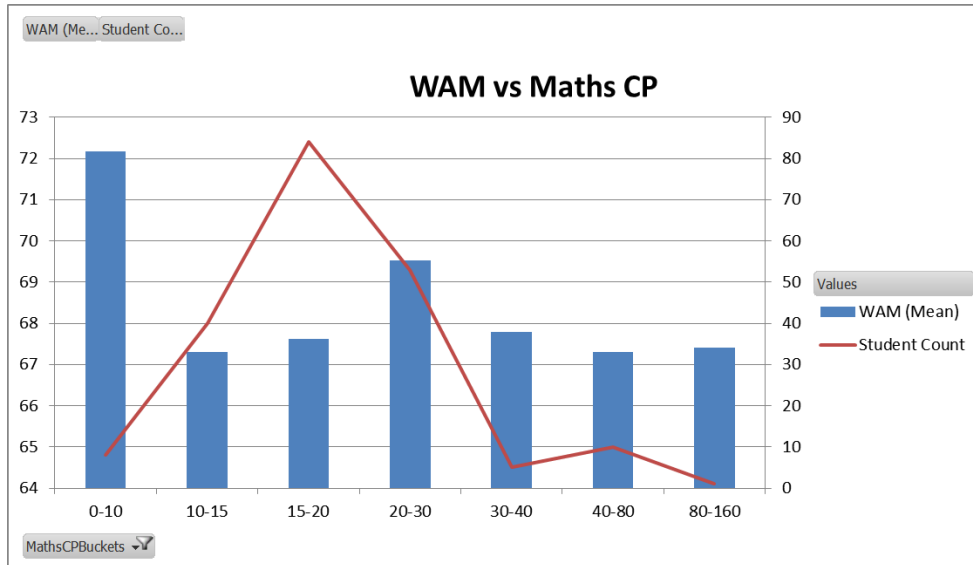


The following graph compares the performance (as measured by WAM) of MPE students against GPA, for students from different origins: Chinese 211 institutions; Chinese non-211 institutions; and others (i.e. non-chinese). There is some variation, and generally students from non-chinese institutions do not perform as well, but the variation is not sufficient to be used to discriminate at point of admission.

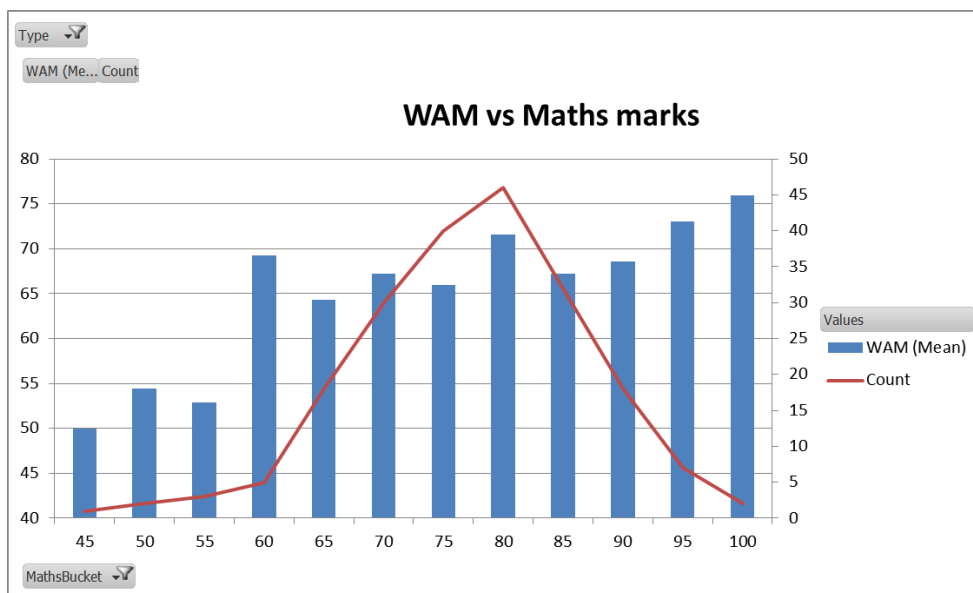


Previous mathematics as indicator:

The following graph shows the performance of students (as measured by WAM) compared to the amount of mathematics (credit points) studied in their previous degree. Somewhat surprisingly, there is no clear correlation.

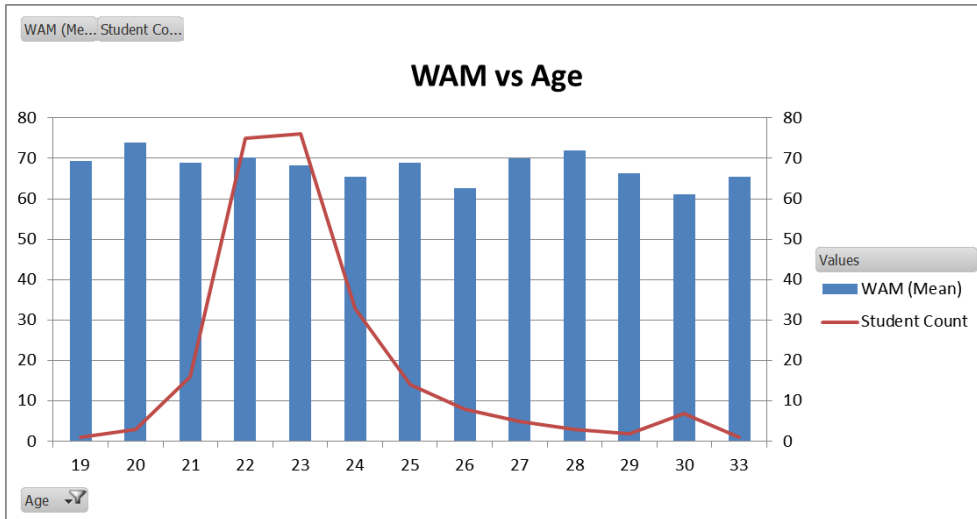


In contrast to the above graph the following graph (which shows student performance (WAM) against the *performance* in the prior mathematics) does demonstrate a significant correlation. Generally a mathematics result in previous study of <60 indicates a likelihood of a significantly poor performance once enrolled. Setting a threshold of 60 (across a minimum of the equivalent of 12cp) might be useful.

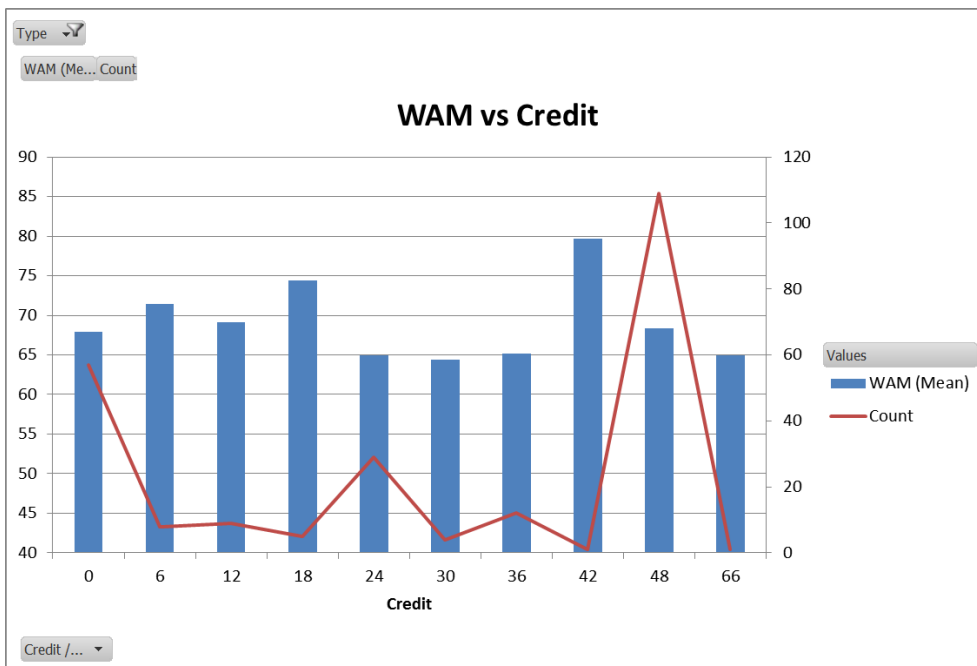


Miscellaneous factors

Both anecdotal evidence and an earlier analysis based on a small number of students indicated that age may be a predictor of performance. The following figure shows student performance (WAM) against age. As can be seen from this graph, there does not appear to be any significant correlation.



Similarly to the previous issue, a previous small scale analysis had raised concerns regarding the performance of students who were given high levels of credit. The following graph, based on a much large sample of students, appears to contradict this, showing that there is no significant correlation between the level of credit and the student performance.





ADMISSIONS STANDARDS – ENGLISH LANGUAGE PROFICIENCY

1 Definitions

- (1) Words and phrases used in these standards and not otherwise defined in this document have the meanings they have in the [Coursework Policy 2014](#).
- (2) In these standards:

IB	means the International Baccalaureate
CAE	means Cambridge English: Advanced
CPE	means Cambridge English: Proficiency
GCE	means the General Certificate of Education
HKDSE	means the Hong Kong Diploma of Secondary Education
IELTS	means the International English Language Testing System
STPM	means the Sijil Tinggi Persekolahan Malaysia
TOEFL	means the Test of English as a Foreign Language
TOEFL iBT	means internet based TOEFL
UK A Level English	means the GCE English subject that has been undertaken at full Advanced (A2) level
UK AS Level English	Means the GCE English Language and Literature subject or English Language subject.
UK A Levels Humanities	means any of the following GCE A Level humanities subjects: History, Humanities, Philosophy – Critical Thinking, Politics, Law, Religion, Sociology and Psychology

2 Applicants whose first language is English

- (1) In order to satisfy the requirements of clauses 21A and 23A of the [Coursework Policy 2014](#), or section 7.1 of the [University of Sydney \(Higher Degree by Research\) Rule 2011](#) the applicant must have citizenship or permanent long-term residency (minimum ten years) from one or more of the following countries and have completed secondary or tertiary study from one of the following countries:
 - (a) American Samoa
 - (b) Australia
 - (c) Botswana
 - (d) Canada (excluding Quebec)



- (e) Fiji
 - (f) Ghana
 - (g) Guyana
 - (h) Ireland
 - (i) Jamaica
 - (j) Kenya
 - (k) Lesotho
 - (l) Liberia
 - (m) New Zealand
 - (n) Nigeria
 - (o) Papua New Guinea
 - (p) Samoa
 - (q) Singapore
 - (r) Solomon Islands
 - (s) South Africa
 - (t) Tonga
 - (u) Trinidad and Tobago
 - (v) United Kingdom (including Northern Ireland)
 - (w) United States of America
 - (x) Zambia
 - (y) Zimbabwe
- (2) An applicant for admission to an undergraduate award course in a faculty that has set proof of English as a first language separate to the countries listed in 2(1) must meet the faculty's requirements, as approved by the Academic Board.
- Note** These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.
- (3) For applicants for admission to pre - registration courses in the Susan Wakil School of Nursing and Midwifery, only recognised countries specified in the [Nursing and Midwifery Board of Australia Registration Standard: English Language Skills](#) may be used for the purposes of demonstrating English as a first language.

3 Applicants whose first language is not English – secondary qualifications

- (1) These standards apply to undergraduate coursework applicants:
- (a) whose first language is not English;
 - (b) who wish to demonstrate English proficiency through secondary qualifications; and
 - (c) who, if successful, will commence studies after 1 January 2019.



- (2) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary studies must have completed senior secondary study.
- (3) An applicant whose first language is not English must have:
 - (a) achieved a record of satisfactory achievement in secondary studies within five years of the date on which they will commence the course:
 - (i) in an English speaking country; or
 - (ii) in which the instruction and assessment were entirely in English; or
 - (b) achieved a record of satisfactory achievement in secondary studies within two years of the date on which they will commence the course:
 - (i) not undertaken in English; but
 - (ii) which meets the requirements listed in Table 1 or Table 2.
- (4) An applicant for admission to an undergraduate award course in a faculty that has set English language requirements above the minimum requirements set out in subclause 3(3) must meet the faculty's requirements, as approved by the Academic Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the [University of Sydney \(Delegations of Authority – Academic Functions\) Rule 2016](#).

4 Applicants whose first language is not English – tertiary studies

- (1) These standards apply to undergraduate and postgraduate coursework, and higher degree by research, applicants:
 - (a) whose first language is not English;
 - (b) who wish to demonstrate English proficiency through tertiary studies; and
 - (c) who, if successful, will commence studies after 1 January 2019.
- (2) An applicant whose first language is not English must have achieved a record of satisfactory achievement in tertiary studies:
 - (a) within five years of the date on which they will commence the course;
 - (b) at a provider approved by the University; and
 - (c) in which the duration of study:
 - (i) was at least one year of full-time (or equivalent part time) conducted in an English speaking country as defined in item 2(1) and where the language of instruction, assessment, examination, and the institution was English; or
 - (ii) was a completed undergraduate degree of at least three years full time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English; or
 - (iii) was a completed postgraduate or higher degree by research award course of at least one year full-time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English.



- (3) An applicant for admission to an award course that has English language duration of study requirements separate to the requirements established in 4(2)(c) must meet the faculty's requirements as approved by the Academic Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

- (4) The courses and separate requirements referenced in 4(3) are listed below:
- (a) admission to all postgraduate award courses offered by the School of Architecture, Design and Planning requires, in addition to 4(2)(a) and 4(2)(b), satisfactory achievement in tertiary studies in which the duration of study:
 - (i) was at least two years of full time (or equivalent part time) conducted in an English Speaking country as defined in 2(1) and where the language of instruction, assessment, examination, and the institution was English; or
 - (ii) was a completed undergraduate degree of at least three years full time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English; or
 - (iii) was a completed postgraduate or higher degree by research award course of at least two years full-time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English.
 - (b) admission to pre-registration courses offered by the Susan Wakil School of Nursing requires meeting all applicable standards specified in the [Nursing and Midwifery Board of Australia Registration Standard: English Language Skills](#), including those relating to duration, location and nature of study.
 - (c) admission to all post-registration postgraduate courses offered by the Sydney Nursing School requires, in addition to 4(2)(b), satisfactory achievement in tertiary studies in which the duration of study:
 - (i) was a three year degree, completed no more than five years prior to the commencement of study in which the language of instruction, assessment, examination, and the institution was English; or
 - (ii) was a degree of two years or more, completed no more than three years prior to the commencement of study in which the language of instruction, assessment, examination, and the institution was English.

5 Applicants whose first language is not English – English language test scores

- (1) These standards apply to all undergraduate and postgraduate coursework, and higher degree by research, applicants:
- (a) whose first language is not English;
 - (b) who wish to demonstrate English language proficiency through an English language skills test score;
 - (c) who, if successful, will commence studies after 1 January 2019.



- (2) Except as provided in subclause 5(2A), an applicant whose first language is not English must have achieved within two years of the date on which the applicant will commence the course an IELTS overall band score of:
- (a) 6.5, with at least 6.0 in each band; or
 - (b) an equivalent score as listed in Table 3.
- (2A) For entry to all courses except for pre-registration courses offered by the Susan Wakil School of Nursing in teaching period two of 2020, research periods three and four of 2020, teaching period one of 2021 and research periods one and two of 2021:
- (a) an applicant whose first language is not English may rely on IELTS (or equivalent) scores achieved within three years prior to course commencement;
 - (b) the TOEFL Special Home Edition Test will be considered equivalent to the TOEFL iBT;
 - (c) the IELTS Indicator will be considered equivalent to the IELTS; and
 - (d) for applicants residing in countries where neither of the TOEFL Special Home Edition Test or the IELTS Indicator is available:
 - (i) the Password English language test will be considered equivalent to IELTS; and
 - (ii) Linguaskill will be considered equivalent to the Cambridge English Scale.

Note: See the [Learning and Teaching Policy 2019](#) for the definition of teaching periods.

- (3) An applicant for admission to an award course in a faculty that has set English language requirements in addition to or above the minimum requirements set out in subclause 5(2) must meet the faculty's requirements as approved by the Academic Board and listed in Table 4 (undergraduate courses) and Table 5 (postgraduate courses).

Note: These faculty requirements must be approved by the Academic Board in accordance with the [University of Sydney \(Delegations of Authority – Academic Functions\) Rule 2016](#).

- (4) The Head of School and Dean of the Sydney College of the Arts may, on application and at their discretion, admit to the Bachelor of Visual Arts an applicant who has achieved an IELTS overall band score of 6.0.
- (5) The Head of School and Dean of the Sydney Conservatorium of Music may, on application and at their discretion, admit to the Diploma of Music an applicant who has achieved an IELTS overall band score of 6.0.

6 Other applicants whose first language is not English

- (1) These standards apply to all undergraduate and postgraduate coursework, and higher degree by research applicants:
- (a) whose first language is not English;
 - (b) who wish to demonstrate English proficiency otherwise than in accordance with clauses 3 – 5; and



- (c) who, if successful, will commence studies after 1 January 2019.
- (2) An applicant whose first language is not English must have:
 - (a) lived and worked in an English speaking country specified in subclause 2(1) continuously for at least five years prior to the date on which they will commence the course; or
 - (b) current registration with an accreditation body that has an English language requirement equivalent to, or higher than, the standards otherwise required by the University.
- (3) An applicant applying for admission to post-registration postgraduate courses offered by the Sydney Nursing School may provide proof of English Language Proficiency by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.
- (4) Other admissions standards or requirements may be set by a Faculty subject to approval by the Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

6A Applicants for Study Abroad and Exchange program whose first language is not English – secondary qualifications

- (1) These standards apply to Study Abroad and Exchange coursework applicants:
 - (a) whose first language is not English;
 - (b) who wish to demonstrate English proficiency through secondary qualifications; and
 - (c) who, if successful, will commence studies after 1 August 2020.
- (2) Inbound applicants seeking admission to a Study Abroad and Exchange program on the basis of satisfactory achievement in secondary studies must have completed senior secondary study.
- (3) An applicant whose first language is not English must have:
 - (a) achieved a record of satisfactory achievement in secondary studies within five years of the date on which they will commence the course:
 - (i) in an English speaking country; or
 - (ii) in which the instruction and assessment were entirely in English; or
 - (b) achieved a record of satisfactory achievement in secondary studies within five years of the date on which they will commence the course:
 - (i) not undertaken in English; but
 - (ii) which meets the requirements listed in Table 1 or Table 2.



7 Exceptional circumstances

- (1) In exceptional circumstances, a Dean may determine that an applicant demonstrates English language proficiency requirements by means other than those prescribed in these standards, provided that:
 - (a) the applicant must have:
 - (i) an IELTS score or equivalent as specified in Table 3; and
 - (ii) an overall or average band score no more than 0.5 below the overall or average band score otherwise required; and
 - (iii) no individual band score more than 1.0 below the individual band score otherwise required; or
 - (b) the Dean is satisfied that the applicant has demonstrated enough competence in written and spoken English to complete the course successfully.
- (2) For undergraduate applicants, the Chair of the Undergraduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 7(1)(a), as they apply in a particular case.
- (3) For postgraduate coursework and higher degree by research applicants, the Chair of the Graduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 7(1)(a), as they apply in a particular case.
- (4) In considering whether an applicant has demonstrated enough competence in written and spoken English to complete the course successfully, the Dean:
 - (a) must take into account any advice of the relevant Associate Dean; and
 - (b) may consider any other relevant matter, including:
 - (i) the applicant's ability to communicate in an academic environment;
 - (ii) whether the applicant has been known to the faculty for at least two years;
 - (iii) any appropriate work experience that the applicant has had in an English language environment; and
 - (iv) any oral discussions between faculty members and the applicant.
- (5) The Dean must record in writing on the student file any approval to waive English language requirements, including:
 - (a) the proof of proficiency in English provided by the applicant; and
 - (b) the Dean's reasons for granting the exemption.



TABLE 1

Concordance estimates for qualifications used to provide evidence of English language proficiency

IELTS Score	UK A Level English	Singapore-Cambridge A Levels: English Language and Linguistics	HKDSE English Language and Literature in English	STPM Literature (920)	UK A Levels Humanities	UK AS Levels English	IB English A – Higher Level	IB English A – Standard Level	IB English B – Higher Level	IB English B – Standard Level
5.5	E	E	3	E	D	D		3		
6.0	D	D	4	D	C	C	3	4		
6.5	B/C	B/C	5	B/C	A/B	A/B	4	5	4	5
7.0	A	A	5*	A			5	6		
7.5	A*		5**				6	7		
8.0							7			
8.5										



TABLE 2

Subject and grade requirements guide for accepted secondary qualifications not undertaken in English

Qualification/subject	Grade requirement
Denmark Studentereksamen	7 in English A or 10 in English B
Finland Upper Secondary School Certificate	8 in English or English A Language
Germany Abitur	3 in Advanced Level English (LF)
Netherlands VWO	8 in Level 6 High School English
Norway Vitnemal	4 in English
STPM Literature	B/C
Sweden Avgangsbetyg/Slutbetyg	VG or C in English



TABLE 3

English Language Skills Tests conversion table – Overall scores

IELTS Academic	TOEFL iBT	PTE Academic	Cambridge English Scale: CAE and CPE (from 2015)	
5.5	62	46	162	
6.0	73	54	169	
6.5	85	61	176	
7.0	96	68	185	
7.5	105	76	191	
8.0	112	79	200	
8.5	117	84	205	
9.0	120	88	209	
English language Individual skills tests				
R/L/S/W	R/L/S	W	Section	Section
5.5	14	16	46	162
6.0	17	19	54	169
6.5	20	22	61	176
7.0	23	25	68	185
7.5	25	27	76	191
8.0	27	29	79	200
8.5	29	29	84	205
9.0	30	30	88	209

Note: Scores from TOEFL Paper Based Tests taken after 14 October 2017 are not accepted as this test is no longer offered by ETS.

Note: For entry to all courses except for pre-registration courses offered by the Susan Wakil School of Nursing in teaching period two of 2020, research periods three and four of 2020, teaching period one of 2021 and research periods one and two of 2021:

- the TOEFL Special Home Edition Test will be considered equivalent to the TOEFL iBT;
- the IELTS Indicator will be considered equivalent to the IELTS; and
- for applicants residing in countries where neither the TOEFL Special Home Edition Test or the IELTS Indicator is available:



- the Password English language test will be considered equivalent to IELTS; and
- Linguaskill will be considered equivalent to the Cambridge English Scale

See subclause 5(2A)



TABLE 4

Faculty-specific English Language Requirements – Undergraduate

Faculty/Course	English Language Requirements
Sydney School of Architecture, Design and Planning	
All undergraduate courses	IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)
Bachelor of Design in Architecture (Honours) / Master of Architecture	IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)
Faculty of Arts and Social Sciences	
Bachelor of Arts / Bachelor of Advanced Studies (Media and Communications)	IELTS: Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components
Bachelor of Economics, Bachelor of Economics / Bachelor of Advanced Studies	IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components
Bachelor of Education (all streams)	IELTS: Minimum overall result of 7.5 Minimum of 8.0 in speaking and listening modules Minimum of 7.0 in reading and writing modules
Sydney Business School	
All undergraduate courses except combined law and Bachelor of Commerce / Doctor of Medicine (see below)	IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components
Faculty of Engineering	
Bachelor of Engineering Honours / Bachelor of Commerce	IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components
Bachelor of Advanced Computing / Bachelor of Commerce	IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components
Bachelor of Engineering Honours (Civil) / Bachelor of Design in Architecture	IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components



Faculty of Health Sciences	
Bachelor of Applied Science (Speech Pathology)	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components
Bachelor of Applied Science (Occupational Therapy)	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components
Bachelor of Applied Science (Physiotherapy)	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components
Bachelor of Applied Science (Exercise Physiology)	IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components
Sydney Law School	
All undergraduate courses	IELTS: Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components
Faculty of Medicine and Health	
Bachelor of Science / Doctor of Medicine	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components
Bachelor of Arts / Doctor of Medicine	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components
Nursing and Midwifery combined degrees	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components Applicants must also meet all English language requirements applicable under the current Nursing and Midwifery Board of Australia Registration Standard: English Language Skills
Bachelor of Nursing (Advanced Studies)	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components Applicants must also meet all English language requirements applicable under the current Nursing and Midwifery Board of Australia Registration Standard: English Language Skills
Bachelor of Science / Doctor of Dental Medicine	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components



Bachelor of Oral Health	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components
Faculty of Science	
Bachelor of Science / Master of Nutrition and Dietetics	IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components
Bachelor of Veterinary Biology / Doctor of Veterinary Medicine	IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components



TABLE 5

Faculty-specific English Language Requirements – Postgraduate

Sydney School of Architecture, Design and Planning	
All postgraduate (coursework and research) award courses	For students without a Bachelor’s Degree from an English language university, and who have studied less than two years in an institution of English instruction, an IELTS score of a minimum average of 7.0 with no section below 6.0 must be provided.
Faculty of Arts and Social Sciences	
Executive Master of Arts and Social Sciences	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Art Curating, Graduate Diploma in Art Curating, Graduate Certificate in Art Curating	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Creative Writing, Graduate Diploma in Creative Writing, Graduate Certificate in Creative Writing	IELTS overall 7.0 with a minimum of 7.0 in the Writing band and a minimum of 6.0 in other bands
Master of Crosscultural and Applied Linguistics, Graduate Diploma in Crosscultural and Applied Linguistics, Graduate Certificate in Crosscultural and Applied Linguistics	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Cultural Studies, Graduate Diploma in Cultural Studies, Graduate Certificate in Cultural Studies	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Development Studies, Graduate Diploma in Development Studies, Graduate Certificate in Development Studies	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Digital Communication and Culture, Graduate Diploma in Digital Communication and Culture, Graduate Certificate in Digital Communication and Culture	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Economic Analysis, Graduate Diploma in Economic Analysis	IELTS overall 7.0 and a minimum of 6.5 in other bands
Master of Economics, Graduate Diploma in Economics, Graduate Certificate in Economics	IELTS overall 7.0 and a minimum of 6.0 in other bands



Master of English Studies, Graduate Diploma in English Studies, Graduate Certificate in English Studies	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Health Communication, Graduate Diploma in Health Communication, Graduate Certificate in Health Communication	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Health Security, Graduate Diploma in Health Security, Graduate Certificate in Health Security	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Human Rights, Graduate Diploma in Human Rights, Graduate Certificate in Human Rights	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of International Relations, Graduate Diploma in International Relations, Graduate Certificate in International Relations, Graduate Certificate in Economics	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of International Security, Graduate Diploma in International Security, Graduate Certificate in International Security	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of International Studies, Graduate Diploma in International Studies, Graduate Certificate in International Studies	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Media Practice, Graduate Diploma in Media Practice, Graduate Certificate in Media Practice	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Museum and Heritage Studies, Graduate Diploma in Museum and Heritage Studies, Graduate Certificate in Museum and Heritage Studies	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Peace and Conflict Studies, Graduate Diploma in Peace and Conflict Studies, Graduate Certificate in Peace and Conflict Studies	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Political Economy, Graduate Diploma in Political Economy, Graduate Certificate in Political Economy	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Public Policy, Graduate Diploma in Public Policy, Graduate Certificate in Public Policy	IELTS overall 7.0 and a minimum of 6.0 in other bands



Master of Publishing, Graduate Diploma in Publishing, Graduate Certificate in Publishing	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of Strategic Public Relations, Graduate Diploma in Strategic Public Relations, Graduate Certificate in Strategic Public Relations	IELTS overall 7.0 and a minimum of 6.0 in other bands
Master of US Studies, Graduate Diploma in US Studies, Graduate Certificate in US Studies	IELTS – Overall band score of 7.0 or above with a result of a minimum of 6.5 in Speaking and Writing and a minimum of 6.0 in Listening and Reading
Master of Teaching	IELTS – Overall band score of 7.5 or better with minimum of 8.0 in speaking and listening modules and minimum of 7.0 in reading and writing modules
Master of Social Work (Qualifying)	IELTS – Overall band score of 7.5 or better with minimum of 7.0 in each band
Sydney Business School	
Executive Master of Business Administration	IELTS – Overall band score of 7.0 or better, with no component being below 6.0
Master of Business Administration (Leadership and Enterprise)	IELTS – Overall band score of 7.0 or better, with no component being below 6.0
Master of Commerce (and embedded sequences)	IELTS – Overall band score of 7.0 or better, with no component being below 6.0
Master of Human Resource Management and Industrial Relations (and embedded sequences)	IELTS – Overall band score of 7.0 or better, with no component being below 6.0
Master of International Business (and embedded sequences)	IELTS – Overall band score of 7.0 or better, with no component being below 6.0
Master of Logistics and Supply Chain Management (and embedded sequences)	IELTS – Overall band score of 7.0 or better, with no component being below 6.0
Master of Management, Master of Management (CEMS)	IELTS – Overall band score of 7.0 or better, with no component being below 6.0
Master of Professional Accounting	IELTS – Overall band score of 7.0 or better, with no component being below 6.0
All research degrees	IELTS – Overall band score of 7.0 or better, with a section minimum of 6.5
Faculty of Engineering	



Master of Professional Engineering	IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band
Master of Professional Engineering (Accelerated)	IELTS – A minimum result of 7.0 overall and a minimum result of 6.5 in each band
Master of Complex Systems, Graduate Diploma in Complex Systems	IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band
Master of Project and Program Management	IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band
Graduate Certificate in Project and Program Management	IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band
Master of Transport	IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band
Graduate Certificate in Transport	IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band
Graduate Diploma in Transport	IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band
Faculty of Health Sciences	
Master of Diagnostic Radiography	IELTS – Overall band score of 7.0 or better, with at least 6.5 for Speaking and for Writing on each band
Master of Exercise Physiology	IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components
Master of Occupational Therapy	IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components
Master of Physiotherapy	IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components
Master of Speech Language Pathology	IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components
Sydney Conservatorium of Music	
All postgraduate (coursework and research) award course except for those below	IELTS – Overall band score of 7.0 with no band less than 6.5
Master of Music Studies (Composition)	IELTS – Overall band of 6.5 with no band less than 6.0
Master of Music Studies (Opera Performance), Graduate Diploma in Music (Opera Performance)	IELTS – Overall band score of 7.0 with no band less than 6.0



Graduate Diploma of Music (Performance) Master of Music Studies (Performance)	IELTS – Overall band of 6.0
Sydney Law School	
Juris Doctor	IELTS – Overall band score of 7.5 or better with a minimum of 7.0 in each band
All other postgraduate (coursework and research) award courses	IELTS – Overall band score of 7.0 or better, with at least 6.0 in each of the components
Faculty of Medicine and Health	
Doctor of Philosophy (Medicine and Health)	IELTS 7.0 with no band below 7.0
Master of Bioethics, Graduate Diploma in Bioethics, Graduate Certificate in Bioethics	IELTS – Overall band score of 7.0 or better, with at least 6.5 in each of the components
Doctor of Clinical Dentistry, Graduate Diploma in Clinical Dentistry, Graduate Certificate in Clinical Dentistry	IELTS 7.0 with no band below 7.0
Doctor of Dental Medicine	IELTS 7.0 with no band below 7.0
Doctor of Medicine	IELTS – overall band score of 7.0 or better with a minimum of 7.0 in each band
Master of Clinical Trials Research, Graduate Diploma in Clinical Trials Research, Graduate Certificate in Clinical Trials Research	IELTS – overall band score of 7.0 or better with a minimum of 7.0 in each band
Master of Medicine (stream), Master of Medicine (Advanced) (stream), Master of Science in Medicine (stream), Master of Science in Medicine (Advanced) (stream), Master of Medicine (stream)/Master of Philosophy, Master of Science in Medicine (stream)/Master of Philosophy, Graduate Diploma in Medicine (stream), Graduate Diploma in Science in Medicine (stream), Graduate Certificate in Medicine (stream), Graduate Certificate in Science in Medicine (stream).	IELTS – overall band score of 7.0 or better with a minimum of 6.5 in each band
This applies only to the following streams: Critical Care Medicine, Clinical Neurophysiology, Child and Adolescent Health, General Practice and Primary Health Care, Internal Medicine, Metabolic Health, Paediatric Medicine, Psychiatry, Pharmaceutical and Medical Device Development, Sexual and Reproductive	



Health, Sleep Medicine and, Trauma informed Psychotherapy	
Nursing and Midwifery – Master of Nursing (Pre-registration)	IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components. Applicants must also meet all English language requirements applicable under the current Nursing and Midwifery Board of Australia Registration Standard: English Language Skills
Nursing and Midwifery - All postgraduate (coursework and research) award courses other than the Master of Nursing (Pre-registration)	IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components
Pharmacy - All postgraduate award courses, with the exception of the Master of Philosophy and Doctor of Philosophy and Graduate Certificate in Evidence-Based Complementary Medicines	IELTS – Overall band score of 7.0 or better, with no component being below 6.5
Faculty of Science	
Master of Clinical Psychology Master of Clinical Psychology/Doctor of Philosophy	IELTS – Overall band score of 7.0 with no band less than 7.0 Additional English language requirements apply under the current Australian Health Practitioners Regulation Agency (AHPRA) standards for registration. Where these are inconsistent with University of Sydney standards, the higher standard will apply.
Master of Science in Coaching Psychology; Graduate Diploma in Coaching Psychology; Graduate Certificate in Coaching Psychology	IELTS – Overall band score of 7.5 as a minimum on each band with no band falling below a score of 6.0
Master of Environmental Science and Law	IELTS – Overall band score of 7.0 with no band less than 6.0
Master of Nutrition and Dietetics	IELTS – Overall band score of 7.5 or better, with at least 6.5 in each of the components
Doctor of Veterinary Medicine	IELTS – Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.



Submission To	Academic Board
Date	15 September 2020
Item No	7.2

Non-Confidential

Policy Title	Progress Planning and Review for Higher Degree by Research Students Policy 2015
Recommendation	That the Academic Board approve: <ol style="list-style-type: none"> i. the revisions to the <i>Progress Planning and Review for Higher Degree by Research Students Policy 2015</i>; and ii. the new <i>Progress Planning and Review for Higher Degree by Research Students Procedures 2020</i>.
Proposed Date of Implementation	1 January 2021
Proposal Presenter	Prof Ross Coleman, Director, Graduate Research
Consultation Pipeline	<pre> graph LR A[AB Graduate Studies Committee] --> B[AB Academic Standards and Policy Committee] B --> C[AB Academic Quality Committee] C --> D[Academic Board] </pre>
Endorsements received	Policy Management Unit
Policy Unit Review	<p>X</p> <hr/> <p>Kerrie Henderson University Policy Manager</p>
Consequential Amendments	References to the Procedures in internal policy documents will require amending to reflect the new date.

EXECUTIVE SUMMARY

The papers “[Improving HDR Supervision](#)” (June 2019) and “[Improving the Number of Timely Completions¹](#)” (July 2019) analysed how candidature and progression are supported within the University and in particular, the effectiveness of the Annual Progress Review as a tool to help support and evaluate progression. These papers identified opportunities to improve processes:

- a progress and review system should help students and supervisors to continuously reflect on, and monitor, progression;
- all stakeholders would benefit from improved understanding of the aims and function of any activity that supported reviews of progression;
- having review activities at times that supported better student outcomes would be beneficial;

¹ AB- Graduate Studies Committee, January 2020. Item 4.1; Resolution AB-GSC-20/01-14



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- having different types of progress review and evaluation for different stages of candidature (probation, mid-candidature and thesis readiness) would help candidates and supervisors in planning progress; and,
- the Annual Progress Review, as an activity, is often seen and experienced as perfunctory and/or bureaucratic, leading to a lack of engagement.

The Sydney Operating Model – HDR Support Project has considered the whole of the HDR life-cycle at the University and has recommended that the progress evaluation process would be better supported through a technology solution, now being delivered by the Student Experience Project. Supporting HDR student progression through a candidature system provides an opportunity to transform the HDR candidature process for all stakeholders leading to a much better experience with quicker processing, and with fewer opportunities for human error.

The [Progress Planning and Review for Higher Degree by Research Student Policy 2015](#) and its associated [Procedures](#) have been reviewed and extensively rewritten to accommodate changes in supporting student progression, and to align with the proposed changes to the accompanying policy. Significantly, the policy instruments are now supported by a set of *Guidelines* for enabling a better experience for students and panel members taking part in progress evaluation activities. These *Guidelines* are presented to the committee in a separate paper.

Actions following ASPC meeting 4 August 2020

At the 4 August 2020 meeting of the Academic Standards and Policy Committee the following resolution and actions were endorsed:

Resolution AB ASPC 2020/06-10 The Academic Standards and Policy Committee resolved to endorse and recommend to the Academic Board for approval:

1. the revisions to the *Progress Planning and Review for Higher Degree by Research Students Policy 2015*; and
2. the new *Progress Planning and Review for Higher Degree by Research Students Procedures 2020* subject to the completion of **Action AB-ASPC 2020/06-03**

Action AB-ASPC 2020/06-03

The Director, Graduate Research (Education) to amend the *Progress Planning and Review for Higher Degree by Research Student Procedures 2020* to remove the clause 5(3)(a)(i) “complete all relevant milestone activities for that stage of candidature” and adjust numbering of clauses 5(3)(a)(ii) and 5(3)(a)(iii) accordingly.

Following the meeting, the Director, Graduate Research identified further minor changes to subclause 15(6) of the *Progress Planning and Review for Higher Degree by Research Policy 2015* and the subclause 6(6) of the *Progress Planning and Review for Higher Degree by Research Students Procedures 2020*. These were discussed with the Chair of the Academic Standards and Policy Committee, who endorsed the amendments.

The amendments were noted at the APSC meeting on 25 August, with no further amendments required.

BACKGROUND / CONTEXT

A series of reviews undertaken by the DVC Education Portfolio has identified that our current systems for evaluation and determining progress by HDR students is not achieving what we expect. These reviews also showed that our current progress review practices do not lead to a good student experience for many of our research students. Previous discussions with Associate Deans and other stakeholders identified that the institution would be better served if participants had clear guidance on the intent and function of activities aimed at formally reviewing the progress made by research students during candidature.



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During 2019, the SOM HDR Support project held a series of engagement activities with staff and students, and these fact-finding events confirmed that the findings from previous discussions were representative of the experiences of students, supervisors and HDR leadership in the faculties. Following these engagement activities, the SOM HDR support project configured working groups and reference groups to consider how to improve University processes to better evaluate and support student progression.

Each of the Director, Graduate Research Reports and the SOM activities came to similar conclusions regarding better changes to the policy instruments and operational changes that would better support candidatures and improve outcomes.

The key strategic changes needed to improve the Progress Review approaches and enable these in the new Research Education Candidature System (RECS) are:

- A. encouragement of a focus on more regular appraisal of progress by both student and supervisor, so that review of progress is continuous. This is also enabled by the recent Higher Degree by Research Supervision Policy 2020 and delivered through RECS;
- B. students who are experiencing problems with supervisors are encouraged to raise their concerns in a timely way with the postgraduate coordinator rather than waiting for the next progress evaluation meeting. This is enabled by the new Higher Degree by Research Supervision Policy 2020 and its supporting documents and facilitated by RECS;
- C. clearer articulation of the role of goals, milestones and planning used in developing a student's candidature. These will be supported through RECS where milestones are the key activities required by the university, faculties and schools, and goals are those activities planned by students and supervisors. RECS will enable students and supervisors to track their own progress in terms of completed milestones and goals;
- D. whilst we retain formal evaluation to three or more key points of candidature, we can focus the progress review activities on the particular stage of candidature such that reviews accurately inform the plans for the next stage of candidature;
- E. the formal review activity will be known as "Progress Evaluation" to emphasis both the review activity and consideration of planning for future success;
- F. this review activity will be informed by data from a student's supervision sessions in RECS and the student's completion of research goals and milestones as well as the reflections of student and supervisors on progression;
- G. the formal evaluation to be undertaken by a panel of two (independent chair, independent panel member) who meet in a structured way with the student and lead supervisor (and also with each other separately);
- H. the panel chair will serve as an academic mentor to the student and ideally, will serve as chair through candidature, noting though that staff workloads and research commitments may require faculties to adjust the membership of progress evaluation panels;
- I. conduct of the progress evaluation meeting will be aided by clear guidelines that lay out the intent and functioning of the progress evaluation meeting;
- J. the chair is responsible for drafting an evaluation report and a performance rating as specified in the Progress, Planning and Review of HDR students Policy 2015; and
- K. the student, supervisor and independent panel member have an opportunity to comment on the evaluation and refer to the postgraduate coordinator (PGC) in the first instance in case of disputed evaluation (with escalation to ADRE and then DGR).



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It is worth noting that many elements of the policy will not change. The need for all students to take part in a progress evaluation on an annual cycle will remain. The capacity for a postgraduate coordinator or Associate Dean to refer a student for an additional progress evaluation is continued. Whilst the rating of 'meets or exceeds objectives' has been renamed 'satisfactory or excellent progress' to align with the other outcomes, the other recommendations available to a review panel (rating the student's progress as one of 'marginal progress' or 'unsatisfactory progress') remain unchanged, as does the capacity for an Associate Dean (Research Education) to recommend that the student shows good cause to remain in candidature, consistent with the relevant clauses of the HDR Rule 2011. A student's right to appeal any decision arising from a progress evaluation is unaffected by the changes proposed here.

CONSULTATION

The proposed changes to the policy documents were made in consultation with the

- Associate Deans (Research Education);
- Graduate Studies Committee of Academic Board;
- Academic Quality Committee of Academic Board;
- University Policy Manager;
- faculty professional staff;
- SOM/SXP staff; and
- the HDR Administration Centre.

IMPLEMENTATION

The following changes in relevant policy documents to accommodate changes relating to the move from review to evaluation and the use of RECS to aid in planning and reviewing progress are proposed:

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

The revised policy will commence on 1 January 2021, which is the date on which RECS will commence functionality.

Clause 7: Progress plans provides the conditions around the development of progress plans, which describe the collection of planned activities, goals and milestones that lay out a student's progress towards the award of a higher degree by research, and which will be recorded in RECS.

Clause 8: Planning progress sets out the responsibilities for supervisors and students for recording progress in RECS. Faculty and University milestones will be populated in RECS for a student's individual candidature. This clause also provides information on the functions of RECS, which will deliver and enable candidature planning, scheduling of development activities, and progress evaluation

Clause 13: Progress evaluation states that 'all parties in a progress evaluation panel must engage with the process in a professional and collegial manner with the aim of enhancing the success of the student's candidature.' Details of the student's achievements in respect of planned milestones and goals will now be provided to all parties involved in the progress evaluation through RECS.

Clause 14: Progress evaluation panel provides the criteria for the construct of the panel, who can be appointed to the panel, and responsibilities regarding the escalation of potential breaches of University codes and policy.

Clause 15: Progress evaluation meetings provides for the alignment of progress evaluation meetings to stages of the student's candidature: confirmation, mid-candidature, pre-submission and overdue thesis. Progress review activities will be focused on the particular stage of candidature such that reviews accurately inform the plans for the next stage of candidature.



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Clause 17: 'Satisfactory or excellent progress' – previously 'meets or exceeds objectives' this new title aligns this outcome with the other two of 'marginal progress' and 'unsatisfactory progress.'

Schedule 1: University milestones and activities. This is a completely new schedule and provides information relating to milestones, separate time frames for masters by research and doctorates, description of activities, and certification of completion of milestones.

Schedule 2: Table R has been deleted as this information is now available in the [Interdisciplinary Studies Handbook](#).

A list of the proposed amendments is provided in the Resource Centre

Progress Planning and Review of Higher Degree by Research Students Procedures 2020

The current [Progress Planning and Review of Higher Degree by Research Students Procedures 2015](#) undertook a complete review as part of the SOM HDR Project. This document is therefore considered to be a completely new document, and is dated 2020. The processes described in the new document come into effect on 1 January 2021, which is the date on which RECS will commence functionality.

Significant differences between the existing procedures and the proposed new procedures include, but are not limited to the following clauses or part thereof:

Clause 4: Progress plan management provides for the management of progress plans through RECS.

Clause 5: Planning progress provides conditions around activities that require completing in RECS prior to the progress evaluation meeting.

Clause 6: Progress evaluation meetings provides conditions around the meeting, and information about the nature of the evaluation at various stages of candidature.

Clause 7: Progress evaluation outcomes provides conditions around the submission of the final report. Apart from the requirement to store the report in RECS, these conditions are the same as in the 2015 procedures.

Clause 8: Suspension of candidature provides conditions around updating of progress plans when a student returns after a period of suspension. Students returning after a period of suspension greater than one research period are required to complete a progress evaluation meeting

Implementation: Action AB-ASPC 2020/06-03

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

Subclause 15(6) has been amended to read:

- (6) Progress evaluation meetings must include discussions with the student without any of the supervisors present, unless the student fails to present at the meeting.

Note: see subclause 16(4)

Progress Planning and Review for Higher Degree by Research Students Procedures 2020

Subclause 5(3)(a09i) has been deleted and subsequent clauses renumbered.

Subclause 6(6) has been amended to read:



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- (6) Progress evaluation meetings will be scheduled by the administrative unit using the tool in RECS except where the faculty has decided not to use the scheduling tool.
- (a) In this case the faculty will schedule each progress evaluation meeting using its own approaches and tools.

COMMUNICATION

Once the policy documents have been endorsed by the Academic Board and registered on the University Policy Register, the following lines of communication will be used to inform all University staff, students and affiliates, particularly those involved in the progress evaluation of higher degree by research students, about changes to the process:

- Staff news
- Student news
- SUPRA
- HDR Yammer Groups
- Included in Educational Innovation supervisor training program
- DVC Education HDR intranet site

Approver	Prof Ross Coleman, Director, Graduate Research
Proposal Sponsor	Prof Ross Coleman, Director, Graduate Research

ATTACHMENTS

- Attachment 1** Progress Planning and Review for Higher Degree by Research Students Policy 2015
- Attachment 2** Progress Planning and Review for Higher Degree by Research Students Procedures 2020
- Attachment 3** Progress Planning and Review for Higher Degree by Research Students Policy 2015 Amendment table.



PROGRESS PLANNING AND REVIEW FOR HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2015

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

Dated: 2 December 2015

Last amended: ~~4 October 2019 (administrative amendment only)~~ [INSERT DATE commencing January 2021]

Signature:

Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

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

2 Commencement

This policy commences on 1 January 2016.

3 Policy is binding

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

4 Statement of intent

(1) The University aspires for all higher degree by research students to have a quality research training experience and to produce research of the highest calibre, including:

(a) ~~This includes~~ the development of skills and knowledge necessary to be a successful researcher in the chosen discipline; and

~~(a)(b)~~ support towards the timely completion, and successful examination, of their research projects and ~~theses~~ theses.

(2) The University will partner with students to plan their progression throughout their candidature and set clear expectations ~~of for~~ satisfactory progress.

(3) The University will provide appropriate institutional support and resources, regular ~~reviewing~~ evaluation, including a written submission and meeting, ~~and~~

~~(2)(4)~~ The University will support students ~~to maintain~~ maintaining research integrity and quality.

(5) This policy details the elements of the higher degree by research progress planning and ~~review~~ evaluation process. It should be read in conjunction with the:

(a) -University of Sydney (Higher Degree by Research) Rule 2011 ('the Rule');



- ~~(b)~~ [the University of Sydney \(Delegations of Authority – Academic Functions\) Rule 2016/2020; and](#)
- ~~(c)~~ [the Progress Planning and Review for Higher Degree by Research Students Procedures 2015 Progress Planning and Review for Higher Degree by Research Students Procedures 2020 \(‘the Procedures’\), and](#)
- ~~(a)~~~~(d)~~ [Higher Degree for Research Supervision Policy 2020.](#)

~~(3)~~~~(6)~~ This policy supports the conduct of research training-education in a safe manner which is conducive to student wellbeing.

5 Application

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

~~Note: — See clause 20 for transitional provisions.~~

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

6 Definitions

- (1) In this policy:

activity	means a specific requirement in a student's candidature that contributes to the completion of a milestone.
Associate Dean	means the Associate Dean responsible for overseeing higher degrees by research in the relevant faculty.
Dean	means the Executive Dean or Dean of the relevant faculty, or Head of School and Dean of the relevant University school.
coordinating supervisor	means the supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.
degree	means the relevant higher degree by research.
disability support academic plan	means the statement of support and adjustments for educational needs provided for students registered with the Disability Support service <u>Services of the University</u>
faculty	means <u>Means, as appropriate,</u> a faculty or University school and refers to the student’s faculty or University school of enrolment.
goal	means a research or personal development activity with a defined completion date. Goals can be set by the student or the supervisor.
higher degree by research	means a doctorate by research or masters by research, as defined in the Rule.



<u>lead supervisor</u>	<u>has the meaning and the responsibilities set out in subclauses 8(6) and 13(4) of the <i>Higher Degree by Research Supervision Policy 2020</i></u>
milestone	means a significant event <u>or activity</u> in a student's candidature that is useful in monitoring and guiding the student's progress to successful completion must be completed. They may be: <ul style="list-style-type: none">• <u>set by the University, faculties or schools; and</u>• <u>specific to a given degree or degree pathway within a faculty.</u> Milestones may comprise a number of activities.
postgraduate coordinator	means the academic staff member with overall responsibility for the planning and coordination of higher degree by research students within a faculty, University school or school. Note: <u>In the Faculty of Medicine and Health, this role is performed by the Research Education academic director.</u>
progress	means the student's progress against the requirements specified in subclause 13(1).
<u>progress evaluation</u>	<u>means an evaluation of candidature progression conducted in accordance with Part 3.</u>
<u>progress evaluation panel</u>	<u>means a panel established to conduct a progress evaluation in accordance with clause 11.</u>
progress plan	means a progress plan developed in accordance with Part 2.
<u>progress review</u>	means a progress review conducted in accordance with Part 3.
<u>Research Education Candidature System (RECS)</u>	<u>means the software system provided by the University to support higher degree by research students and the management of research education candidature.</u>
research period	means a research period set by the University and published on its website. Note: Research periods are published at: http://sydney.edu.au/study/study-dates.html
<u>Review Panel</u>	means a panel established to conduct a progress review in accordance with clause 11.
Rule	means the <u><i>University of Sydney (Higher Degree by Research) Rule 2011</i></u> .
school	<u>has the meaning given in the <i>University of Sydney (Higher Degree by Research) Rule 2011</i>, which at the date of this policy is:</u> <u>an academic unit, however so called, responsible for a student's higher degree by research candidature. It may be called a discipline.</u> means the academic unit responsible for a student's higher degree by research candidature. It may be called a discipline within the University



- student** means a person who is currently admitted to candidature in a higher degree by research award course of the University.
- supervisor** means a person appointed to discharge the responsibilities set out in the [Supervision of Higher Degree by Research Students Policy 2013](#) [Higher Degree by Research Supervision Policy 2020](#), including research supervisors, coordinating supervisors and auxiliary supervisors.
- supplementary progress [review/evaluation](#)** means a progress [review/evaluation](#) conducted in accordance with clause 17.

PART 2 PROGRESS PLANNING

7 Progress plans

- (1) Students and supervisors must begin progress planning at an early stage in each student's higher degree by research candidature.
- (2) [Progress plans describe the collection of planned activities, goals and milestones that lay out a student's progress towards the award of a higher degree by research:](#)
- (a) [Students and supervisors plan candidature to align and manage student, University and faculty expectations about what is required to achieve the award of the degree, and achieve the student's personal development goals.](#)
- ~~(a)~~(b) [Progress plans will be described as individual milestones and goals within a student's profile in RECS.](#)
- (3) All students must ~~have a progress plan~~ [start building a plan for progress throughout candidature](#) within three months from the date of commencement of candidature, or ~~within six months~~ [pro-rata](#) for part-time students.
- ~~(4)~~ [The purpose of a progress plan is to align and manage student, University and faculty expectations about what is required to achieve the award of the degree.](#)
- ~~(5)~~(4) A student's progress plan must include all activities, [goals](#) and milestones required to achieve the award of the degree, including:
- (a) formulation and approval of research proposal;
- (b) [formulation and approval of research projects;](#)
- ~~(b)~~(c) [securing necessary ethics approvals for research involving humans or animals as required by the Research Code of Conduct 2019;](#)
- ~~(c)~~(d) thesis development and examination;
- ~~(d)~~(e) [research training/researcher development and training](#) activities;
- ~~(e)~~(f) coursework requirements;
- ~~(f)~~(g) [other](#) compliance and risk management activities [required by the research.](#)

Note: See Part 4 for information on activities, [goals](#) and milestones.



~~(6)~~(5) The timing of University milestones and any other required activities as specified in Schedule 1.

8 Creating progress plans

~~(7)~~ Students are responsible for creating their progress plan, based on current University templates, with the participation and support of their coordinating supervisor.

~~(8)~~ Progress plans must be:

~~(a)~~ endorsed by the student's coordinating supervisor; and

~~(b)~~ approved by the postgraduate coordinator; and

~~(c)~~ for students with disabilities, compliant with the needs identified on the Disability Services Academic Plan.

~~Note:~~ Progress plan templates are available on the University's at: myuni.sydney.edu.au.

8 Planning progress

~~(1)~~ Students and supervisors must use RECS to deliver and enable:

~~(a)~~ candidature planning;

~~(b)~~ scheduling of development activities; and

~~(c)~~ progress evaluation.

~~(2)~~ Students and supervisors are responsible for maintaining progress plans in RECS through recording planned and completed activities.

~~(3)~~ Faculties are responsible for ensuring faculty milestones are approved and kept up to date within RECS.

~~Note:~~ See Part 4

~~(4)~~ A student's individual candidature plan will be automatically populated in RECS with University and faculty milestones, according to degree type and faculty or enrolment.

~~(a)~~ Completion of each of these will be reported through RECS.

~~(5)~~ For students with disabilities, all activities must be planned with consideration for the needs identified in the Disability Inclusion Action Plan 2019 - 2024.

9 Maintaining and varying progress plans

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

~~Note:~~ See clauses 15(9) and 16(7) of the *Higher Degree by Research Supervision Policy 2020* for the responsibilities of supervisors and students in relation to managing progress.



~~(9)~~ Students must review their progress plan, in consultation with their coordinating supervisor, at least twice per year, with at least one review being conducted as part of the student's preparation for a progress review evaluation.

~~(2)~~ Students and their supervisors have a responsibility to identify, and to eliminate and appropriately manage conflicts of interest.

Note: See the *Research Code of Conduct 2019*, the *Code of Conduct - Staff and Affiliates*, and the *External Interests Policy 2010*

~~(10)~~~~(3)~~ A variation to a progress plan may be required for many reasons, including:

- (a) where a student:
 - (i) changes attendance mode;
 - (ii) requests a leave of absence or suspends candidature;
 - (iii) transfers to another ~~course or program~~supervisor;
 - (iv) achieves a milestone;
 - (v) fails to achieve or is delayed in achieving a milestone;
 - (vi) submits a request for an extension of candidature;
 - (vii) has encountered unanticipated barriers to progress; or
- (b) where it becomes clear that the student's research project needs improvement or is not viable, ~~or~~.

~~(11)~~~~(4)~~ Changes in a student's health or disability status ~~use~~ may require ~~different a~~ variation to project approaches and support.

~~(12)~~~~(5)~~ Variations to progress plans may be material or non-material.

~~(13)~~~~(6)~~ Material variations are variations that:

- ~~(a)~~ extend the date for achievement of a University, faculty or school milestone:
 - ~~(i)~~ -by more than three months from the original date; ~~or~~
 - ~~(ii)~~ from one year of candidature into the next;
 - (b) require a change to the thesis submission date to:
 - (i) a new research period; or
 - ~~(ii)~~ a date that is beyond the latest date for submission, as defined in sections 2.20, 3.20 and 4.19 of the *Rule*;
- or
- (c) substantially change the nature of the research.

Note: Sections 2.20, 3.20 and 4.19 of the *Rule* authorise an Associate Dean to permit a student to submit ~~his or her~~their thesis after a period of time greater than the maximum periods specified ~~in that clause~~.

~~(14)~~~~(7)~~ Material variations to progress plans must be:

- (a) endorsed by the student's ~~coordinating lead~~ supervisor; and
- (b) approved by the postgraduate coordinator.

~~(15)~~~~(8)~~ Students should discuss non-material variations to progress plans with their ~~coordinating lead~~ supervisor.



PART 2A COURSEWORK IN HIGHER DEGREES BY RESEARCH

10 Application of this part

This part only applies to students commencing candidature ~~in~~ from 1 January 2021 for:

- (a) the Doctor of Philosophy;
- (b) ~~Doctorates~~ doctorates other than the Doctor of Philosophy; and
- (c) ~~the Masters~~ masters by Research ~~research~~.

11 Coursework requirements

(1) All candidates admitted to a higher degree by research governed by Parts 2, 3 or 4 of the University of Sydney (Higher Degrees by Research) Rule 2011 must complete the coursework requirements specified in this part.

- (a) Awards subject to this requirement are ~~the Masters~~ masters by Research ~~research~~, Doctor of Philosophy and doctorates other than the Doctor of Philosophy, but not higher doctorates. They are listed in Schedule 32.

(2) Candidates for the Doctor of Philosophy must complete a minimum of 12 credit points of coursework from Table R, which is set out in ~~Schedule 2~~ the Interdisciplinary Studies Handbook.

~~Note: — As specified in clause 10, this requirement commences on 1 January 2021.~~

- (a) Candidates must complete these requirements within:
 - (i) eight research periods from the commencement of full-time candidature; or
 - (ii) 16 research periods from the commencement of part-time candidature.

(3) Candidates for a ~~Doctorate~~ doctorate by Research ~~research~~ other than the Doctor of Philosophy, must complete a minimum of 12 credit points of coursework from Table R, which is set out in the Interdisciplinary Studies Handbook ~~Schedule 2~~.

~~Note: — As specified in clause 10, this requirement commences on 1 January 2021.~~

- (a) Candidates must complete these requirements within:
 - (i) eight research periods from the commencement of full-time candidature; or
 - (ii) 16 research periods from the commencement of part-time candidature.

(4) Candidates for ~~the a Master's~~ masters by Research ~~research~~ degree must complete a minimum of 6 credit points of coursework from Table R, which is set out in the Interdisciplinary Studies Handbook ~~Schedule 2~~.

- (a) Candidates must complete these requirements within:
 - (i) four research periods from the commencement of full-time candidature; or



- (ii) eight research periods from the commencement of part-time candidature.
- (5) The course requirements for the Doctor of Philosophy are set out in Schedule ~~4~~3.
- ~~(6)~~(6) The course requirements for ~~Doctorates-doctorates~~ by ~~Research-research~~ other than the Doctor of Philosophy are set out in the course resolutions for the award.
 - (a) PhD coursework requirements will apply unless otherwise stated in the course resolutions.
- ~~(6)~~(7) The course requirements for ~~Masters-masters~~ by ~~Research-research~~ degrees are set out in the course resolutions for the award.
- ~~(7)~~(8) Completion of the coursework requirement will be monitored and verified by the ~~Academic Progress Review~~progress evaluation panel in each year of candidature.

12 Recognition of prior learning

- (1) The ~~relevant~~ Associate Dean may grant an exemption from the requirements of clause 11 to students who are:
 - (a) transferring to a Doctor of Philosophy or other ~~Doctorate-doctorate~~ by ~~Research-research~~ after completing at least two years of full time equivalent of doctoral research study at another institution; or
 - (b) transferring to a ~~Master's-master's~~ by ~~Research-research degree~~ after completing at least one year of full-time equivalent research study at another institution.
- (2) The ~~relevant~~ Associate Dean may grant an exemption from the requirements of clause 11 to students who are transferring to a Doctor of Philosophy or other ~~Doctorate-doctorate~~ by ~~Research-research~~ after completing less than two years of full time equivalent of doctoral research study at another institution if:
 - (a) the student has completed an equivalent volume of coursework at ~~an~~ AQF level 9 in a discipline directly relevant to their thesis topic:
 - (i) which was completed within five years of commencing at the University; and
 - (ii) for which results at distinction level or above were obtained where the student's achievements can be demonstrated to be at least equivalent to 75% on a University of Sydney scale as defined in Schedule 1 of the Coursework Policy 2014;
 - (b) the student and their ~~co-ordinating~~lead supervisor agree that further coursework training is not needed to support ~~the completion of their thesis or~~ achievement of the relevant graduate qualities;
 - (c) the ~~relevant~~ Associate Dean is satisfied that there is a substantial overlap between the coursework completed and the coursework which would otherwise be required by clause 11; and
 - (d) the exemption request was submitted within nine months of the ~~commencement of candidature~~date of first enrolment in the current research degree.
- (3) The ~~relevant~~ Associate Dean may grant an exemption from the requirements of clause 11 to students who are transferring to a ~~Master's-masters~~ by ~~Research-research degree~~ after completing less than one year of full time equivalent of doctoral research study at another institution if:



- (a) the student has completed an equivalent volume of coursework at ~~an~~ AQF level 9 in a discipline directly relevant to the thesis topic:
 - (i) which was completed within five years of commencing at the University; and
 - (ii) where the student's results can be demonstrated to be at least equivalent to 75% on a University of Sydney scale as defined in Schedule 1 of the Coursework Policy 2014 for which results at distinction level or above were obtained;
 - (b) the student and their ~~co-ordinating~~lead supervisor agree that further coursework training is not needed ~~to support the completion of their thesis~~; and
 - (c) the ~~relevant~~ Associate Dean is satisfied that there is a substantial overlap between the coursework completed and the coursework which would otherwise be required by clause 11; and
 - (d) the exemption request was submitted within nine months of ~~the commencement of candidature~~first enrolment in the current research degree.
- (4) The ~~relevant~~ Associate Dean may grant an exemption from the requirements of clause 11 to students who are commencing their studies in a Doctor of Philosophy, ~~Doctorate~~doctorate by ~~Research~~research, or ~~Master's~~masters by ~~Research~~research degree if:
- (a) the student has completed an equivalent volume of coursework at ~~an~~ AQF level 9 in a discipline directly relevant to the thesis topic:
 - (i) which was completed within five years of commencing at the University; and
 - (ii) where the student's achievements can be demonstrated to be at least equivalent to 75% on a University of Sydney scale as defined in Schedule 1 of the Coursework Policy 2014 for which results at distinction level or above were obtained.
 - (b) the student and their ~~co-ordinating~~lead supervisor agree that further coursework training is not needed to support the ~~completion of their thesis or~~ achievement of any applicable graduate qualities;
 - (c) the ~~relevant~~ Associate Dean is satisfied that there is a substantial overlap between the coursework completed and the coursework which would otherwise be required by clause 11; and
 - (d) the exemption request was submitted within nine months of the ~~commencement of candidature~~date of first enrolment in the current research degree.
- (5) The ~~co-ordinating~~lead supervisor must inform the student's first ~~Annual Progress Review~~progress evaluation panel of any exemptions which have been granted.
- (6) If an exemption has been granted to a student under this clause the first ~~Annual Progress Review~~progress evaluation panel meeting must be satisfied, after discussion with the student, that the exemption has not adversely affected the student's capacity to develop relevant research skills or meet the relevant graduate qualities.



PART 3 PROGRESS REVIEW EVALUATION

13 Progress review evaluations

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

Note: See also Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020 [\[INSERT LINK\]](#)

(a) Progress evaluations are University milestones as described in Schedule 1.

(2) All parties in a progress evaluation panel must engage with the process in a professional and collegial manner with the aim of promoting the success of the student's candidature.

~~(7)~~(3) The purpose of a progress review evaluation is to evaluate:

- (a) ~~assess~~ whether the student has adequate support and resources to complete/achieve his or her/their research project, candidature development goals, and thesis in accordance with the progress plan;
- (b) ~~assess~~ whether the current supervisory arrangements are satisfactory;
- (c) ~~assess~~ the feasibility of the progress plan; and
- (d) ~~assess and rate~~ the student's progress towards a successful examination of a thesis.

~~(8)~~(4) ~~A copy of the student's progress plan will be provided to all parties involved in the progress review.~~ Details of the student's achievements of planned milestones and goals will be provided to all parties involved in the progress evaluation through RECS.

(5) A progress review evaluation must be conducted ~~for each student as required by the postgraduate coordinator and at least once per year;~~

- (a) at least once a year; or
- (b) more frequently as required by the postgraduate coordinator.

(6) Delay or failure to:

- (a) complete records in RECS;
- (b) meet planned milestones or goals; or
- (c) complete planned activities

is not a valid reason to delay or fail to conduct a progress evaluation meeting as and when required by this policy.

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

~~(9)~~(8) Students returning from a period of suspension or extended leave of absence greater than one research period must have a progress evaluation meeting within three months of recommencing.

~~(10)~~ Progress reviews evaluations should be ~~supported~~ informed by the documentation of the outcomes of supervision meetings as required under the Higher Degree by



~~Research Supervision Policy 2020. by continuous evaluation of progress and regular meetings between students and supervisors.~~

~~(9)~~

14 Review Progress evaluation Panel

~~(1)~~ The postgraduate coordinator must:

- ~~(a)~~ appoint two ~~or more~~ academic staff members to form a review progress evaluation panel for each student's review evaluation;
- ~~(b)~~ ~~and~~ nominate one of the panel members to act as chair;
- ~~(c)~~ inform the student of the panel members identities as soon as possible after their appointment; and
- ~~(a)~~~~(d)~~ record the appointments in RECS.

~~(2)~~ In appointing members of a progress evaluation panel, the postgraduate coordinator:

- ~~(a)~~ may appoint from outside the school or faculty;
- ~~(b)~~ must not appoint any of a student's supervisors;
- ~~(c)~~ must consider and manage any conflicts of interests; and
- ~~(d)~~ may consult with the student about any conflicts of interest.

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

~~(11)~~~~(3)~~ Each Review Panel Progress evaluation panel members must have one or more of: be experienced supervisors of higher degree by research students and have:

- ~~(a)~~ expertise in the general field of the thesis relevant disciplinary expertise; or
- ~~(b)~~ experience in supervising and managing higher degree by research candidatures; or
- ~~(e)~~~~(b)~~ other relevant specialist knowledge.

~~(12)~~ In appointing members of a Review Panel, the postgraduate coordinator:

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

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

~~(4)~~ The panel chair has a responsibility to escalate to the appropriate delegate, matters which may involve breaches of:

- ~~(a)~~ University policy or codes of conduct;
- ~~(b)~~ regulatory requirements; or
- ~~(c)~~ legislative requirements.



15 Progress ~~review~~ evaluation meetings

- (1) Students must participate in a progress ~~review~~ evaluation meeting as required by the postgraduate coordinator ~~and at least once per year.~~
- (2) Progress evaluation meetings will be aligned to the student's candidature stage.
 - (a) At confirmation evaluations, the panel will assess whether the student has shown sufficient progress to meet the conditions to pass probation.
 - (b) At mid-candidature evaluations, the panel will evaluate:
 - (i) progress made since the last meeting; and
 - (ii) planned work in the context of progress towards submission of a thesis.
 - (c) At pre-submission evaluations, the panel will evaluate the progress of the work done in the context of preparing a thesis for examination;
 - (d) At overdue thesis evaluations, the panel will evaluate the planned activities needed to produce an examinable thesis as soon as practicable.
- ~~(13)~~(3) Progress evaluation panel meetings can be held in person, through video-conferencing or by telephone as agreed by members.
- (4) Students may be accompanied at the progress ~~review~~ evaluation meeting by a support person, such as a colleague, friend, family member or student representative.
 - (a) A support person may discuss or consult with the student during the meeting;
 - ~~(a)~~(b) A support person has no right to be heard or contribute to progress evaluation discussions, except with consent of the panel chair.
- (5) Progress ~~review~~ evaluation meetings will be conducted by the ~~Review progress evaluation Panel~~ panel.
- (6) Progress evaluation meetings must include discussions with the student without any of the supervisors present, unless the student fails to present at the meeting.

Note: see subclause 16(4)
- (7) The progress evaluation panel has the option to invite any of the student's supervisors to attend part of the meeting for:
 - (a) discussions with both student and supervisor(s) present; and
 - (b) discussions with the supervisor(s) only.
- ~~(14)~~ The Review Panel:
 - (a) may invite any or all of the student's supervisors to attend part of the progress review meeting;
- (8) The progress evaluation panel ~~must discuss the progress plan:~~
 - (a) discuss achievements since the last plan;
 - (b) discuss any scheduled activities prior to thesis submission; and
 - ~~(b)~~ , and any required variations to the progress plan, with the student and (when in attendance) his or her supervisors; and
 - ~~(c)~~ must provide the student with an opportunity to speak to the Review Panel without any of the student's supervisors present.



(c) establish if variations to the progress plan are needed. If variations are required, the student and supervisor must document these changes in RECS.

(9) Subject to any legal requirement for disclosure, the following are confidential and not to be disclosed outside the progress evaluation meetings:

(a) information contained in student's reports or supervisors' reports;

(b) the content of discussions with students and supervisors.

Note: See the *Privacy Policy 2018* and the *Privacy Procedures 2018*.

16 Progress ~~review~~ evaluation outcomes

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

(a) University, faculty, school and student milestones, goals and activities that are within the student's control;

(b) action items identified in the student's previous progress ~~review~~ evaluations; and

(c) compliance with student responsibilities set out in relevant University policies and procedures.

~~(2) Students must meet the requirements specified in subclause 16(1) to the required standard or quality.~~

~~(3)~~(2) The progress ~~review~~ evaluation ratings are:

(a) ~~meets or exceeds objectives~~ satisfactory or excellent progress;

(b) marginal progress;

(c) unsatisfactory progress.

~~(4)~~(3) The ~~Review progress evaluation Panel~~ panel must ~~prepare~~ submit a written report in RECS for the postgraduate coordinator:

(a) giving its assessment of the feasibility of the progress plan;

(b) setting out any required variations to the progress plan;

(c) identifying any actions to be taken as a result of the progress ~~review~~ evaluation, and who will be responsible for them;

(d) recommending:

(i) -whether a supplementary progress ~~review~~ evaluation is required;

(ii) the nature of required activities to be completed before any supplementary evaluation; and

~~(+)~~(iii) when any supplementary progress evaluation should occur;

~~(d)~~(e) indicating, where relevant, whether the student's scholarship is at risk, and the time frame for any potential termination of scholarship; and

~~(e)~~(f) recommending a progress ~~review~~ evaluation rating based upon its assessment of the student's progress.

~~(5)~~(4) The ~~Review progress evaluation Panel~~ panel may prepare a report and recommend a progress ~~review~~ evaluation rating in the student's absence, if:

(a) the student fails to attend the progress ~~review~~ evaluation meeting without notice or ~~good causes~~ sufficient justification; or



- (b) the student is unable to attend, and the Review progress evaluation Panel panel forms the reasonable view that the progress review-evaluation meeting can properly be conducted in the student's absence.
- (5) The student will have an opportunity to:
 - (a) respond-consider to the Review progress evaluation Panel's-panel's report; and
 - ~~(c)~~(b) document responses to the progress evaluation panel report in RECS.
- (6) The postgraduate coordinator must:
 - (a) determine a progress review-evaluation rating, taking into account:
 - (i) the recommendation of the Review progress evaluation Panel;panel;
 - (ii) the student's response; and
 - (iii) any exceptional circumstances related to the candidature and-that are beyond the reasonable control of the student;
 - (b) specify any actions to be taken as a result of the progress reviewevaluation, including who will be responsible for them and timeframes for their completion;
 - (c) state whether the proposed supervision arrangements are satisfactory;
 - (d) determine:
 - (i) -whether a supplementary progress review-evaluation is required;
 - (ii) the nature of required activities to be completed before any supplementary evaluation and
 - ~~(+)~~(iii) when any supplementary progress evaluation should occur.
 - ~~(d)~~(e) monitor the implementation of any action items for the school, faculty or University identified by the Review progress evaluation Panel;panel. Such items should be completed within three months of the date of the progress reviewevaluation.

17 **'Meets or exceeds objectives'Satisfactory or excellent progress**

- (1) A rating of 'meets or exceeds objectives'satisfactory or excellent progress' means that:
 - (a) that the student's progress since the last progress reviewevaluation, or since commencement of candidature, has been satisfactory or exceeded expectations-; and
 - ~~(c)~~(b) all parties are confident, that the student will submit the thesis for examination on time, or in a timely manner, allowing for previous delays.
- ~~(7)~~(2) To achieve a rating of 'meets or exceeds expectations'satisfactory or excellent progress' the student must ordinarily have satisfactorily met all requirements since the last progress evaluation-;
 - (a) have satisfactorily met all requirements (as specified in subclause 16(1)) since the last progress review;
 - (b) for a first progress review, have submitted a major piece of writing for similarity checking; and



~~(c) be expected to submit the thesis for examination on time, or in a timely fashion, allowing for any previous delays.~~

18 'Marginal progress'

- (1) A rating of 'marginal progress' ~~indicates means~~ that:
 - (a) the student has not satisfactorily met ~~all~~ some of the requirements ~~(as specified in subclause 16(1))~~ since the last progress ~~review~~ evaluation;
 - (b) there is some risk that the student's thesis will not be submitted for examination on time, or in a timely ~~fashion~~ manner, allowing for any previous delays; or
 - (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct 2019 or Research Data Management Policy and which has subsequently been resolved.

Note: See Academic Honesty in Coursework Policy 2015; ~~Research Code of Conduct 2013~~ Research Code of Conduct 2019, Research Data Management Policy 2014 and Academic Honesty Procedures 2016.
- (2) If a student receives a rating of 'marginal progress', the postgraduate coordinator:
 - (a) must specify a set of required actions and due dates for completion; and
 - (b) must set a date for a supplementary progress ~~review~~ evaluation; and
 - (c) may:
 - (i) refer the Review progress evaluation Panel's ~~panel's~~ report to the Associate Dean; and
 - (ii) take such other action as they consider appropriate, consistent with the Rule and this policy.
- (3) A rating of 'marginal progress' will be considered satisfactory for the purposes of the continuation of a student's research scholarship, where the terms and conditions of the scholarship are under the University's control.
- (4) A rating of 'marginal progress' cannot be used as a trigger for ~~the requirement requiring that for a a~~ student ~~to~~ show good cause why ~~he or she~~ they should be permitted to continue the candidature.
- (5) ~~If a student is required to meet a required set of actions and due dates, the coordinating~~ The lead supervisor is responsible for overseeing ~~their completion~~ the student's completion of required actions by due dates.

19 'Unsatisfactory progress'

- (1) A rating of 'unsatisfactory progress' ~~indicates means~~ that:
 - (a) the student has not satisfactorily met most or all of the requirements ~~(as specified in subclause 16(1))~~ since the last progress ~~review~~ evaluation; or
 - (b) there is a significant risk that the thesis:
 - (i) will not be submitted for examination on time, or in a timely ~~fashion~~ manner, allowing for any previous delays; or
 - (ii) will not be completed at all; or



- (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the [Research Code of Conduct](#) or [Research Data Management Policy](#) which places the candidature at risk of not being completed-

Note: See [Academic Honesty in Coursework Policy 2015](#); ~~[Research Code of Conduct 2013](#)~~[Research Code of Conduct 2019](#), [Research Data Management Policy 2014](#) and [Academic Honesty Procedures 2016](#).

- (2) If a student receives a rating of 'unsatisfactory progress', the postgraduate coordinator:
- (a) must, except where the student is asked to show good cause:
- (i) specify a set of required actions and due dates [for their completion](#);
 - (ii) set a date for a supplementary progress [reviewevaluation](#);
 - (iii) refer the [Review progress evaluation Panel's-panel's](#) report to the Associate Dean; and
 - (iv) take such other action as they consider appropriate, consistent with the Rule and this policy-; [and](#)
- (b) may:
- (i) where relevant, recommend to the University that the student's research scholarship be terminated;
 - (ii) recommend to the Associate Dean that the student be asked to show good cause why [he or she/they](#) should be permitted to continue the candidature.

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

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

~~(4)~~(3) If a student receives a rating of 'unsatisfactory progress' at two consecutive progress [reviewevaluations](#), [including supplementary progress evaluations](#), the postgraduate coordinator must recommend to the Associate Dean that the student be asked to show good cause why [he or she/they](#) should be permitted to continue the candidature.

~~(5)~~(4) ~~If a student must meet a required set of actions and due dates, the coordinating~~ [The lead](#) supervisor is responsible for overseeing ~~their completion~~[the student's completion of required actions by due dates.](#)

20 Supplementary progress [reviewevaluations](#)

- (1) If the postgraduate coordinator requires a student to undertake a supplementary progress [reviewevaluation](#), that supplementary progress [reviewevaluation](#):
- (a) should take place in one of the scheduled [review-evaluation](#) cycles;
- ~~(a)~~(b) [should be completed before the next required enrolment date](#);



- ~~(b)~~(c) must take place no sooner than two months and no later than six months from the date of the previous [review/evaluation](#); and
- ~~(e)~~(d) must be conducted in accordance with this policy.
- (2) ~~Subject to sub-clause (3), if~~ a student receives a rating of 'marginal progress' at a supplementary progress [review/evaluation](#), clause 18 of this policy will apply.
- (3) If after two consecutive supplementary progress ~~reviews/evaluations~~ the student fails to achieve a rating of '~~meets or exceeds expectations~~'[satisfactory or excellent progress](#)', the student must receive a rating of 'unsatisfactory progress' for the second supplementary progress [review/evaluation](#), and clause 19(3) of this policy will apply.

PART 4 MILESTONES, GOALS AND ACTIVITIES

21 Milestones ~~and activities~~

- (1) There are ~~three-two~~ types of milestones ~~and activities~~:
- (a) University;
 - (b) faculty and school;
 - ~~(c) student.~~
- (2) University milestones ~~and describe~~ activities that are:
- (a) set out in Schedule 1 of this policy;
 - (b) mandatory (including the items listed in bullet-points); and
 - (c) common for all candidates.
- (3) Faculty and school milestones ~~and describe~~ activities that:
- (a) are additional to University milestones ~~and activities~~;
 - (b) are mandatory specialist requirements specific to the faculty or school;
 - (c) are common for all candidates in specified degrees or degree pathways delivered through the faculty or school;
 - (d) may include school specific activities required to achieve University milestones; and
 - (e) must be approved by the UE-University Executive Research Education Committee.
- (4) Student ~~milestones-goals and are~~ activities ~~are that~~:
- (a) are specific to the student's candidature;
 - (b) are set by the student and supervisor as part of effective supervision in consultation with the student and endorsed by the coordinating supervisor; and
 - (c) delineate the planned progress of the specific candidature; and
 - (d) help the student and supervisor assess candidature progress objectively.

Note: See subclause 15(9) of the Higher Degree by Research Supervision Policy 2020



(5) Progress plans must include at least one faculty or school milestone between the University milestones '~~Confirmation~~-confirmation' and '~~Intent to Submit~~-submit'.

(6) Achievement of a milestone will be noted in RECS by:

(a) the activity being completed in RECS; or

(b) the student providing evidence of completion and the lead supervisor endorsing satisfactory completion.

~~(5)~~(7) Achievement of a goal will be recorded by the student or supervisor as necessary.

22 Rescissions and replacements

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

23 Transitional provisions

(1) ~~Rescinded~~Students who were due to complete an Annual Progress Review or Supplementary Progress Review in 2020 but were unable to do so by 31 December 2020 should continue under the previous provisions of this policy and complete their outstanding Annual Progress Review.

~~(1)~~(2) This transitional arrangement ends on the 28 February 2021.

SCHEDULE 1: UNIVERSITY MILESTONES AND ACTIVITIES

Milestone	Time frame	Research Project & Thesis	Research Training	Compliance	Outcome Checklist
Preliminary appraisal	6 months	<ul style="list-style-type: none"> Review research idea. Draft research plan. Draft data management plan. 	<ul style="list-style-type: none"> Complete training needs analysis. Schedule relevant training activities. Review communication skills (especially writing). Identify subsequent actions in progress plan. 	<ul style="list-style-type: none"> Complete Responsible Research Practice module. Complete induction(s). Identify any need for ethics approval. Conduct intellectual property review, and consider need for IP agreements. Conduct autonomous sanctions check. Consider potential for restricted information. 	<ul style="list-style-type: none"> Have all relevant action items been identified and included in the progress plan?
			<ul style="list-style-type: none"> Review the graduate qualities and identify units of study to complete the HDR coursework requirement. 	<ul style="list-style-type: none"> Identify actions needed to further develop the graduate qualities. 	
WHS [Activity, within Preliminary Proposal Milestone]	2 months			<ul style="list-style-type: none"> Complete WHS training 	<ul style="list-style-type: none"> WHS training completed.
Consent Matters Module	6 months			<ul style="list-style-type: none"> Complete Consent Matters Module 	<ul style="list-style-type: none"> Consent Matters Module completed; or Exemption obtained.

Milestone	Time frame	Research Project & Thesis	Research Training	Compliance	Outcome Checklist
Confirmation	12 months	<ul style="list-style-type: none"> • Finalise research proposal/plan. • Finalise data management plan. • Conduct resources review, including information technology, hardware, software, space, funding, supervision. 	<ul style="list-style-type: none"> • Ensure student has adequate written English to write thesis, or that measures are in place to assist the student to meet this requirement within a specified timeframe. • Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor 	<ul style="list-style-type: none"> • Confirm ethics plan and commence ethics application process (where relevant). • Ensure autonomous sanctions check completed. 	<ul style="list-style-type: none"> • Is the research project feasible? If not, consider next steps.
			<ul style="list-style-type: none"> • Review the student's development of the graduate qualities. • Review the results of coursework taken to date and agree on units of study to complete the HDR coursework requirement. 		<ul style="list-style-type: none"> • Is the student progressing satisfactorily in developing the graduate qualities? If not, consider what additional training or support is needed.
			<ul style="list-style-type: none"> • Identify actions to further develop the graduate qualities. 		
			<ul style="list-style-type: none"> • Identify potential industry/ community engagement opportunities that would further develop the student's research capabilities. 		

Milestone	Time frame	Research Project & Thesis	Research Training	Compliance	Outcome Checklist
Finalise Research Proposal {Activity, within Confirmation Milestone}	12 months	<ul style="list-style-type: none"> Agree a final research proposal 			<ul style="list-style-type: none"> Is the research proposal feasible? Is the research proposal agreed by all parties?
Coursework (Master's by Research linked to Table R)	12 months		<ul style="list-style-type: none"> Ensure the HDR coursework requirement is complete. 	<ul style="list-style-type: none"> Check the student has completed and passed the required unit of study to complete the HDR coursework requirement. 	
Coursework (Doctorates linked to Table R)	24 months		<ul style="list-style-type: none"> Ensure the HDR coursework requirement is complete. 	<ul style="list-style-type: none"> Check the student has completed and passed all required units of study to complete the HDR coursework requirement. 	
Intent to submit	3 months from projected submission	<ul style="list-style-type: none"> Check thesis draft. Student to provide input on potential examiners. 	<ul style="list-style-type: none"> Ensure all training activities from training needs analysis are complete. 	<ul style="list-style-type: none"> Check compliance with ethics approvals, data management plan, IP agreements. Consider whether the thesis contains restricted information. 	<ul style="list-style-type: none"> Will the thesis be ready for examination? If no, does the progress plan need to be updated and an extension sought?
Submit for examination	Submission date	<ul style="list-style-type: none"> Coordinating supervisor confirms thesis is in a form suitable for examination. Faculty decides to proceed with examination. 		<ul style="list-style-type: none"> Consider whether confidentiality agreements are required for examiners. 	<ul style="list-style-type: none"> Is the thesis examinable? If yes, have examiners been appointed?

Milestone	Time frame	Research Project & Thesis	Research Training	Compliance	Outcome Checklist
Examination	Complete within 4 months of submission	<ul style="list-style-type: none"> Determine outcome of examination. 			<ul style="list-style-type: none"> Does the thesis satisfy the requirements for award? If yes, are there any conditions that must be satisfied? If no, can the student revise and resubmit?
Award	Within 4 months of award notification	<ul style="list-style-type: none"> Complete requirements for award, including emendations. Lodge final version of thesis. 		<ul style="list-style-type: none"> Comply with data management plan. Comply with any ethics approval and protocol. 	<ul style="list-style-type: none"> Can the degree be conferred?
			Ensure the HDR coursework requirement is complete.	<ul style="list-style-type: none"> Check the student has completed and passed all required units of study to complete the HDR coursework requirement. 	
Confer degree					

SCHEDULE 1: UNIVERSITY MILESTONES AND ACTIVITIES

Timeframes expressed as full time equivalent will be applied to part time students on a pro rata basis. For example, where a full time student would have three months to complete a milestone activity, a part time student would have six months. If the time-frame is not qualified, then the time limit for achieving that milestone applies independently of the mode of attendance.

Milestone	Time frame (Master's by Research)	Time frame (Doctorates)	Description of Activity	Completion of milestone to be certified/approved by
University induction	1 month	1 month	<ul style="list-style-type: none"> Initial meeting with supervisor (HDR Supervision Policy 2020) Attend or complete any university level induction/orientation activities, including <ul style="list-style-type: none"> Completion of HDR Essentials online course Attendance at HDR orientation events 	<ul style="list-style-type: none"> Lead Supervisor RECS completion from timetabling

<u>Milestone</u>	<u>Time frame (Master's by Research)</u>	<u>Time frame (Doctorates)</u>	<u>Description of Activity</u>	<u>Completion of milestone to be certified/approved by</u>
<u>Choosing coursework units (linked to Table R)</u>	<u>3 months (full-time equivalent)</u>	<u>Year 1 – 3 months (full-time equivalent)</u> <u>Year 2 – 3 months (full-time equivalent)</u>	<ul style="list-style-type: none"> <u>Student to choose relevant units of study from Table R, noting any faculty-mandated units, and scheduled participation in RECS</u> 	<ul style="list-style-type: none"> <u>Lead supervisor</u>
<u>Completion of mandatory modules</u>	<u>3 months</u>	<u>3 months</u>	<ul style="list-style-type: none"> <u>Complete Responsible Research Practice module.</u> <u>Complete WHS training</u> <u>Complete Consent Matters module</u> 	<ul style="list-style-type: none"> <u>Lead supervisor</u>
<u>Commencement activities</u>	<u>3 months (full-time equivalent)</u>	<u>3 months (full-time equivalent)</u>	<ul style="list-style-type: none"> <u>As detailed in supervision policy</u> <p><i>Note: Higher Degree by Research Student Supervision Policy 2020</i></p> <ul style="list-style-type: none"> <u>If there is no evidence in RECS that the student and supervisor have completed the initial activities, the faculty will organise a commencement Progress Evaluation Meeting</u> 	<ul style="list-style-type: none"> <u>Student</u>
<u>3rd month progress evaluation (conditional)</u>	<u>Within 3 months</u>		<ul style="list-style-type: none"> <u>If there is no evidence in RECS that the student and supervisor have completed the initial activities, the faculty will organise a commencement Progress Evaluation Meeting</u> 	<ul style="list-style-type: none"> <u>Progress Evaluation panel chair</u>
<u>Preliminary appraisal</u>	<u>6 months (full-time equivalent)</u>	<u>6 months (full-time equivalent)</u>	<ul style="list-style-type: none"> <u>Review research idea.</u> <u>Draft research plan.</u> <u>Draft data management plan.</u> <u>Schedule relevant training activities.</u> <u>Review communication skills (especially writing).</u> <u>Identify subsequent actions in progress plan.</u> <u>Complete induction(s).</u> <u>Identify any need for ethics approval.</u> <u>Conduct intellectual property review and consider need for IP agreements.</u> <u>Consider potential for restricted information.</u> 	<ul style="list-style-type: none"> <u>Lead supervisor</u>

<u>Milestone</u>	<u>Time frame (Master's by Research)</u>	<u>Time frame (Doctorates)</u>	<u>Description of Activity</u>	<u>Completion of milestone to be certified/approved by</u>
<u>Confirmation progress evaluation</u>	<u>10 months</u>	<u>10 months</u>	<ul style="list-style-type: none"> <u>Finalise research proposal/plan.</u> <u>Finalise data management plan.</u> <u>Conduct resources review, including information technology, hardware, software, space, funding, supervision.</u> <u>Ensure student has adequate written English to write thesis, or that measures are in place to assist the student to meet this requirement within a specified timeframe.</u> <u>Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor</u> <u>Confirm ethics plan and commence ethics application process (where relevant).</u> 	<ul style="list-style-type: none"> <u>Panel Chair/members at the 10 month Progress Evaluation.</u>
<u>Mid-candidature progress evaluation</u>	<u>Before 21 months (part-time students only)</u>	<u>Before 21 months (full time equivalent)</u>	<ul style="list-style-type: none"> <u>Evaluate performance against progress plan</u> <u>Consider planned activities in the context of the research plan</u> 	<ul style="list-style-type: none"> <u>Panel Chair/members at the Mid-Candidature Progress Evaluation meeting</u>
<u>Pre-submission progress evaluation</u>	<u>18 months (full time equivalent)</u>	<u>Before 36 months</u>	<ul style="list-style-type: none"> <u>Evaluate performance against progress plan</u> 	<ul style="list-style-type: none"> <u>Panel Chair/members at the Pre-submission Progress Evaluation meeting</u>
<u>Intent to submit</u>	<u>3 months from projected submission (full-time equivalent)</u>	<u>3 months from projected submission (full-time equivalent)</u>	<ul style="list-style-type: none"> <u>Check thesis draft.</u> <u>Student to nominate preferred examination type</u> <u>Student to provide input on potential examiners.</u> <u>Check compliance with ethics approvals, data management plan, IP agreements.</u> <u>Consider whether the thesis contains restricted information</u> <p><i>Note: Thesis and Examination for Higher Degree by Research Students Policy 2015</i></p>	<ul style="list-style-type: none"> <u>Upon receipt of submission of notice of intent to submit from RECS</u>
<u>Submit for examination</u>	<u>Submission date</u>	<u>Submission date</u>	<ul style="list-style-type: none"> <u>Submit thesis.</u> <p><i>Note: Thesis and Examination for Higher Degree by Research Students Policy 2015</i></p>	<ul style="list-style-type: none"> <u>Upon receipt of submission of thesis from RECS</u>
<u>Overdue thesis progress evaluation</u>	<u>1 month after latest submission date</u>	<u>1 month after latest submission date</u>	<ul style="list-style-type: none"> <u>Only if no thesis has been submitted for examination</u> <u>Present a thesis preparation plan and schedule for delivery of an examinable thesis</u> 	<ul style="list-style-type: none"> <u>Panel Chair/members at the Progress Evaluation meeting</u>

<u>Milestone</u>	<u>Time frame (Master's by Research)</u>	<u>Time frame (Doctorates)</u>	<u>Description of Activity</u>	<u>Completion of milestone to be certified/approved by</u>
<u>Award</u>	<ul style="list-style-type: none"> • <u>As required</u> 	<ul style="list-style-type: none"> • <u>As required</u> 	<ul style="list-style-type: none"> • <u>Complete requirements for award, including corrections.</u> • <u>Comply with data management plan.</u> • <u>Comply with any ethics approval and protocol</u> • <u>Lodge final version of thesis.</u> • <u>Request thesis embargo during final lodgement</u> 	<ul style="list-style-type: none"> • <u>Completion letter sent to student from RECS</u>

[See University of Sydney Higher Degree by Research Rule \(2011\), for details of part-time candidature](#)

SCHEDULE 2: TABLE R

Unit of study

*Credit
points*

A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition

Session

SCHEDULE 32: HIGHER DEGREES BY RESEARCH WITH COURSEWORK REQUIREMENTS

- (1) The following higher degree by research courses require the completion of 12 credit points of coursework within two years of candidature:
 - (a) Doctor of Philosophy;
 - (b) Doctor of Arts;
 - (c) Doctor of Social Sciences; and
 - (d) Doctor of Musical Arts.

- (2) The following higher degree by research courses require the completion of six credit points of coursework within two years [\(full time equivalent\)](#) of candidature:
 - (a) Master of Arts (Research);
 - (b) Master of Education (Research);
 - (c) Master of Fine Arts;
 - (d) Master of Philosophy (Arts and Social Sciences);
 - (e) Master of Philosophy (Education);
 - (f) Master of Philosophy (Social Work);
 - (g) Master of Philosophy (Business);
 - (h) Master of Philosophy (Engineering);
 - ~~(i)~~ [Master of Applied Science \(Health Sciences\);](#)
 - ~~(j)~~ [Master of Philosophy \(Dentistry\);](#)
 - ~~(k)~~ [Master of Philosophy \(Nursing\);](#)
 - ~~(l)~~ [Master of Philosophy Pharmacy;](#)
 - ~~(m)~~[\(i\) Master of Philosophy \(Medicine \[and Health\]\(#\)\);](#)
 - ~~(n)~~[\(j\) Master of Philosophy \(Science\);](#)
 - ~~(o)~~[\(k\) Master of Philosophy \(Architecture, Design and Planning\);](#)
 - ~~(p)~~[\(l\) Master of Music \(Composition\);](#)
 - ~~(q)~~[\(m\) Master of Music \(Music Education\);](#)
 - ~~(r)~~[\(n\) Master of Music \(Musicology\);](#)
 - ~~(s)~~[\(o\) Master of Music \(Performance\);](#)
 - ~~(t)~~[\(p\) Master of Laws \(Research\);](#) and
 - ~~(u)~~[\(q\) Master of Criminology \(Research\).](#)

- (3) The following higher degree by research courses do not have to meet the coursework requirement established in section 11 but may have to meet separate coursework requirements as established in course resolutions or inter-institutional agreements:
 - ~~(a)~~ [Master of Global Health / Master of Philosophy;](#)
 - ~~(b)~~ [Master of Health Policy / Master of Philosophy;](#)
 - ~~(c)~~ [Master of Public Health / Master of Philosophy;](#)

~~(d)~~(a) Master of Medicine / Master of Philosophy;

~~(e)~~(b) Master of Science in Medicine / Master of Philosophy;

~~(f)~~(c) Science Master of Clinical Psychology / Doctor of Philosophy;

~~(g)~~(d) Master of Veterinary Studies (Clinical Residency Program) / Master of Veterinary Clinical Studies;

~~(h)~~(e) [Joint](#) Doctor of Philosophy ([Cotutelle](#)).

Note: Candidates for the [Joint](#) Doctor of Philosophy ([Cotutelle](#)) may have to meet coursework requirements subject to the terms of the principal agreement and student agreement.

Note: [See Dual and Joint Degree Policy 2019](#)

SCHEDULE 43: REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY

- (1) To qualify for the award of the Doctor of Philosophy, candidates must complete:
 - (a) a program of independent supervised study that produces significant and original research outcomes culminating in a thesis; and
 - (b) a thesis reporting the results of research undertaken during the candidature as set out in the Thesis and Examinations of Higher Degree by Research Policy 2015;
- (2) To meet the progression requirements for the Doctor of Philosophy, candidates must complete a minimum of 12 credit points of coursework from Table R within:
 - (a) 8 research periods from the commencement of candidature for full-time candidates; or
 - (b) 16 research periods from the commencement of candidature for part-time candidates.

NOTES

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

Date adopted: 2 December 2015

~~Date registered: 11 December 2015~~

Date commenced: 1 January 2016

Date amended: 17 August 2016, commencing 19 September 2016
27 October 2016 (administrative amendment only)
1 May 2017, commencing 23 May 2017
28 November 2017, commencing 1 January 2018
1 October 2019 (administrative amendment only)

~~INSERT DATE, commencing 1 January 2021~~

Administrator: Director, Graduate Research

Review date: 1 January 2021

Rescinded documents:

Progress Review of Higher Degree by Research Students Guidelines

Related documents:

University of Sydney (Higher Degree by Research) Rule 2011

Essential Resources for Postgraduate Research Students Policy 2016

Research Data Management Policy 2014

Research Data Management Procedures 2015

~~[Supervision of Higher Degree by Research Students Policy 2013](#)~~
[Higher Degree by Research Supervision Policy 2020](#)

Thesis and Examination of Higher Degree by Research Policy 2015

Thesis and Examination of Higher Degree by Research Procedures ~~2015~~2020

Academic Honesty Procedures 2016

[Progress Planning and Review for Higher Degree by Research Students Procedures 2020](#)

[Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020](#)

[Higher Degree by Research Supervision Procedures 2020](#)

AMENDMENT HISTORY

Provision	Amendment	Commencing
15(1)(c), 16(1)(c)	Subclause and note added	19 September 2016
15(2)(c)(ii), 16(2)(a)(iv)	Minor amendment	19 September 2016
Notes	Change to Administrator of document	19 September 2016
Notes	<i>Research Data Management Policy 2014, Research Data Management Procedures 2015, and Academic Honesty Procedures 2016</i> added to related documents	19 September 2016
9(5)(b)(2) and related Note	Addition of other relevant clause references (administrative amendment)	19 September 2016
18(3)(e)	References to Senior Executive Group Research Training Committee changed to University Executive Research Education Committee	27 October 2016
Various	Hyperlinks to policy documents added	27 October 2016
4(3)	New clause referencing health, safety and wellbeing	23 May 2017
5(3)	Definitions updated (administrative amendments)	23 May 2017
7(2)	Note deleted	23 May 2017
8(2)	Insertion of new clause at (c) referencing disability action plan	23 May 2017
9(4)	Wording changed to reference disability and health	23 May 2017
9(6)	Terminology change (administrative amendment)	23 May 2017
14(2)	New clause added at (b) specifying similarity checking of an item of student written work	23 May 2017
20	Rescinded	23 May 2017
Schedule 1	Insertion of new requirement for confirmation by 12 months of candidature	23 May 2017
4(3); 6 ; 8(2)(b); 9(5); 9(6)(b); 10(4);	Amendments to align with <i>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</i>	1 January 2018

Provision	Amendment	Commencing
11(1); 11(3); 12(1); 13(4); 13(7); 15(2); 15(2)(c)(i); 16(2); 16(2)(a)(iii) 16(3); 16(4); 17(1)		
6; 9(5)(a); 13(10(a); 13(7)(e); 18(1); 18(3); 18(3)(b)- (d); 13(5)	Amendments to align with organisational design changes	1 January 2018
10;11;12	New Part 2A added, comprising new clauses 10-12. ; consequential renumbering of following clauses	1 January 2019
10	Formatting changes	1 January 2020
11(2), (3)	Note added	1 January 2020
12(1)	Subclause replaced	1 January 2020
12 (2)	Subclause replaced	1 January 2020
Schedule 1	Addition of required coursework modules	1 January 2020
Schedule 2	New schedule added - Table R	1 January 2020
Schedule 3	New Schedule added – awards impacted by new part 2A.	1 January 2020
Schedule 4	New schedule added – course requirements for the Doctor of Philosophy	1 January 2020
Throughout	‘review’ replaced with ‘evaluation’	1 January 2021
4(1) – (4)	Amended for clarity; previously 4(1) – (2)	1 January 2021
4(5)	Previously 4(3); new subclauses (a) – (d) separate referenced policy documents	1 January 2021
4(5)(b)	University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 amended to University of Sydney (Delegations of Authority) Rule 2020	1 January 2021

Provision	Amendment	Commencing
4(5)(c); Notes	Progress Planning and Review for Higher Degree by Research Students Procedures 2015 amended to Progress Planning and Review for Higher Degree by Research Students Procedures 2020	1 January 2021
4(5)(d); 6; 9(1) note; 13(8); 21(4)(d); Notes	Supervision of Higher Degree by Research Students Policy 2013 amended to read Higher Degree by Research Supervision Policy 2020	1 January 2021
5(1)	Subclause amended	1 January 2021
5(1) Note	Deleted	1 January 2021
5(2); 9(6)(c) note; 13(3)(a); 18(4); 19(2)(b)(ii)	Replace 'his or her' with 'their'	1 January 2021
6(1)	Definitions of 'coordinating supervisor'; 'progress review'; and 'review panel' deleted	1 January 2021
6(1)	Definitions of 'goal'; 'lead supervisor'; 'progress evaluation'; 'progress evaluation panel'; and 'Research Education Candidature System (RECS)' added	1 January 2021
6(1)	Definitions of 'Dean'; disability support academic plan'; 'faculty'; 'milestone'; postgraduate coordinator'; 'school'; and 'supervisor' amended	1 January 2021
7(2)	New subclause; subsequent renumbering	1 January 2021
7(3)	'have a progress plan' replaced with 'start building a plan for progress throughout candidature'; six months' replaced with 'pro rata'	1 January 2021
7(3)	Previous 7(3) deleted	1 January 2021
7(4)(c)	New subclause	1 January 2021
7(4)(e)	Replace 'research training' with 'research development and training'	1 January 2021
7(4)(g)	Insert 'other' at beginning of subclause; add 'required by the research' at the end of subclause	1 January 2021
7(4)(g) note	'goals' inserted between 'activities' and 'milestones'	1 January 2021
7(5)	New subclause inserted	1 January 2021

Provision	Amendment	Commencing
8	Title amended to 'Planning progress'	1 January 2021
8(1) – (2)	Deleted and replaced with new subclauses 8(1) – (5)	1 January 2021
9(1); 9(7)(a); 9(8); 12(2)(b); 12(3)(b); 12(4)(b); 12(5)	'coordinating supervisor' replaced with 'lead supervisor'	1 January 2021
9(1)	Minor amendment with reference to keeping progress plan up to date	1 January 2021
9(1)note	New	1 January 2021
9(2)	Deleted and replaced with new subclause	1 January 2021
9(3)(a)(iii)	'course or program' replaced with 'supervisor'	1 January 2021
9(4)	'require different' replaced with 'may require a variation to'	1 January 2021
9(6)(a)(ii)	New subclause	1 January 2021
9(6)(c) note	'in that clause' deleted	1 January 2021
10	'in 2021' replaced with 'from 1 January 2021'	1 January 2021
10(b); 11(3); 11(6); 12(1)(a)	'Doctorates by Research' replaced by 'doctorates by research'	1 January 2021
10(c); 11(1)(a); 11(4); 11(7); 12(1)(b)	'Master's by Research' replaced with 'masters by research' to align with AQF terminology.	1 January 2021
11(1)	Administrative amendment	1 January 2021
11(2); 11(3); 11(4)	'Schedule 2' replaced with 'Interdisciplinary Studies Handbook'	1 January 2021
11(2) note	Deleted	1 January 2021
11(3) note	Deleted	1 January 2021
11(5)	'Schedule 4' replaced with 'Schedule 3'	1 January 2021
11(6)(a)	New subclause	1 January 2021

Provision	Amendment	Commencing
11(8); 12(5); 12(6)	‘Annual Progress Review’ replaced with ‘progress evaluation’	1 January 2021
12(1); 12(2); 12(2)(c); 12(3); 12(3)(c); 12(4); 12(4)(c)	Term ‘relevant’ in front of ‘Associate Dean’ deleted; covered in definitions	1 January 2021
12(1)(a); 12(2); 12(3)	‘full time equivalent’ inserted between ‘two years of’ and ‘doctoral research’	1 January 2021
12(2)(a)(ii); 12(3)(a)(ii); 12(4)(a)(ii)	Reworded to clarify what is meant by ‘distinction level’	1 January 2021
12(2)(a); 12(3)(a); 12(4)(a)	‘topic’ added after ‘thesis’	1 January 2021
12(2)(b)	‘the completion of the thesis’ deleted	1 January 2021
12(2)(d); 12(3)(d); 12(4)(d)	‘commencement of candidature’ replaced with ‘date of first enrolment in current research degree’	1 January 2021
12(3)(b)	‘to support the completion of the thesis’ deleted	1 January 2021
13(1) note	New note referencing Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020	1 January 2021
13(1)(a)	New subclause	1 January 2021
13(2)	New subclause; subsequent renumbering	1 January 2021
13(3)	‘evaluate’ inserted at end of subclause	1 January 2021
13(3)(a)	‘assess’ deleted; ‘complete’ replaced with ‘achieved; ‘candidature development goals’ inserted between ‘project’ and ‘and thesis’	1 January 2021
13(3)(b); 13(3)(c)	‘assess’ deleted at beginning of subclause	1 January 2021
13(3)(d)	‘assess and rate’ deleted at beginning of subclause; ‘towards a successful examination of a thesis’ added at end of subclause	1 January 2021
13(4)	New subclause (replaces previous 13(3))	1 January 2021
13(5)	Amended for clarity	1 January 2021

Provision	Amendment	Commencing
13(6)	‘six months’ replaced with ‘one research period’	1 January 2021
13(7)	New subclause	1 January 2021
13(8)	Amended to reference requirements under Higher Degree by Research Supervision Policy 2020	1 January 2021
14(2)	New subclause; previously 14(3); subsequent renumbering	1 January 2021
14(3)	Amended to define required qualifications of progress evaluation panel members	1 January 2021
14(4)	New subclause	1 January 2021
15(1)	‘and at least once per year’ deleted	1 January 2021
15(2); 15(3);	New subclauses and consequent renumbering	1 January 2021
15(4)(a);	New subclause	1 January 2021
15(6); 15(7); 15(8); 15(9)	New subclauses	1 January 2021
16(2)	Subclause deleted; subsequent renumbering	1 January 2021
16(2); 17; 17(1); 17(2); 20(3)	‘meets or exceeds objectives’ replaced with ‘satisfactory or excellent progress’	1 January 2021
16(3)	‘prepare a written report’ replaced with ‘submit a written report in RECS’	1 January 2021
16(3)(d)(iii)	New subclause	1 January 2021
16(5)(a)	‘respond’ replaced with ‘consider’	1 January 2021
16(5)(b); 16(6)(d)(ii)	New subclauses	1 January 2021
17(1)(b)	New subclause	1 January 2021
17(2)	Amended to include previous 17(2)(a)	1 January 2021
17(2)(a) – (c)	Subclauses deleted	1 January 2021
18(1); 19(1)	‘indicates’ replaced by ‘means’	1 January 2021
18(1)(b); 19(1)(b)	‘timely fashion’ replaced with ‘timely manner’	1 January 2021

Provision	Amendment	Commencing
18(1)(c); 18(1)(c) note; 19(1)(c); 19(1)9c) note	Research Code of Conduct 2013 amended to read Research Code of Conduct 2019	1 January 2021
18(1)(a); 19(10(a))	‘as specified in subclause 16(1)’ deleted	1 January 2021
18(1)(c)	‘and which has subsequently been resolved’ added at end of subclause	1 January 2021
18(2)(a)	‘for completion’ added after ‘dates’	1 January 2021
18(3)	Amended for clarification about research scholarship continuation	1 January 2021
18(4)	‘the requirement for’ replaced with ‘requiring that’	1 January 2021
18(5); 19(4)	Reworded for clarity and to define lead supervisor’s role	1 January 2021
19(1)(a)	‘all requirements’ replaced with ‘most or all of the requirements’	1 January 2021
19(1)(c)	‘which places the candidature at risk of not being completed’ at end of subclause	1 January 2021
19(2)(a)(i)	‘for their completion’ added at end of subclause	1 January 2021
19(3)	Subclause deleted; subsequent renumbering	1 January 2021
19(3)	‘including supplementary progress evaluations’ between ‘evaluations’ and ‘the postgraduate coordinator’	1 January 2021
20(1)(b)	New subclause	1 January 2021
Part 4	Title amended to read ‘Milestones, goals and activities’	1 January 2021
21	‘and activities’ deleted	1 January 2021
21(1)	‘three’ replaced with ‘two’; ‘and activities’ deleted	1 January 2021
21(1)(c)	deleted	1 January 2021
21(2); 21(3)	‘milestones that’ replaced with ‘milestones describe activities that are’	1 January 2021
21(3)(c)	‘all candidates’ replaced with ‘specified degrees or degree pathways delivered through’	1 January 2021
21(3)(e)	‘UE’ replaced with ‘University Executive’	1 January 2021

Provision	Amendment	Commencing
21(4)	‘milestones that’ replaced with ‘goals are activities that’	1 January 2021
21(4)(b)	Reworded for clarity	1 January 2021
21(4)(c) – (d) and note	New subclauses and note	1 January 2021
21(6); 21(7)	New subclauses	1 January 2021
Schedule 1	Replaced with new Schedule 1	1 January 2021
Schedule 2	Deleted; subsequent renumbering of Schedules	1 January 2021
Schedule 3	Now Schedule 2	1 January 2021
Schedule 2(2)	‘full time equivalent’ inserted between ‘years’ and ‘of candidature’	1 January 2021
Schedule 2(2)(i) – (l)	Deleted; subsequent renumbering	1 January 2021
Schedule 2(3) (a) – (c)	Deleted; subsequent renumbering	1 January 2021
Schedule 2(3)(e) and note	‘Doctor of Philosophy (Cotutelle)’ replaced with ‘Joint Doctor of Philosophy’	1 January 2021
Schedule 2(3) (e) note	New note referencing Dual and Joint Degree Policy 2019	1 January 2021
Notes	Thesis and Examination of Higher Degrees by Research Procedures 2015 replaced with Thesis and Examination of Higher Degrees by Research Procedures 2020	1 January 2021
Notes	Progress Planning and Review for Higher Degree by Research Students Procedures 2020; Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020; and Higher Degree by Research Supervision Procedures 2020 added to list of related documents.	1 January 2021



PROGRESS PLANNING AND REVIEW FOR HIGHER DEGREE BY RESEARCH STUDENTS PROCEDURES 2020

Issued by: Director, Graduate Research
Dated: [INSERT DATE], commencing 1 January 2021
Last amended:
Signature:
Name: Prof Ross Coleman

1 Purpose and application

- (1) These procedures are to give effect to the [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#) ("the policy").
- (2) These procedures apply to higher degree by research students, staff and affiliates.

2 Commencement

These procedures commence on 1 January 2021.

3 Interpretation

- (1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.

Note: See clause 6 of the policy

- (2) In these procedures:

panel chair means the member of the progress evaluation panel responsible for leading progress evaluation meetings and uploading the panel's report into RECS following the meeting.

4 Progress plan management

- (1) All students must submit their approved progress plan through RECS:
 - (a) within three months from the date of commencement of their candidature;
and
 - (b) within one month from the date of re-enrolment, when re-enrolling as a result of a requirement to revise and resubmit from a previous thesis examination.



- (2) Students must submit any material variations to their approved progress plan within one month from the date of the variation.
- (3) Progress plans will be maintained within the student's profile in RECS.

5 Planning progress

- (1) Students, supervisors and faculty decision makers will record progress evaluation activities in RECS.
- (2) Students must maintain their research data management plan and update RECS regularly.

Note: See [Research Data Management Policy 2014](#), [Research Data Management Procedures 2015](#), and any faculty local provisions relating to research data management.

- (3) Before each progress evaluation meeting:
 - (a) students must:
 - (i) complete all relevant milestone activities for that stage of candidature
 - (ii) record all completed goals and milestones in RECS; and
 - (iii) complete all work health and safety and research integrity requirements;

Note: See [Work Health and Safety Policy 2016](#), and [Work Health and Safety Procedures 2016](#) and

- (b) supervisors must endorse all milestones and goals as completed where applicable
- (4) Students must complete their sections of the progress evaluation activity in RECS no less than ten working days before the progress evaluation meeting.
- (5) Lead supervisors must comment on the progress evaluation form no less than five working days before the progress evaluation meeting.
- (6) The progress evaluation activity field in RECS will be pre-populated with data on milestones and goals for the rest of the candidature.
- (7) Students must provide a reflective summary on progress made and planned activities. This summary should:
 - (a) assess the effectiveness of their supervisory arrangements;
 - (b) identify any additional training or development that they require;
 - (c) outline any challenges to progress, including any technical, academic, infrastructure, resourcing or personal difficulties; and
 - (d) detail any other issues that have adversely impacted on progress.

6 Progress evaluation meetings

- (1) Progress evaluation interview discussions should be constructive and aimed at identifying pathways to successful completion of candidature.
- (2) During the progress evaluation meeting, panel members, students and supervisors will consider:



- (a) the student's current and, where relevant, previous progress evaluations and previous annual progress reviews; and
 - (b) any other relevant information provided by the student and the supervisory team.
- (3) Progress evaluation meetings will be scheduled as required by Schedule 1 of the policy and structured according to the student's stage in candidature.
 - (a) Confirmation progress evaluation meetings:
 - (i) must be completed by the tenth month of candidature; and
 - (ii) will address the necessary activities needed to demonstrate that the student has achieved the University and faculty's milestones for passing probation.
 - (b) Mid-candidature evaluation meetings will consider:
 - (i) the achievement of planned goals and milestones;
 - (ii) the extent of engagement with supervision; and
 - (iii) the scope of planned goals for the remainder of candidature.
 - (c) Pre-submission evaluation meetings will consider:
 - (i) the preparation of the thesis for submission; and
 - (ii) the readiness of the thesis for examination.
 - (d) Overdue thesis evaluation meetings will consider:
 - (i) the progress towards a finalised examinable thesis; and
 - (ii) the activities required to achieve this.
- (4) Students enrolled in part-time candidature may have extra mid-candidature progress evaluation meetings before the pre-submission evaluation meeting.
- (5) Supervisors and panel members must read the supporting guidelines before taking part in progress evaluation meetings.

Note: See *Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020* [\[INSERT LINK\]](#)
- (6) Progress evaluation meetings will be scheduled by the administrative unit using the tool in RECS except where the faculty has decided not to use the scheduling tool.
 - (a) In this case the faculty will schedule each progress evaluation meeting using its own approaches and tools.
- (7) Where a student is unable to attend a meeting, the faculty may reschedule the meeting to a date:
 - (a) within 10 working days of the original date for the meeting; or
 - (b) within such reasonable extended time as the panel chair approves, in their absolute discretion.
- (8) The progress evaluation panel will submit its written report to the Associate Dean or postgraduate coordinator, through RECS within:
 - (a) five working days from the date of the meeting; or
 - (b) where the student is unable to attend the meeting, five working days from the revised date for the meeting; or
 - (c) a time approved by the Associate Dean or postgraduate coordinator.



Note: The progress evaluation panel may prepare a report and recommend a progress evaluation rating in the student's absence, in certain circumstances. See clause 13(5) of the policy.

- (9) The panel chair may suspend a progress evaluation meeting where they form the view that:
- (a) an issue or concern raised during the meeting should be referred to another University process; and
 - (b) it would be inappropriate to evaluate the student's progress until the issue or concern has been addressed.

Note: Students are encouraged to take the initiative in raising problems or difficulties and seeking solutions to them as soon as possible. Problems may be raised during the progress evaluation process or at any other time. See subclause 16(7) of the [Higher Degree by Research Student Supervision Policy 2020](#).

- (10) If a progress evaluation meeting is suspended under subclause 6(9), the panel chair must set a date for the conclusion of the progress evaluation consistent with Schedule 1 of the Policy.

7 Progress evaluation outcomes

- (1) Students will have ten working days from receipt of the evaluation panel's report to:
- (a) respond to the report; and
 - (b) raise any issues concerning the conduct of the progress evaluation meeting.
- (2) Taking into account the progress evaluation panel's report and any response from the student, the postgraduate coordinator will prepare a written record of the outcome of a progress evaluation:
- (a) stating the progress evaluation rating;
 - (b) specifying any actions to be taken as a result of the progress evaluation, including who will be responsible for them and timeframes for their completion;
 - (c) stating whether the proposed supervision arrangements are satisfactory and, where appropriate, advising the student on any recommended changes;
 - (d) stating whether a supplementary evaluation is required and, if so, the date of the supplementary progress evaluation; and
 - (e) listing any action items for the school, faculty, University school or University, to be completed within three months of the date of the supplementary progress evaluation.
- (3) The final progress evaluation report must be:
- (a) made available to the student and the supervisors; and
 - (b) maintained within the student's profile in RECS.

Note: See [Recordkeeping Policy 2017](#) and [Recordkeeping Manual](#)

8 Suspension of candidature

- (1) Students may, but are not required to, maintain and vary their progress plan during periods of suspension.



- (2) Students returning from a suspension of candidature must evaluate their progress plan within one month of return.
- (3) Students returning from a period of suspension greater than one research period must complete a progress evaluation meeting within one month of the date of return from suspension. This meeting will address
 - (a) a revised schedule for the research candidature,
 - (b) any changes to planned activities as a result of the suspension; and,
 - (c) any additional support the student may need to ensure success.

9 Rescissions and replacements

This document replaces the *Progress Planning and Review for Higher Degrees by Research Students Procedures 2015*, which are rescinded as from the date of commencement of this document.

NOTES

Progress Planning and Review for Higher Degree by Research Students Procedures 2020

Date adopted: [INSERT DATE]

Date commenced: 1 January 2021

Administrator: Director, Graduate Research

Review date: 1 January 2026

Rescinded documents: *Progress Planning and Review for Higher Degrees by Research Students Procedures 2015*

Related documents: *University of Sydney (Higher Degree by Research) Rule 2011*

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

Essential Resources for Postgraduate Research Students Policy 2016

Higher Degree by Research Supervision Policy 2020

Thesis and Examination of Higher Degree by Research Policy 2015

Thesis and Examination of Higher Degree by Research Procedures 2020

Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020

Higher Degree by Research Supervision Procedures 2020



AMENDMENT HISTORY

Provision **Amendment**

Commencing

Progress Planning and Review for Higher Degree by Research Students Policy 2015: amendment table August 2020

The following table indicates amendments made to the policy in 2020. Changes relate to a change in focus from review to evaluation of a student’s progress towards a successful thesis, and the implementation of the Research Education Candidature System (RECS), which at the moment is scheduled for 1 January 2021. The table does not include amendments relating to language and style, typographical errors, internal policy references, and or other minor errors.

Note: Except where a clause has been deleted, clause numbers refer to the amended version of the Policy.

Clause	Title	Amendment
Throughout		‘review(s)’ replaced with ‘evaluation(s)’
		‘coordinating supervisor’ replaced with ‘lead supervisor’
		‘Doctorate’ replaced with ‘doctorate’
		‘Schedule 2 (Table R) replaced with ‘Interdisciplinary Studies Handbook’
		‘Academic Progress Review’ replaced with ‘progress evaluation’ unless refers directly to pre 2021 APRs
Part 1	Preliminary	
4	Statement of intent	
4(1)	Amended for clarity	Now reads: (1) The University aspires for all higher degree by research students to have a quality research training experience and to produce research of the highest calibre, including: (a) the development of skills and knowledge necessary to be a successful researcher in the chosen discipline; and (b) support towards the timely completion, and successful examination, of their research projects and thesis. (2) The University will partner with students to plan their progression throughout their candidature and set clear expectations for satisfactory progress. (3) The University will provide appropriate institutional support and resources, regular evaluation, including a written submission and meeting, (4) The University will support students in maintaining research integrity and quality.
5	Application	
5(1) note	Transitional provisions	deleted
6	Definitions	
6(1)	progress review	Deleted; replaced by progress evaluation
6(1)	review panel	Deleted; replaced by progress evaluation panel
6(1)	coordinating supervisor	Deleted; replaced by lead supervisor
6(1)	postgraduate coordinator	Amended to include note: In the Faculty of Medicine and Health, this role is performed by the Research Education academic director.
6(1)	supervisor	Amended means a person appointed to discharge the responsibilities set out in the Higher Degree by Research Supervision Policy 2020
6(1)	milestone	Amended means a significant event or activity in a student’s candidature that must be completed. Milestones can be set by the University, faculties or schools. Milestones may be specific to a given degree or degree pathway within a faculty
6(1)	school	Amended to include note: Note: As defined in the University of Sydney (Governance of Faculties and University Schools) Rule 2016
6(1)	goal	New means a research or personal development activity with a defined completion date. Goals can be set by the student and or the supervisor.

Clause	Title	Amendment
6(1)	lead supervisor	New has the responsibilities laid out in subclauses 8(6) and 13(4) of the Higher Degree by Research Supervision Policy 2020
6(1)	progress evaluation	New means an evaluation of candidature progression conducted in accordance with Part 3.
6(1)	progress evaluation panel	New means a panel established to conduct a progress evaluation in accordance with clause 11.
6(1)	Research Education Candidature System (RECS)	New means the software system provided by the University to support higher degree by research students and the management of research education candidature.
Part 2	Progress planning	
7	Progress plans	
7(2)	New subclause; consequent renumbered	(2) Progress plans describe the collection of planned activities, goals and milestones that lay out a student’s progress towards the award of a higher degree by research: (a) Students and supervisors plan candidature to align and manage student, University and faculty expectations about what is required to achieve the award of the degree, and achieve the student’s personal development goals. (b) Progress plans will be described as individual milestones and goals within a student’s profile in RECS.
7(4)	Deleted; consequent renumbering	
7(5)	Amended subclause	Insert ‘goals’ between ‘activities’ and ‘milestones’
7(5)(c)	New subclause	securing necessary ethics approvals for research involving humans or animals as described in the Research Code of Conduct 2019
7(5)(e)	Amended clause	Replace ‘research training’ with ‘researcher development and training’
7(5)(g)	Amended subclause	Now reads: other compliance and risk management activities required by the research that are in addition to any detailed above.
7(6)	New subclause	The timing of University milestones and any other required activities as specified in Schedule 1
7A	Research Education Candidature System (RECS)	
7A(1)	New clause	Explains what RECS delivers and enables
8	Creating progress plans	
8(1)-(2)	Deleted	Replaced by new clause 8: Planning progress
8	Planning progress	
8(1)-(4)	New subclauses	Replaces previous clause 8 8 Planning progress (1) Students and supervisors are responsible for maintaining progress plans in RECS through recording planned and completed activities. (2) Faculties are responsible for ensuring faculty milestones are approved and kept up to date within RECS. Note: See Part 4 of this policy (3) A student’s individual candidature plan will be populated in RECS with University and faculty milestones. (a) Completion of each of these will be reported through RECS. (4) For students with disabilities, all activities must be planned with consideration for the needs identified in the Disability Inclusion Action Plan 2019 - 2024.
9	Maintaining and varying progress plans	

Clause	Title	Amendment
9(1)	Amended subclause	'and continuously updating' inserted between 'maintaining' and 'their'
9(1)	New note	See clauses 15(9) and 16(7) of the Higher Degree by Research Supervision Policy 2020 for the responsibilities of supervisors and students in relation to managing progress.
9(2)	Deleted	Replaced by new subclause
9(2)	New subclause	(2) Students and their supervisors have a responsibility to identify, and to eliminate and appropriately manage conflicts of interest. Note: See the Research Code of Conduct 2019, the Code of Conduct - Staff and Affiliates, and the External Interests Policy 2010
9(5)(a)	Amended subclause	Now reads:: (5) Material variations are variations that: (a) extend the date for achievement of a University, faculty or school milestone: (i) by more than three months from the original date; or (ii) from one year of candidature into the next;
Part 2A	Coursework in higher degrees by research	
10	Application of this part	
10	Amended subclause	Now reads: This part only applies to students commencing candidature in from 1 January 2021 for
11	Coursework requirements	
11(6)(a)	New subclause (a)	(6) The course requirements for doctorates by research other than the Doctor of Philosophy are set out in the course resolutions for the award. (a) PhD coursework requirements apply unless otherwise stated in the specific course resolutions.
12	Recognition of prior learning	
12(1)(a)	Amended subclause	Insert 'or full time equivalent' between 'two year's and 'doctoral'
12(2)(a)(ii) 12(3)(a)(ii)	Amended subclauses	Now reads: Where the student's achievements can be demonstrated to be at least equivalent to 75% on a University of Sydney scale
12(2)(b) 12(3)(b)	Amended subclauses	'the completion of their thesis' deleted
12(2)(d) 12(3)(d)	Amended subclause	Now reads:: (d) the exemption request was submitted within nine months of the date of first enrolment in the current research degree.
Part 3	Progress evaluation	
13	Progress evaluations	
13(1)	New note	Note: See also Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020
13(2)	New subclause	(2) All parties in a progress evaluation panel must engage with the process in a professional and collegial manner with the aim of promoting the success of the student's candidature.
13(4)	Amended subclause	Now reads:: Details of the student's achievements in respect of planned milestones and goals will be provided to all parties involved in the progress evaluation via RECS.
13(5)	Amended subclause	Now reads:: (5) A progress review evaluation must be conducted for each student as required by the postgraduate coordinator and at least once per year. once a year or more frequently as required by the postgraduate coordinator. (a) Full time and part time students are required to have progress evaluations annually. (b) Progress evaluations are university milestones as described in Schedule 1

Clause	Title	Amendment
13(6)	New subclause; consequent renumbering	(6) Delay or failure to: (a) complete records in RECS; (b) meet planned milestones or goals; or (c) complete planned activities is not a valid reason to delay or fail to conduct a progress evaluation meeting as and when required by this policy.
13(7)	Amended subclause	'a period of' deleted; 'six months' replaced with 'one research period'
13(8)	New subclause	(7) Students returning from a period of suspension or extended leave of absence greater than one research period must have a progress evaluation meeting within three months of recommencement.
13(9)	Formatting	The numbering in clause 13(8) where the (8) is below the clause is a quirk of word track changes formatting. It will correct itself when track changes are accepted.
13(9)	Amended subclause	Now reads: should be informed by the documentation of the outcomes of supervision meetings as required under the Higher Degree by Research Supervision Policy 2020
14	Progress evaluation panel	
14(1)	Amended, with new subclauses	Now reads: (1) The postgraduate coordinator must: (a) appoint two academic staff members to form a progress evaluation panel for each student's evaluation; (b) nominate one of the panel members to act as chair; (c) inform the student of the panel members identities as soon as possible after their appointment; and (d) record the appointments in RECS.
14(2)	New subclause Previous 14(3)	(2) In appointing members of a progress evaluation panel the postgraduate coordinator: (a) may appoint from outside the school or faculty; (b) must not appoint any of a student's supervisors; (c) must consider and manage any conflicts of interests; and (d) may consult with the student as to any conflicts of interest. Note: For information on evaluating and managing conflicts of interest, see the External Interests Policy 2010.
14(3)	Amended subclause	Now reads: (3) Each progress evaluation panel members must be an experienced supervisor of higher degree by research students and have: (a) expertise in the general field of the thesis; or (b) other relevant specialist knowledge.
14(4)	New subclause	(4) The panel chair has a responsibility to escalate to the appropriate delegate, matters which may involve breaches of: (a) University policy or codes of conduct; (b) regulatory requirements; or (c) legislative requirements.
15	Progress evaluation meetings	
15(2)	New subclause	(2) Progress evaluation meetings will be aligned to the student's candidature stage: (a) confirmation, where the panel assesses whether the student has shown sufficient progress to meet the conditions to pass probation; (b) mid-candidature, where the panel evaluates: (i) progress made since the last meeting; and (ii) planned work in the context of progress towards submission of a thesis; (c) pre-submission, where the panel evaluates the progress of the work done in the context of preparing a thesis for examination; (d) overdue thesis, where the panel evaluates the planned activities needed to produce an examinable thesis as soon as practicable.

Clause	Title	Amendment
15(3)	New subclause	(3) Progress evaluation panel meetings can be either in person, via video-conferencing or telephone as agreed by members.
15(4)	Subclause deleted and replaced with new subclause	
15(4)	New subclause (a)	(4) Students may be accompanied at the progress evaluation meeting by a support person, such as a colleague, friend, family member or student representative. (a) A support person may discuss or consult with the student during the meeting; (b) A support person has no right to be heard, except with consent of the panel chair.
15(6)-(7)	Amended subclauses	(6) Progress evaluation meetings must include discussions with the student without any of the supervisors present, unless the student fails to present at the meeting. Note: See subclause 16(4) (7) The progress evaluation panel has the option to invite any of the student's supervisors to attend part of the meeting for: (a) discussions with both student and supervisor(s) present; and (b) discussions with the supervisor(s) only.
15(8)	Amended subclause	Now reads: (8) The progress evaluation panel must discuss the progress plan: (a) discuss achievements since the last plan; (b) discuss any scheduled activities prior to thesis submission; and (c) establish if variations to the progress plan are needed. If variations are required, the student and supervisor must document these changes in RECS.
15(9)	New subclause	(9) Subject to any legal requirement for disclosure, the following are confidential and not to be disclosed outside the progress evaluation meetings : (a) information contained in student's reports or supervisors' reports; (b) the content of discussions with student's and supervisors. Note: See the Privacy Policy 2018 and the Privacy Procedures 2018.
16	Progress evaluation outcomes	
16(1)(a)	Amended subclause	Insert 'goals' between 'milestones' and 'activities'
16(2)	Deleted subclause; subsequent renumbering	
16(2)(a)	Amended subclause	'meets or exceeds objectives' changed to 'satisfactory or excellent progress' to align with 'progress' title in other outcomes
16(3)(d)	Amended subclause	Now reads: (d) recommending: (i) whether a supplementary progress evaluation is required; (ii) the nature of required activities to be completed before any supplementary evaluation; and (iii) when any supplementary progress evaluation should occur;
16(4)(a)	Amended	'good cause' replaced with 'sufficient justification'

Clause	Title	Amendment
16(4)(d)	Amended to read	(d) determine: (i) whether a supplementary progress evaluation is required; (ii) the nature of required activities to be completed before any supplementary evaluation and (iii) when any supplementary progress evaluation should occur.
16(5)	Amended subclause	Now reads:: (5) The student will have an opportunity to: (a) consider the progress evaluation panel’s report.; and (b) document responses to the progress evaluation panel report in RECS.
16(6)(a)(iii)	Amended	Now reads: (iii) any exceptional circumstances related to the candidature that are beyond the reasonable control of the student;
17	‘Satisfactory or excellent progress’	
17; 17(1) – (2)	Amended outcome	‘meets or exceeds objectives’ changed to ‘satisfactory or excellent progress’
17(1)	Amended subclause	(2) A rating of ‘satisfactory or excellent progress’ means that: (a) the student’s progress since the last progress evaluation, or since commencement of candidature, has been satisfactory or exceeded expectations. ; and (b) all parties are confident, that the student will submit the thesis for examination on time, or in a timely manner, allowing for previous delays.
17(2)	Amended subclause	Now reads: (1) To achieve a rating of “satisfactory or excellent progress’ the student must ordinarily have satisfactorily met all requirements since the last progress evaluation.
17(3)(a) - (c)	Deleted subclauses	
18	‘Marginal progress’	
18(1)	Amended subclause Clarifies difference between ‘marginal progress’ and ‘unsatisfactory progress’ which was previously identical	Now reads: (1) A rating of ‘marginal progress’ indicates that: (a) the student has not satisfactorily met some of the requirements (as specified in subclause 16(1)) since the last progress evaluation; (b) there is some risk that the student’s thesis will not be submitted for examination on time, or in a timely fashion , allowing for any previous delays; or (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct 2019 or Research Data Management Policy and which has subsequently been resolved.
19	‘Unsatisfactory progress’	
19(1)(c)	Amended subclause Clarifies difference between ‘marginal progress’ and ‘unsatisfactory progress’ which was previously identical	Now reads: (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy which places the candidature at risk of not being completed.
19(3)	Deleted subclause	

Clause	Title	Amendment
20	Supplementary progress evaluations	
20(1)(b)	Amended subclause	Now reads: (1) If the postgraduate coordinator requires a student to undertake a supplementary progress evaluation, that supplementary progress evaluation: (a) should take place in one of the scheduled review evaluation cycles; (b) should be completed before the next required enrolment date; (c) must take place no sooner than two months and no later than four months from the date of the previous evaluation ; and (d) must be conducted in accordance with this policy.
Part Four	Milestones, goals and activities	
21	Milestones	
21	Amended subclause	'and activities' deleted
21(1)	Amended subclause	'and activities' deleted; three amended to two
21(1)(c)	Deleted subclause	
21(2)	Amended subclause	Now reads:: (2) University milestones and describe activities that are
21(3)	Amended subclause	Now reads:: (3) Faculty and school milestones and describe activities that:
21(3)(c)	Amended subclause	Now reads: are common for specified degrees or degree pathways delivered through the faculty or school
21(4)	Amended subclause	Now reads:: (4) Student milestones goals and are activities that: (a) are specific to the student's candidature; (b) are set by the student and supervisor as part of effective supervision; and (c) delineate the planned progress of the specific candidature; and (d) which help the student and supervisor assess candidature progress objectively. Note: See subclause 15(9) of the Higher Degree by Research Supervision Policy 2020
21(6) – (7)	New subclauses	(6) Achievement of a milestone will be noted in RECS by: (a) the activity being completed in RECS; or (b) the student providing evidence of completion and the lead supervisor endorsing satisfactory completion. (7) Achievement of a goal will be noted by the student or supervisor as necessary.
23	New clause	Transitional provisions (1) Students who were due to complete an Annual Progress Review or Supplementary Progress Review in 2020 but were unable to do so by 31 December 2020 should continue under the previous provisions of this policy and complete their outstanding Annual Progress Review. (2) This transitional arrangement ends on the 28 February 2021.
Schedule 1	University milestones and activities	Replaced with new schedule
Schedule 2	Table R	Deleted – information now available in Interdisciplinary Studies Handbook
Schedule 3	Now Schedule 2: HDR Coursework requirements	Degree titles amended and deleted due to changes in availability and organisational design.



Non-Confidential

Submission To	Academic Board
Date	15 September 2020
Item No	7.3

Proposal title	Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020
Recommendation	That the Academic Board approve the <i>Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020</i> .
Proposal presenter	Prof Ross Coleman, Director, Graduate Research
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">AB Graduate Studies Committee</div> <div>→</div> <div style="text-align: center;">AB Academic Standards and Policy Committee</div> <div>→</div> <div style="text-align: center;">AB Academic Quality Committee</div> <div>→</div> <div style="background-color: #f4a460; padding: 5px; text-align: center;">Academic Board</div> </div>

Executive Summary

Critical analysis has identified that our current systems for evaluation and determining progress by HDR students is not achieving what we expect. These reviews also showed that our current progress review practices do not lead to a good student experience for many of our research students.

The review of the current system for progress and evaluation of our higher degree by research students identified that participants would benefit from clear guidance on the intent and function of activities aimed at formally reviewing the progress made by research students during candidature. To that end, the Director – Graduate Research and the Associate Deans RE, with guidance from the chairs of the AB – Graduate Studies Committee and the AB – Academic Quality Committee have developed a set of guidelines to be made available to all participants. The proposed guidelines cover all aspects of progress evaluation meetings: progress evaluation meeting panel; progress evaluation meeting outline; before the meeting; the progress evaluation meeting; and meeting outcomes. These guidelines are presented to the committee for endorsement.

Resolution AB ASPC 2020/06-11 The Academic Standards and Policy Committee resolved to endorse and recommend to the Academic Board for approval the Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020.

Background / Context

Critical analysis has identified that our current systems for evaluation and determining progress by HDR students is not achieving what we expect. These reviews also showed that our current progress review practices do not lead to a good student experience for many of our research students.

The Sydney Operating Model – HDR Support Project has considered the whole of the HDR life-cycle at the University and has recommended that the progress evaluation process would be better supported through a technology solution, now being delivered by the Student Experience Project. Supporting HDR student progression through a candidature system provides an opportunity to transform the HDR candidature process for all stakeholders leading to a much better experience with quicker processing, and with fewer opportunities for human error. The Research Education Candidature System (RECS) will support all processes in the progress evaluation life cycle.

The review of the current system for progress and evaluation of our higher degree by research students identified that participants would benefit from clear guidance on the intent and function of activities aimed at formally reviewing the progress made by research students during candidature. To that end, the Director – Graduate Research and the Associate Deans RE, with guidance from the chairs of the AB - Graduate Studies Committee and the AB – Academic Quality Committee have developed a set of guidelines to be made available to all participants. These guidelines are presented to the committee for endorsement.



Submission To	Academic Board
Date	15 September 2020
Item No	7.3

Non-Confidential

Simultaneously with the development of the *Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020*, the [Progress Planning and Review for Higher Degree by Research Student Policy 2015](#) and its associated [Procedures](#) were reviewed and extensively rewritten to accommodate changes in supporting student progression. These policy instruments are presented for discussion by the committee in a separate paper: *Progress Planning and Review of Higher Degree by Research Students Policy 2015*.

Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020

These *Guidelines* will aid the conduct of progress evaluation meetings, by laying out the intent and functioning of the meeting.

The *Guidelines* cover the following aspects of progress evaluation:

1 Progress evaluation meeting (PEM) panel

The formal evaluation will be undertaken by a panel of two (independent chair, independent panel member) who meet in a structured way with the student and lead supervisor (and also with each separately). The panel chair will serve as an academic mentor to the student and ideally, will serve as chair through candidature, noting though that staff workloads and research commitments may require faculties to adjust the membership of progress evaluation panels;

2 Progress evaluation meeting outline

The progress evaluation meeting should take place on or before the tenth month of each year of the student's studies, regardless of mode of attendance. They must be completed within twelve months of each year of study, and will take the forum of a formal meeting between the panel and the student. These meetings can be face to face, online or by phone.

3 Before the progress evaluation meeting

Before the progress evaluation meeting panel members are expected to familiarise themselves with faculty and university milestones. Students and supervisors submit reports through RECS and the panel are notified that the reports are available. Panel members will have access to previous reports, with APRs prior to 2021 available on request.

4 Progress evaluation meetings

Progress evaluation meetings are intended to be a thorough assessment of the student's work and progress towards an examinable thesis; a rigorous and constructive evaluation of the student's progression against milestones and goals, leading to timely submission of a high-quality thesis; and an opportunity to discern if the student is receiving sufficient support and guidance to enable success. Supervisors are invited to take part in the meeting but must leave during the major discussions with the student.

5 Progress evaluation meeting outcomes

The panel are asked to assess whether, based on the evidence, the student has made sufficient progress to assure them that they are on course to produce a thesis of the required standard for their degree, within their enrolment period. The outcomes are: satisfactory or excellent progress; marginal progress; or unsatisfactory progress.

Resolution AB ASPC 2020/06-11 The Academic Standards and Policy Committee resolved to endorse and recommend to the Academic Board for approval the Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020.



Submission To	Academic Board
Date	15 September 2020
Item No	7.3

Non-Confidential

Consultation

The proposed Guidelines were developed in consultation with Associate Deans Research Education, chairs of the Academic Board Graduate Studies Committee and the Academic Board Academic Quality Committee. They have been reviewed by the University Policy Manager.

Communication

Once the Guidelines have been endorsed by the Academic Board, the following lines of communication will be used to inform all University staff, students and affiliates, particularly those involved in the progress evaluation panel meetings about the availability of guidelines to better inform the conduct of meetings:

- Staff news
- Student news
- SUPRA
- HDR Yammer Groups
- Included in Educational Innovation supervisor training program
- DVC Education HDR intranet site

Author	Rachel Symons, Senior Policy and Projects Officer, DVC Education Prof Ross Coleman, Director, Graduate Research
Requests for further information	Requests for further information may be directed to Prof Ross Coleman, Director, Graduate Research

ATTACHMENTS

- Attachment 1** Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020



HIGHER DEGREE BY RESEARCH GUIDELINES FOR PROGRESS EVALUATION PANEL MEMBERS 2020

Issued by: Director, Graduate Research

Dated: [insert date]

Last amended:

Signature:

Name: Prof Ross Coleman

1 Introduction

- (1) These guidelines provide a framework for the conduct of progress evaluation meetings.
- (2) All progress evaluation panel members should use these guidelines.
- (3) The guidelines should be read in conjunction with:
 - (a) Part 3 of the [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#) (“the policy”); and
 - (b) clause 6 of the [Progress Planning and Review for Higher Degree by Research Students Procedures 2015](#) (“the procedures”).
- (4) The guidelines cover:
 - (a) the progress evaluation meeting (PEM) panel;
 - (b) progress evaluation meeting outline;
 - (c) before the progress evaluation meeting;
 - (d) the progress evaluation meeting;
 - (e) progress evaluation meeting outcomes.

2 The progress evaluation meeting (PEM) panel

- (1) The school must appoint two panel members for progress evaluation meetings (PEMs).
 - (a) Ideally, at least one of these panel members should be assigned to a student’s panel for the duration of a student’s candidature, accepting that with staff deployments and workloads this may not be possible.
 - (b) The panel members are expected to be colleagues with sufficient expertise in the general subject area that they will be able to have a meaningful conversation with the student about their progression and research activities in the context of discipline and faculty expectations.



- (2) One of the panel members will be designated 'panel chair' and will have responsibility for:
 - (a) guiding the progress evaluation meeting; and
 - (b) ensuring that the panel's report is uploaded to the Research Education Candidature System (RECS) following the evaluation.

3 Progress evaluation meeting outline

- (1) Progress evaluation meetings must be completed within twelve months of each year of study.
- (2) The progress evaluation meeting should take place on or before the tenth month of each year of the student's studies, regardless of mode of attendance.
 - (a) The meeting should not be scheduled later than month ten in a candidature year in case a second progress evaluation meeting is required.
- (3) All progress evaluation meetings must take the form of a formal meeting between the panel and the student.
 - (a) Meetings may be face-to-face, online or by phone.
- (4) The progress evaluation meeting will be scheduled in RECS unless last minute changes mean that a new venue, time or date are needed.
- (5) Panel members, supervisors and students must familiarise themselves with the relevant [policy](#) and [procedures](#) before:
 - (a) completing the form in RECS; and
 - (b) participating in a progress evaluation meeting.

4 Before the progress evaluation meeting

- (1) Both panel members should familiarise themselves with the required faculty and University milestones for each stage of the candidature.
 - (a) These are maintained in RECS.
 - (b) Current versions are available at [Research Progress](#) section of the University website for current HDR students.
- (2) The progress evaluation meeting process begins when the student submits a report through RECS.
- (3) Supervisors will also be prompted to submit their own report on the student's progress.
- (4) RECS will automatically notify panel members when both reports are available.
 - (a) Panel members can access the reports in RECS.
- (5) If any panel member:
 - (a) has difficulty accessing the report in RECS; or
 - (b) has not received the notification by two days prior to the meeting;they should contact the [HDR Administration Centre](#) as soon as possible.
- (6) The panel members are expected to have:
 - (a) read the full submission;



- (b) if necessary, met prior to the meeting to discuss points of concern; and
 - (c) agreed their approach.
- (7) The panel members will have access to any previous PEM reports.
- Note:** For students who commenced before 2021, Annual Progress Review (APR) reports are available on request.

5 The progress evaluation meeting

- (1) The progress evaluation meeting is intended to:
- (a) be a thorough assessment of the student's work and progress towards an examinable thesis, based on:
 - (i) the student's understanding of research activities done and how these relate to the over-arching thesis question; and
 - (ii) the student's understanding of their research plan and how this may be achieved;and
 - (b) enable the student to benefit from the advice of two knowledgeable members of academic staff.
- (2) Members of the student's supervisory team may be invited to attend for part of the meeting but must leave during the main discussion with the student.
- (a) The progress evaluation meeting panel may invite one or more of the student's supervisors to attend discussions without the student.
- (3) The progress evaluation meeting is expected to be a rigorous and constructive evaluation of the student's progression against milestones and goals, leading to timely submission of a high-quality thesis.
- (4) Importantly, the progress evaluation meeting is an opportunity to discern if the student is receiving sufficient support and guidance to enable success.
- Note:** See [Higher Degree by Supervision Policy 2020](#)
- (5) The progress evaluation meeting is not:
- (a) an examination of research hypotheses, approaches or philosophy; or
 - (b) an opportunity to conduct an alternative supervision exercise; or
 - (c) an examination of supervision.
- (6) The panel should attempt to:
- (a) discern the quality of the student's work as measured by the achievement of research goals;
 - (b) understand the student's perception of the successes and challenges of candidature; and
 - (c) consider this perception against the reality of goals achieved and milestones met.
- (7) The panel is also expected to
- (a) consider whether the student currently has sufficient resources and or training to complete the project as proposed; and
 - (b) make recommendations accordingly.



Note: See [Essential Resources for Higher Degree by Research Students Policy 2016](#)

- (8) It is important to confirm with all present that the student may speak freely about successes and challenges.
- (a) This may include criticism of their supervision, research context or working environment.
 - (b) Information collected in progress evaluation meetings must only be used for the purpose of addressing or investigating any issues raised by the student and not shared with any other person for any other reason.
 - (i) The panel must assure the student that information provided in confidence will be protected and only used where necessary to resolve issues identified by them.
 - (c) The panel is not obliged to document every comment from a student and may exercise discretion in recording information that the student discloses in confidence.
 - (d) The student must also be informed that the panel is required to act on information that indicates possible breaches of:
 - (i) University policies, including codes of conduct;
 - (ii) regulatory requirements; or
 - (iii) legislative requirements.
- (9) The progress evaluation panel is not expected to provide pastoral care for students, unless a member of the panel holds a professional registration under which they have additional obligations.
- (a) Panel members should be prepared to refer students in need of extra assistance to the appropriate support services.
- Note:** See [Student Support Services](#) for a list of available services. Students can seek professional advice through the [University Health Service](#), [Disability Support Services](#), [Counselling and Psychological Services](#), [Mana Yura](#), and [SUPRA](#).
- (10) If, in the opinion of the panel, the success of the student would be enhanced by a variation in candidature, the panel should refer the student to the lead supervisor and or postgraduate coordinator to discuss suitable options.
- (a) This recommendation may be noted in the progress evaluation meeting report.

6 Progress evaluation meeting outcomes

- (1) The panel are asked to assess whether, based on the evidence, the student has made sufficient progress to assure them that they are on course to produce a thesis of the required standard for their degree, within their enrolment period.
- (a) Quality and timeframe should each be considered
- (2) In considering their recommendation the panel must consider compliance with student responsibilities as set out in the relevant policies and procedures.
- Note:** All University policies are available on the [University Policy Register](#).
- (3) At the end of the progress evaluation meeting, the panel may discuss their decision and rationale for that decision with the student.
- (4) There are three possible outcomes. The student is rated as having:



- (a) made satisfactory or excellent progress;
- (b) made marginal progress; or
- (c) made unsatisfactory progress.

Note: See clauses 17 – 19 of the [Progress Planning and Review of Higher Degrees by Research Students Policy 2015](#)

- (5) In the event of a recommendation other than the student having made satisfactory or excellent progress, the panel must make a recommendation to the Associate Dean (Research Education) about further action that should be considered.
 - (a) Panel members may also refer a progress evaluation meeting report to the Associate Dean (Research Education) if they wish to:
 - (i) note outstanding success; or
 - (ii) record concerns about progress that do not warrant a rating of marginal or unsatisfactory progress.

Note: See the [Progress Planning and Review of Higher Degrees by Research Students Policy 2015](#) and the [Progress Planning and Review of Higher Degrees by Research Students Procedures 2015](#)

NOTES

Higher Degree by Research Guidelines for Progress Evaluation Meeting Panel Members 2020

Date adopted: [INSERT DATE]

Date commenced: [INSERT DATE]

Administrator: Director, Graduate Research

Review date: [INSERT DATE]

Rescinded documents:

Related documents:

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

Progress Planning and Review of Higher Degree by Research Students Procedures 2020

Higher Degree by Research Supervision Policy 2020

AMENDMENT HISTORY

Provision	Amendment	Commencing
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Submission To	Academic Standards and Policy Committee
Date	15 September 2020
Item No	7.4

Non-Confidential

Paper Title	Amendments to Enrolment Suspensions
Recommendation	That the Academic Board: (1) endorse and recommend that the University of Sydney Senate approve the proposed amendments to the <i>University of Sydney (Delegations of Authority) Rule 2020</i> ; and (2) approve the proposed amendments to the <i>Coursework Policy 2014</i> .
Proposed Date of Implementation	Immediate Effect
Proposal Presenter	Associate Professor Tony Masters (Chair, Academic Board) and Kerrie Henderson (University Policy Manager)
Consultation Pipeline	<pre> graph LR A[Academic Standards and Policy Committee] --> B[Academic Board] B --> C[Senate] </pre>
Endorsements received	Policy Management Unit
Policy Unit Review	Approved Date: 18/08/2020 <i>University Policy Manager</i>
Consequential Amendments	Consequential amendments to the University of Sydney (Delegations of Authority Rule) 2020 and the Coursework Policy 2014 are listed in detail below.

EXECUTIVE SUMMARY

The Coursework Policy 2014 and the University of Sydney (Delegations of Authority Rule) 2020 are currently inconsistent with respect to the amount of time for which a student is entitled to suspend their candidature. The University of Sydney (Delegations of Authority Rule) 2020, as a Rule of Senate, has precedence over the Coursework Policy. To address this inconsistency, the Academic Standards and Policy Committee is asked to recommend changes to delegation 4.17.1 of the Rule and clause 57 of the policy to the Academic Board.

The intention of this proposal is to:

- (i) harmonise clause 4.17.1 of the current University of Sydney (Delegations of Authority Rule) 2020 and clause 57 of the Coursework Policy 2014, which together allow suspensions of enrolment by a student;
- (ii) clarify the interpretation of clause 57 of the Coursework Policy 2014;
- (iii) allow students more flexibility in their access to student-initiated suspensions from an award course;
- (iv) ensure oversight of student suspensions so as to ensure students who initiate suspensions have sufficient time after the suspension is completed to complete their award course;
- (v) remove the different access to suspensions of undergraduate and postgraduate students; and



Submission To	Academic Standards and Policy Committee
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- (vi) allow students more flexibility in the management of their candidatures.

Background/ Context

To address inconsistencies with the University of Sydney (Delegations of Authority) Rule 2020 and Coursework Policy 2014 regarding approvals for student enrolment suspensions, this paper proposes amendments to both documents. Additionally, there is ambiguity surrounding the application of clause 57 of the Coursework Policy, and as such, requires changes to ensure clarity for decision makers and students applying for a suspension of enrolment.

The proposed change to delegation 4.17.1 would allow an Associate Dean to:

4.17.1 Permit a coursework student to suspend enrolment:

- ~~on a third occasion or for more than one year, up to a maximum of two years per candidature~~ **for more than one year; or**
- **for a period which would result in a total period of any suspension of more than one year over the student's candidature.**

No conditions of exercise are associated with this delegation and the primary policy reference is the Coursework Policy. Currently, this policy allows students to suspend their studies per clause 57 "Suspension of enrolment by student":

- 1) All provisions of this clause are subject to restrictions imposed by the Education Services for Overseas Students Act 2000 on student visa holders.
- 2) An undergraduate student may suspend their enrolment in a course:
 - (a) on up to two separate occasions during their candidature;
 - (b) for a maximum period of one year.
- 3) A postgraduate student may suspend their enrolment in a course for a maximum period of one year on each occasion
- 4) The suspension must be notified to the University in a manner approved or accepted by the faculty.
- 5) The Associate Dean must approve:
 - (a) a third or subsequent period of suspension for an undergraduate student; or
 - (b) a suspension of more than one year by any student.
- 6) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course. Those requirements apply to the student despite anything to the contrary in the award course resolutions.

The authority of the Associate Dean to act under clause 57(5) is enabled by clause 4.17.1 of the current University of Sydney (Delegations of Authority Rule) 2020, which allows an Associate Dean to:

"Permit a coursework student to suspend enrolment on a third occasion or for more than one year, up to a maximum of two years per candidature".

Different interpretations of the Coursework Policy prevail and the University of Sydney (Delegations of Authority Rule) 2020 limits the total period of suspension to two years. This limitation was previously three years. Therefore, to accompany the delegation amendment, it is proposed that clause 57 of the Coursework Policy 2014 is changed to the following:

1. All provisions of this clause are subject to restrictions imposed by the Education Services for Overseas Students Act 2000 on student visa holders.
2. A student may suspend their enrolment in a course **by notice to the University** for a maximum period of one year in any one **notification**.
3. The suspension must be notified to the University in a manner approved or accepted by the faculty.
4. **A student must apply for and obtain the approval of the relevant Associate Dean for:**
 - a. **a single suspension of more than one year; or**
 - b. **any suspension** which would result in a total period of suspension of more than one year over the student's candidature.



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CONSULTATION AND COMMUNICATIONS

The proposed changes to the policy documents were made in consultation with the:

- Associate Deans (Student Affairs and Student Life);
- University Policy Manager;
- Faculty Academic Staff; and
- DVCE Portfolio.

RISKS / BENEFITS

The combined proposals would harmonise the student-initiated suspensions provisions of the Coursework Policy 2014 and the University of Sydney (Delegations of Authority Rule) 2020. It would clarify the interpretation of the Coursework Policy 2014, provide greater flexibility for students, ensure oversight of suspensions by an Associate Dean and remove the arbitrary distinction between undergraduate and postgraduate entitlements with regard to student-initiated suspensions.

The risks of not making these changes are to

- (i) have inconsistent approaches to student-initiated suspensions; and
- (ii) those inconsistencies generate additional student appeals.

Such appeals would place an unnecessary burden on students and staff, if the intention is to allow students to better manage their candidatures.

IMPLEMENTATION

If adopted by the Academic Board, the revised Coursework Policy 2014 will be promulgated on the University's Policy Register. Similarly, the amendments recommended to the rule will be promulgated following Senate approval.

COMMUNICATION

The changes to the Delegations of Authority 2020 and Coursework Policy 2014 will be considered by the Academic Standards and Policy Committee for progression to the Academic Board. If endorsed by the Academic Board, the changes to the Delegations of Authority will be provided to Senate for approval.

Approver	Associate Professor Tony Masters (Chair, Academic Board)
Proposal Sponsor	Associate Professor Tony Masters (Chair, Academic Board)



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Submission To	Academic Board
Date	15 September 2020
Item No	7.5

Executive Sponsors	Professor Stephen Garton, Senior Deputy Vice-Chancellor Richard Fisher, General Counsel
Paper title	Proposed amendments to the <i>University of Sydney (Governance of Faculties and University Schools Rule) 2016</i> (“GOFUS Rule”)
Recommendations	That the Academic Board endorse and recommend that the University of Sydney Senate approve the proposed amendments to the University of Sydney (Governance of Faculties and University Schools Rule) 2016 (“GOFUS”).
Consultation Pipeline	<pre> graph LR A[University Executive] --> B[Academic Standards and Policy Committee] B --> C[Academic Board] C --> D[Senate] </pre>

1. Executive Summary

The proposed amendments to the *University of Sydney (Governance of Faculties and University Schools) Rule 2016* (“GOFUS Rule”) are attached for the Academic Board’s endorsement. The proposed amendments outline a consistent faculty/University school core committee structure, which is illustrated in the attached diagram.

It is proposed that faculties and University schools will have the following five core committees:

- Research Committee
- Research Education Committee
- Education Committee
- Indigenous Strategy and Services Committee
- Work Health and Safety Committee

Faculties and University schools will also be able to have up to three optional committees to meet local requirements. Amendments to implement this arrangement are marked in the draft amended GOFUS Rule, attached.

2. Background to proposed committee structure

The long-standing diversity of governance structures across our faculties and University schools has often hindered transparency in decision making and has regularly created confusion for both staff and students. While there is no doubt that faculty and University school committee structures have evolved over recent years, we are far from having an effective University-wide approach. Continuation of different committee structures makes it difficult for staff in central portfolios to engage effectively in decision making-processes (who do I consult with?), for newcomers to the University to begin to fathom where to embark on a decision-making process (where do I start?) or, more broadly, for development of any technical systems to support decision making.

The introduction of *The University of Sydney Governance of Faculties and University Schools Rule (GOFUS)* in 2016 was the first step towards bringing some consistency to faculty level governance structures and has progressed us towards achieving a goal of improved transparency. However, below the Faculty Board and University School Board layer there remain varying structures for faculty level committees.



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We have anecdotal and structured evidence that staff are looking for greater support for improved governance practice and reduced effort. While there have been recent efforts to reform the faculty committee layer within individual faculties it is important for the overall legibility of governance in GOFUS to ensure that there is a measure of consistency and transparency across all the faculties in relation to core committees, while preserving the necessary autonomy of faculties to have committees specific to their core activities.

Faculties and University schools already have in place committees that cover areas of core faculty activity such as Research, Research Education and Education and while that provides the perception of governance consistency, the structure, chair, composition and remit often varies between them. These differences, while seemingly small, reinforce complexity in communications between central portfolios and faculties/University schools and in decision making between UE committees and faculty committees.

The core committee structures proposed here are the outcome of discussions with ASPC, DVCs and senior leaders in the portfolios, with Faculty General Managers, and from formal workshops in which FGM-nominated faculty/school and University school staff participated early in 2020.

Establishing these consistent core faculty committees will help to ensure aligned implementation of University and faculty strategies and, more broadly, to ensure that implementation of UE initiatives is aligned across faculties. It will also facilitate inter-faculty collaboration through having consistency of nomenclature and some key responsibilities for core faculty committees outlined in the GOFUS Rule.

The Academic Board is asked to endorse this proposed model which gives structure to what is current practice for many faculties, but brings consistency in naming conventions and remit. The model also provides support for more consistent University-wide processes.

3. Feedback from UE and ASPC on proposed committee structure

The proposed changes were endorsed by the University Executive in early August 2020 and the Academic Standards and Policy Committee (“ASPC”) provided feedback on the proposed amendments at its 4 August meeting. The ASPC’s feedback allowed the Senior Deputy Vice-Chancellor’s Office to make further refinements, in collaboration with DVCE, in particular reviewing the proposed curriculum approval processes to ensure that decision making bottlenecks are avoided.

A draft of the proposed amended GOFUS Rule, marked to show amendments responding to ASPC original feedback, was then submitted to the 25 August ASPC meeting and endorsed at that meeting. Additional feedback received from that meetings has now been incorporated into the draft as outlined below. In the attached draft amended Rule, changes made since the document was considered by ASPC are highlighted in yellow.

Subject to the Academic Board’s endorsement, the proposed amendments will be submitted to the 4 November Senate meeting for approval, for intended implementation in faculties and University schools from 1 January 2021.

Key changes made to GOFUS Rule draft to incorporate ASPC feedback:

- **Section 3A.3(4)/6A.3(4):** Clarified that the Dean, in consultation with the Dean’s Executive Committee, will determine whether, and if so what, limits will apply to the length of time or the number of times committee members (other than an *ex officio* members) may serve on a particular committee.



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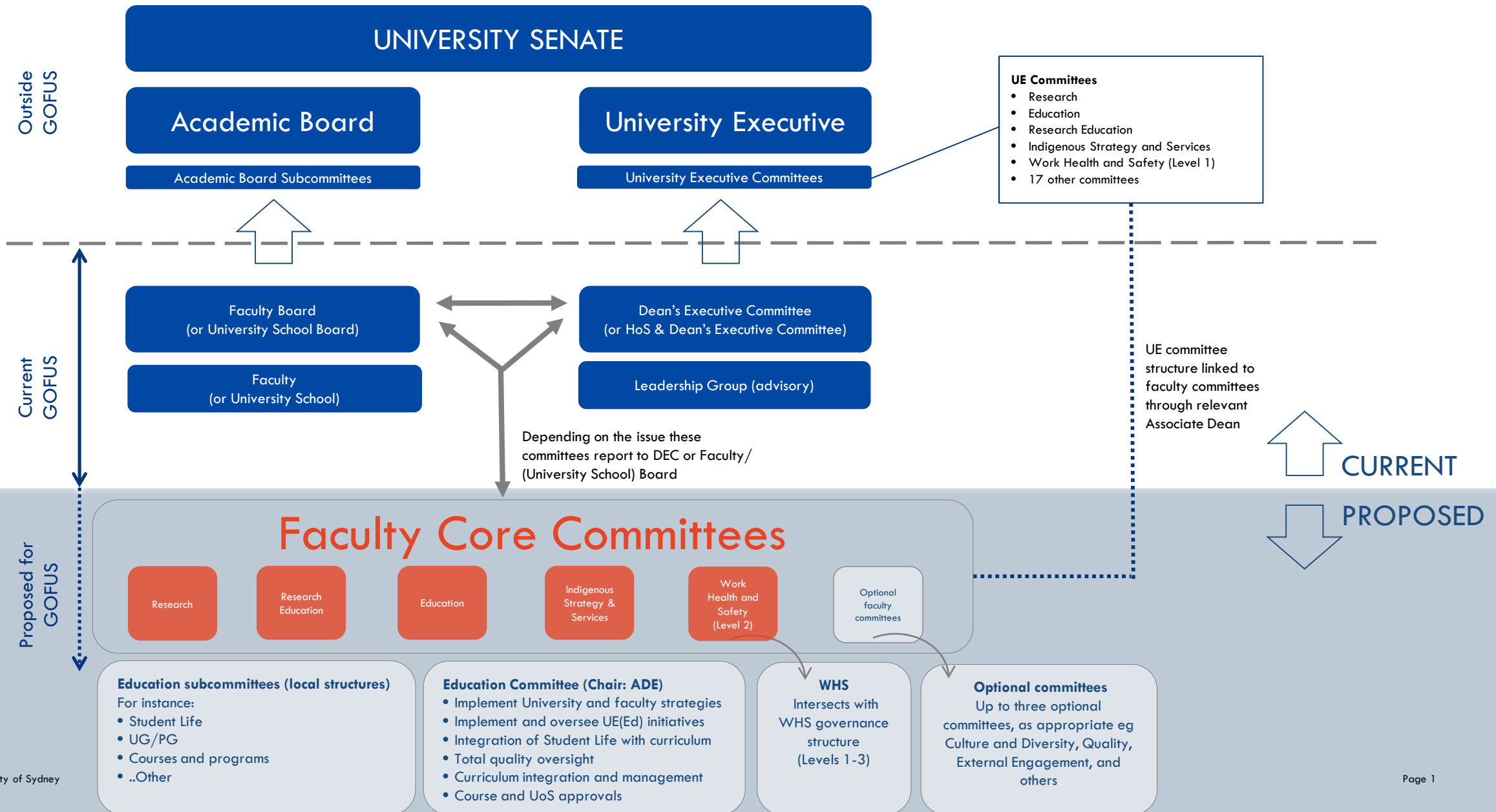
- **Section 3A.4(5)/6A.4(5):** Clarified that the Dean, in consultation with the Dean’s Executive Committee, will decide for each faculty committee whether the committee’s Chair will have a casting vote when votes for and against a proposition are equal.
- **Section 3A.5(1)(b)/6A.5(1)(b):** Included the Associate Dean (Student Life) or nominee as a member of the Education Committee.
- **Section 3A.5(2)(d)/6A.5(1)(d):** Added that the Education Committee is responsible for monitoring and considering the interaction of education strategies with strategies to develop and improve student life, engagement and participation generally.
- **Section 3A.5(3)(a)(i)/ 6A.5(3)(a)(i):** Deleted reference to ‘higher degree by research award courses’ in avoid confusion about responsibility for Table R.
- **Section 3A.8(1)(b)/ 6A.8(1)(b):** Included the Associate Dean (Student Life) or nominee as a member of the Research Education Committee.
- **Section 3A.8(2)/ 6A.8(2):** Inserted the following text in italics in points (c), (d) and (e) below to clarify that the Research Education Committee will be responsible for:
 - (a) developing and implementing faculty strategies to enhance research education;
 - (b) implementing University Executive research education strategies across the faculty and providing feedback to University Executive (Research Education) committee;
 - (c) *monitoring and considering the interaction of research education strategies with strategies to develop and improve student life, engagement and participation generally;*
 - (d) co-ordinating activity within the faculty to enhance research education;
 - (e) *deciding to include or delete units of study in the table of units for higher degree by research award courses delivered by the faculty;*
 - (f) *varying faculty or school milestones for higher degree by research award courses; and*
 - (g) any other matters assigned to it by its terms of reference.
- **Part 3A/6A generally:** Committee reporting lines streamlined and made consistent.

ATTACHMENTS

- Attachment 1** Proposed Committees Diagram - GOFUS
- Attachment 2** Marked-up *University of Sydney (Governance of Faculties and University Schools Rule) 2016*

Authors	Sandra Harrison, Executive Director, Office of the SDVC
Requests for further information	Sandra Harrison, Executive Director, Office of the SDVC

GOFUS extended faculty/University school governance model





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)
24 March 2018
31 December 2018
9 August 2019
9 December 2019
[insert date]

Effective from: 1 January 2017
12 July 2017
30 April 2018
1 January 2019
13 August 2019
1 January 2020
[insert date]

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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

This Rule applies to all faculties, University schools and the Board of Interdisciplinary Studies.

1.4 Statement of intent

- (1) This Rule stipulates the requirements for operational governance within faculties, University schools and the Board of Interdisciplinary Studies.
- (2) This Rule binds:
 - (a) Executive Deans, Deans, Heads of School, Heads of Clinical School, and Head of School and Deans (University schools);
 - (b) Deputy Executive Deans, Deputy Deans, Deputy Head of School and Deputy Deans (University schools), **and** Associate Deans;
 - (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
 - (d) all members of the Board of Interdisciplinary Studies.

1.5 Interpretation

- (1) In this Rule:

academic affairs means the teaching and research activities of a faculty or University school, including award courses, honours, higher



	degrees by research, quality improvement and educational integrity.
academic staff member	means a person who: <ul style="list-style-type: none">• -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.
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	has the meaning given in the Code of Conduct – Staff and Affiliates , which at the date of this Rule is: <p>clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of Boards of University Foundations, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf.</p>
allocated position	means a position allocated to be filled by a member of a particular group, as provided in sections 3.4, 3.7(3), 3.7(5), 4.4(2), 6.4 and 6.7(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, including a Sydney Professional 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: <p>the unit of that name within the portfolio of the Provost and Deputy Vice-Chancellor.</p>
clinical school	means a clinical school within the University of Sydney Medical 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: <ul style="list-style-type: none">• 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
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: <ul style="list-style-type: none">• 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 at the relevant faculty.
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 an Executive Dean , either a Dean or a Head of School and Dean (University



	school) in accordance with section 3.11 or 6.11 of this Rule, to deal with administrative, strategic and operational matters.
Executive Dean	means the Executive Dean <u>and Pro Vice-Chancellor</u> of the Faculty of Medicine and Health.
Executive Dean's Committee	means an executive committee established by an Executive Dean in accordance with section 3.11 of this Rule, to deal with administrative, strategic and operational matters.
extra-curricular education	has the meaning given in the <u>Continuing and Extra-curricular Education Policy 2017</u> , 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: <ul style="list-style-type: none">• student support courses• compliance courses.
fFaculty	means a faculty constituted in accordance with this Rule.
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 <u>within the Sydney Medical School</u> in the Faculty of Medicine and Health.
Head of School	means the head of a school within a faculty, including a Head of School and Dean.
Head of School and Dean (University school)	means a Head of School and Dean of a University school.
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 3.14 or 6.14 of this Rule.
Liberal Studies bachelor degree	has the meaning given to it in the <u>Coursework Policy 2014</u> , 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: <ul style="list-style-type: none">a shared pool of units of study which are:<ul style="list-style-type: none">• 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: <p>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.</p> <p>Note: See also Learning and Teaching Policy 2015.</p>
Returning Officer	means the Secretary to Senate, or their nominee.
sSchool	means a school within a faculty established and constituted in accordance with this Rule.
Sschool Mmanager	means a person formally appointed to that position in a school within a faculty.
School General Manager	means a person formally appointed to that position in a University school.
Shared Pool	has the meaning given to it in the Learning and Teaching Policy 2015 , which at the date of this Rule is: <p>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).</p>
significant component of an award course	means any of a stream, program, major, minor, degree core or capstone experience. <p>Note: See the Learning and Teaching Policy 2015</p>
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(3), 3.7(4), 6.7(1) and 9.6(2).
- University Executive** means the committee of that name, which comprises members of the University's senior leadership team.
- University school** means a University school that is not within a faculty and is constituted in accordance with Part 6 of this Rule.
- University school board** means a board established in accordance with section 6.7 of this Rule, to address academic matters.
- (2) A heading to a Part or Schedule is a provision of this Rule. Other headings are not provisions of this Rule, but the number of a section or subsection is a provision of this Rule even if it is in a heading.
- (3) A note, marginal note, footnote or endnote is not a provision of this Rule.
- (4) A reference to a rule (other than this Rule) or policy is a reference to the rule or policy as amended or replaced by the University from time to time.

PART 2 - ESTABLISHMENT OF FACULTIES AND UNIVERSITY SCHOOLS

2.1 Application

This Part applies to all:

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

2.2 Establishment of faculties

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



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;
- (d) the Faculty of Medicine and Health; and
- (e) 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.

Note: See section 1.5 for definition of core Associate Dean.
- (4) Each faculty may have one or more non-core Associate Deans, as approved by the Provost on the recommendation of the Executive Dean or Dean.
- (5) Faculties may create faculty leadership positions other than those prescribed in subsections 3.2(1) 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; and
 - (c) relevant faculty committees established under Part 3A.
 - ~~(b) and~~
 - ~~(c) 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; and
 - ~~(b)~~(c) relevant faculty committees established under Part 3A.

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 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 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.
- (7) A 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 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 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 Deans;
 - (iii) the Associate Deans;
 - (iv) the Heads of School (where applicable);
 - (v) the Heads of Disciplines (where applicable);
 - (vi) the Faculty General Manager;
 - (vii) subject to the approval of the Executive Dean or Dean, all School Managers;
 - (viii) 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.
- (3) The total number of elected academic staff members must be no fewer than 25 individuals, and no more than the number equivalent to 20% of the faculty's full-time equivalent academic staff.
 - (a) In faculties containing schools or disciplines, the faculty board will allocate a specified number of elected academic staff positions to each school or discipline, provided that there must be at least one elected academic staff member position per school or discipline.

Note: —The term 'disciplines' does not refer to sub-units within schools, even if named or described as such.

- (b) Elected academic staff members will be elected by the permanent and eligible temporary academic staff members 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 for or become members of a faculty board if they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run), as at the date on which notice of the election is given.

- (4) There will be nine 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 9.6(2) in relation to temporary staff voting entitlements. Temporary staff members are only eligible to vote for 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 ten 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 committee responsible for curriculum approvals required by section 3.8A,~~ 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 ~~curriculum approvals those within the remit of the faculty committees established by Part 3A of this Rule,~~ to the faculty board for decision.
- (7) ~~Except for a standing committee responsible for curriculum approvals, a sub-committee,~~ A sub-committee working party or advisory committee established in accordance with subsection 3.8(6) must not make decisions on behalf of the faculty board.

3.8A Standing committees responsible for curriculum approvals

- ~~(1) Each faculty must have at least one standing committee with responsibility for making recommendations, on behalf of the faculty board, in relation to approval of units of study, curriculum components and award courses.~~
- ~~Note: See subclauses 3.8(4) (a), (b) and (c).~~
- ~~(2) A faculty may have up to three such committees, respectively with responsibility for any of:~~
- ~~(a) undergraduate coursework;~~
 - ~~(b) postgraduate coursework; or~~
 - ~~(c) higher degrees by research.~~
- ~~(3) These committees will make recommendations about:~~
- ~~(a) the addition, variation and deletion of:~~
 - ~~(i) units of study;~~
 - ~~(ii) curriculum components; and~~
 - ~~(iii) award courses;~~~~delivered by the faculty;~~
 - ~~(b) the addition and deletion of:~~
 - ~~(i) units of study; and~~
 - ~~(ii) curriculum components~~



- ~~within the award courses for which the faculty is responsible, but which are delivered by another faculty or University school;~~
- ~~and~~
- ~~(c) will report these recommendations to the faculty board.~~
- ~~(4) The committees will:~~
- ~~(a) be chaired by the relevant Associate Dean, or their nominee; and~~
- ~~(b) consist of members appointed on the basis of their relevant expertise.~~
- ~~(5) Members of these committees need not themselves be members of the faculty board.~~
- ~~(6) 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 committee responsible for curriculum approvals of the owning faculty or University school; and~~
- ~~(b) vote at such meetings on matters relating to the relevant units of study.~~
- ~~(7) The decisions of a committee responsible for curriculum approvals must be reported as soon as practicable to all members of the faculty board.~~
- ~~(8) The recommendations of a committee responsible for curriculum approvals must be endorsed by the faculty board before being forwarded to the Academic Board, Board of Interdisciplinary Studies or any committee of either.~~
- ~~(a) The faculty board may consider the recommendations at a physical meeting, or by circulation.~~

3.9 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.
- ~~(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)~~ The faculty board may make decisions by circulation:
- ~~(a)~~ about recommendations from the faculty Education Committee relating to:
 - ~~(i)~~ approval of units of study;
 - ~~(ii)~~ curriculum components; or
 - ~~(iii)~~ award courses;
- ~~Note:~~ See subsection 3A.5(3) ~~of a committee responsible for curriculum approvals; or~~
- ~~or~~
- ~~(a)(b)~~ in exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost).
- ~~(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 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.

3.10 Membership of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean or Dean will appoint members to their Committee or Executive Committee.



3.11 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.

3.12 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 Committee or Executive Committee as required.

3.13 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 Discipline (where applicable);
 - (e) heads of central units, as appropriate; and
 - (f) the Faculty General Manager.

3.14 Responsibilities and functions of the Leadership Group

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

3.15 Meetings of the Leadership Group

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

PART 3A – FACULTY COMMITTEES

3A.1 Faculty committee structure

- (1) Each faculty must have the following core committees:
 - (a) Education Committee;



- (b) Indigenous Strategy and Services Committee;
 - (c) Research Committee;
 - (d) Research Education Committee; and
 - (e) Work Health and Safety Committee.
- (2) The University Executive will determine the responsibilities of each core committee, which will include:
- (a) implementing University and faculty strategies and initiatives relevant to its remit;
 - (b) implementing and overseeing relevant University Executive initiatives, and providing feedback to the relevant University Executive committee;
 - (c) supporting effective decision making within the faculty and its decision-making bodies;
 - (d) reporting as required to faculty decision-making bodies and to the University Executive, Academic Board and their relevant committees; and
 - (e) facilitating:
 - (i) communication and consultation with relevant Associate Deans and Deputy Vice-Chancellors;
 - (ii) inter-faculty collaboration;
 - (iii) quality control in the area of their remit; and
 - (iv) risk mitigation in the area of their remit.
- (3) Each faculty may have up to three further optional committees.
- (4) Optional committees will be established by the Executive Dean or Dean after consultation with their Executive Committee.
- (a) The Executive Dean or Dean will determine the terms of reference of optional committees, including:
 - (i) their size; and
 - (ii) the nature of any student representation.
 - (b) Optional committees should not be larger than is reasonably required for the efficient and effective conduct of their business with appropriate expertise.
 - (c) The Executive Dean or Dean will determine the Chairs of optional committees.
 - (d) The Executive Dean or Dean will review the optional committees annually, in consultation with their Executive Committee, and determine:
 - (i) whether the committee should continue or be disbanded; and
 - (ii) if the committee is to continue, whether its terms of reference should be amended.
 - (e) An optional committee should be disbanded if, in the view of the Executive Dean or Dean after consultation with their Executive Committee, it no longer meets the needs of the faculty.



- (5) A core or optional committee may establish and determine the terms of reference for:
- (a) sub-committees, to facilitate the conduct of the committee's business; and
 - (b) working parties, for specific short-term projects.
- (6) Sub-committees or working parties must report through the committee which established them, and must not make decisions on behalf of that committee.
- (7) All committees, core and optional, will report to:
- (a) the faculty board, for academic matters; and
 - (b) the Executive Dean's or Dean's Executive Committee, for administrative, strategic or operational matters.

3A.2 Authority of committees

- (1) Except for the Education Committee as provided in subsection 3A.5(3), no faculty committee may make decisions on behalf of the faculty board or the Executive Dean's or Dean's Executive Committee.
- (2) The Education Committee may make decisions on behalf of the faculty board as provided in subsections 3A.5(3) and 3A.5(5).

3A.3 Committee membership

- (1) The Executive Dean or Dean, after consultation with the Chair of the committee, will appoint members of faculty committees other than ex officio members, for renewable terms of one year.
- (a) Committee members must be appointed on the basis of their relevant expertise, and do not need to be members of the faculty board, Executive Dean's or Deans Executive Group or the faculty Leadership Group.
 - (b) In appointing members, the Executive Dean or Dean must also consider the need for:
 - (i) appropriate representation of the faculty's academic disciplines; and
 - (ii) equitable representation of the faculty's diversity.
 - (c) Subject to subsection 3A.3(4), members are eligible for reappointment.
- (2) The Executive Dean or Dean must review the membership of each committee, core and optional, annually in consultation with its Chair.
- (a) In doing so, the Executive Dean or Dean must satisfy themselves that each committee:
 - (i) has current and relevant expertise; and
 - (ii) appropriately reflects the faculty's diversity and disciplines.
- (3) The Executive Dean or Dean, in consultation with their Executive Committee, will decide whether, and if so what, limits will apply to the length of time or the number of times committee members (other than ex officio members) may serve on a particular committee.



3A.4 Committee meetings

- (1) Chairs of core faculty committees:
 - (a) must convene meetings of their committee at least quarterly;
 - (b) must convene meetings of their committee if directed to do so by:
 - (i) the Executive Dean or Dean;
 - (ii) the Executive Dean or Dean's Executive Committee; or
 - (iii) the faculty board; and
 - (c) may convene such other meetings as necessary for the efficient conduct of the committee's business.
- (2) Chairs of optional faculty committees:
 - (a) must convene meetings of their committee as required by its terms of reference;
 - (b) must convene meetings of their committee if directed to do so by:
 - (i) the Executive Dean or Dean;
 - (ii) the Executive Dean or Dean's Executive Committee; or
 - (iii) the faculty board; and
 - (c) may convene such other meetings as necessary for the efficient conduct of the committee's business.
- (3) If the Chair of any committee is not present for a meeting, those present will elect an individual from among themselves to act as Chair of that meeting.
- (4) Fifty percent of members will constitute a quorum for a committee meeting.
- (5) The Executive Dean or Dean, in consultation with their Executive Committee, will decide for each committee whether the committee's Chair will have a casting vote when votes for and against a proposition are equal.
- (6) Committee meetings may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.
- (7) A committee may conduct business by circulation:
 - (a) in exceptional circumstances; and
 - (b) with the approval of the Executive Dean or Dean, given on each such occasion.
- (8) Where committee business is conducted by circulation the process will be determined by the Chair, in consultation with the Executive Dean or Dean, provided that:
 - (a) any item of business to be decided by circulation must be provided to every committee member; and
 - (b) a decision on an item of business made by circulation must be supported by a majority of the required quorum for a meeting of that committee.



3A.5 Education Committee

- (1) The Education Committee will comprise at least:
- (a) the Associate Dean (Education) as Chair;
 - (b) the Associate Dean (Student Life), or nominee;
 - (c) where applicable, up to two representatives from each relevant faculty or University school appointed under subsection 3A.5(4);
 - (d) one undergraduate student;
 - (e) one postgraduate student; and
 - (f) such other members as are specified in its terms of reference.
- (2) The Education Committee will be responsible for:
- (a) developing and implementing faculty education strategies;
 - (b) implementing University Executive education strategies across the faculty, and providing feedback to relevant University Executive committees;
 - (c) implementing and overseeing initiatives of the Deputy Vice-Chancellor (Education) and Academic Board, relevant to its remit;
 - (d) monitoring and considering the interaction of education strategies with strategies to develop and improve student life, engagement and participation generally;
 - (e) co-ordinating activity within the faculty to achieve:
 - (i) alignment of policies, procedures and local provisions;
 - (ii) consistency of practice; and
 - (iii) high quality outcomes in the education of students and the development of teachers;
- and
- (f) any other matters assigned to it by its terms of reference.
- (3) The Education Committee will be responsible for making recommendations, on behalf of the faculty board, in relation to approval of units of study, curriculum components and award courses. This includes:
- (a) the addition, variation and deletion of:
 - (i) units of study in undergraduate or postgraduate coursework award courses;
 - (ii) curriculum components; and
 - (iii) award coursesdelivered by the faculty;
- and
- (b) the addition and deletion of:
 - (i) units of study; and
 - (ii) curriculum components



within the award courses for which the faculty is responsible, but which are delivered by another faculty or University school.

(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 **owning** faculty or University school’s Education Committee; and

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

(5) Recommendations made under subsection 3A.5(3) must be:

(a) reported to all members of the faculty board as soon as practicable after they are made;

(b) endorsed by the faculty board before being forwarded to the Academic Board, the Board of Interdisciplinary Studies or any committee of either; and

(c) once endorsed, forwarded to the Academic Board, Board of Interdisciplinary Studies or relevant committee as soon as possible.

3A.6 Indigenous Strategy and Services Committee

(1) The Indigenous Strategy and Services Committee will comprise at least:

(a) the Associate Dean (Indigenous Strategy and Services) as Chair;

(b) one undergraduate student;

(c) one postgraduate student; and

(d) such other members as are specified in its terms of reference.

(2) The Indigenous Strategy and Services Committee will be responsible for:

(a) developing and implementing faculty strategies for Indigenous participation, engagement, education and research;

(b) implementing relevant University Executive strategies across the faculty;

(c) co-ordinating activity within the faculty to achieve:

(i) alignment of policies, procedures and local provisions; and

(ii) consistency of practice;

(d) monitoring and refining the faculty’s and the University’s strategies for Indigenous participation, engagement, education and research; and

(e) any other matters assigned to it by its terms of reference.

3A.7 Research Committee

(1) The Research Committee will comprise at least:

(a) the Associate Dean (Research) as Chair;

(b) two higher degree by research students; and



- (c) such other members as are specified in its terms of reference.
- (2) The Research Committee will be responsible for:

 - (a) developing a comprehensive, detailed and evidence-based understanding of the faculty's research enterprise;
 - (b) providing advice on all research matters, including:

 - (i) strategy;
 - (ii) policy;
 - (iii) support processes;
 - (iv) resource allocation;
 - (v) research integrity;
 - (c) co-ordinating activity within the faculty to achieve:

 - (i) alignment of policies, procedures and local provisions;
 - (ii) consistency of practice; and
 - (iii) high quality outcomes in the education of students and the development of teachers;
 - (d) any other matters assigned to it by its terms of reference.

3A.8 Research Education Committee

- (1) The Research Education Committee will comprise at least:

 - (a) the Associate Dean (Research Education) as Chair;
 - (b) two higher degree by research students; and
 - (c) such other members as are specified in its terms of reference.
- (2) The Research Education Committee will be responsible for:

 - (a) developing and implementing faculty strategies to enhance research education;
 - (b) implementing University Executive research education strategies across the faculty;
 - (c) monitoring and considering the interaction of research education strategies with strategies to develop and improve student life, engagement and participation generally;
 - (d) co-ordinating activity within the faculty to enhance research education;
 - (e) deciding to include or delete units of study in the table of units for higher degree by research award courses delivered by the faculty;
 - (f) varying faculty or school milestones for higher degree by research award courses; and
 - Note:** See *Progress Planning and Review for Higher Degree by Research Students Policy 2015*.
 - (g) any other matters assigned to it by its terms of reference.



3A.9 Work Health and Safety Committee

- (1) The Work Health and Safety Committee will comprise at least:
 - (a) the Executive Dean or Dean as Chair;
 - (b) one undergraduate student;
 - (c) one postgraduate student; and
 - (d) such other members as are specified in its terms of reference.
 - (2) The Work Health and Safety Committee will be responsible for:
 - (a) developing and implementing faculty strategies to for work health and safety;
 - (b) implementing and contributing to the development of University Executive work health and safety strategies;
 - (c) monitoring faculty performance against relevant key performance indicators and making appropriate recommendations;
 - (d) co-ordinating activity within the faculty to enhance work health and safety;
 - (e) facilitating faculty discussion of work health and safety matters; and
 - (f) any other matters assigned to it by its terms of reference.
-

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;
 - (d) the Faculty of Medicine and Health, except for a clinical school; and
 - (e) 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.
 - (3) Schools may create leadership positions other than those prescribed in subsections [4.3](#)(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)~~(5) A sub-committee, working party or advisory committee must not make decisions on behalf of the school.

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.
- (6) No business may be transacted at a school meeting unless a quorum is present.
- (7) A meeting of a school may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.
- (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.
- (10) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.
- (11) If the number of votes is equal, the Chair will have the casting vote.

PART 5 – CLINICAL SCHOOLS

5.1 Application

This Part applies to all clinical schools in the University of Sydney Medical School in the Faculty of Medicine and Health.



5.2 Establishment of clinical schools

Clinical schools may only be established as part of the University of Sydney Medical School. They 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 the Head of Sydney Medical School and the Executive Dean.
- (3) Clinical schools may create leadership positions other than those prescribed in subsections 5.3(1) and (2), with the approval of the Head of Sydney Medical School and the Executive Dean.

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 University of Sydney Medical School in 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, the University of Sydney Medical School 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 Head of Sydney Medical School and the Executive Dean.

PART 6 – UNIVERSITY SCHOOLS

6.1 Application

This Part applies to all University schools.

6.2 University school leadership

- (1) Each University school will have:
 - (a) a Head of School and Dean;
 - (b) up to two Deputy Head 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 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 [6.2](#)(1) and (2) with the approval of the Provost

6.3 University school governance

- (1) The academic affairs of each University school will be governed by:
 - (a) the University school;
 - (b) the University school board; and
 - ~~(c) relevant University school committees, established under Part 6A.;~~
 - ~~(e) sub-committees, working parties and advisory committees established by the University school in accordance with subsection 6.8(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; and~~
 - ~~(c) relevant University school committees, established under Part 6A.~~
 - ~~(b) —~~

6.4 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.



6.5 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.

6.6 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.

6.7 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 Deans;



- (iii) the Associate Deans;
 - (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

6.8 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 responsible for curriculum approvals required by section 6.8A, †~~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 those within the remit of the University school committees established under Part 6A of this Rule~~curriculum approvals~~, to the University school board for decision.
- (7) ~~Except for a standing committee responsible for curriculum approvals, a~~ sub-committee, working party or advisory committee established in accordance with subsection 6.8(6) must not make decisions on behalf of the University school board.

~~6.8A Standing committees responsible for curriculum approvals~~

- ~~(1) Each University school must have at least one standing committee with responsibility for making recommendations, on behalf of the University school board, in relation to approval of units of study, curriculum components and award courses.~~

~~**Note:** — See subclauses 6.8(4) (a), (b) and (c).~~
- ~~(2) A University school may have up to three such committees, respectively with responsibility for any of:~~
 - ~~(a) undergraduate coursework;~~
 - ~~(b) postgraduate coursework; or~~
 - ~~(c) higher degrees by research.~~
- ~~(3) These committees will make recommendations about:~~
 - ~~(a) the addition, variation and deletion of:~~
 - ~~(i) units of study;~~
 - ~~(ii) curriculum components; and~~
 - ~~(iii) award courses;~~~~delivered by the University school;~~
 - ~~(b) the addition and deletion of:~~
 - ~~(i) units of study; and~~
 - ~~(ii) curriculum components~~~~within the award courses for which the University school is responsible, but which are delivered by another faculty or University school.~~

~~and~~
- ~~(4) The committees will:~~



- ~~(a) be chaired by the relevant Associate Dean, or their nominee; and~~
- ~~(b) consist of members appointed on the basis of their relevant expertise.~~
- ~~(5) Members of these committees need not themselves be members of the University school board.~~
- ~~(6) 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 committee responsible for curriculum approvals of the owning faculty or University school; and~~
 - ~~(b) vote at such meetings on matters relating to the relevant units of study.~~~~
- ~~(7) The decisions of a committee responsible for curriculum approvals must be reported as soon as practicable to all members of the University school board.~~
- ~~(8) The recommendations of a committee responsible for curriculum approvals must be endorsed by the University school board before being forwarded to the Academic Board, the Board of Interdisciplinary Studies or any committee of either.
 - ~~(a) The University school board's may consider the recommendations at a physical meeting, or by circulation.~~~~

6.9 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.



- (6) No business may be transacted at a meeting of a University school board unless a quorum is present.
- (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.
- (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.
- (10) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.
- (11) If the number of votes is equal, the Chair will have the casting vote.
- (12) The University school board may make decisions by circulation:

(a) about recommendations ~~of a committee responsible for curriculum approvals~~ from the University school Education Committee relating to:

(i) approval of units of study;

(ii) curriculum components;

(iii) award courses;

Note: See subsection 6A.5(3).

or

~~(a)~~(b) in exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost).

- (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.

6.10 – Membership of the Head of School and Dean’s Executive Committee

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

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

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



6.12 – Meetings of the Head of School and Dean’s Executive Committee

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

6.13 – Membership of the Leadership Group

- (1) The Head of School and Dean will appoint members to the Leadership Group, in consultation with the Provost.
- (2) The Leadership Group should include:
 - (a) the Deputy Head of School and Deputy Deans;
 - (b) Associate Deans;
 - (c) heads of central units, as appropriate; and
 - (d) the School General Manager.

6.14 – Responsibilities and functions of the Leadership Group

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

6.15 – Meetings of the Leadership Group

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

PART 6A – UNIVERSITY SCHOOL COMMITTEES

6A.1 University school committee structure

- (1) Each University school must have at least the following core committees:
 - (a) Education Committee;
 - (b) Indigenous Strategy and Services Committee;
 - (c) Research Committee;
 - (d) Research Education Committee; and
 - (e) Work Health and Safety Committee.
- (2) The University Executive will determine the responsibilities of each core committee, which will include:
 - (a) implementing University and University school strategies and initiatives relevant to its remit;



- (b) the Head of School and Dean's Executive Committee, for administrative, strategic or operational matters.

6A.2 Authority of committees

- (1) Except for the Education Committee as provided in subsection 6A.5(3), no University school committee may make decisions on behalf of the University school board or the Head of School and Dean's Executive Committee.
- (2) The Education Committee may make decisions on behalf of the University school board as provided in subsections 6A.5(3) and 6A.5(5).

6A.3 Committee membership

- (1) The Head of School and Dean, after consultation with the Chair of the committee, will appoint members of faculty committees other than ex officio members, for renewable terms of one year.
- (a) Committee members must be appointed on the basis of their relevant expertise, and do not need to be members of the University school board, Head of School and Dean's Executive Group or the University school Leadership Group.
- (b) In appointing members, the Head of School and Dean must also consider the need for:
- (i) appropriate representation of the University school's academic disciplines; and
- (ii) equitable representation of the University school's diversity.
- (c) Subject to subsection 6A.3(4), members are eligible for re-appointment.
- (2) The Head of School and Dean must review the membership of each committee annually, in consultation with its Chair.
- (a) In doing so, the Head of School and Dean must satisfy themselves that each committee:
- (i) has current and relevant expertise; and
- (ii) appropriately reflects the University school's diversity and disciplines.
- (3) The Head of School and Dean will determine the Chairs of optional committees.
- (4) The Head of School and Dean, in consultation with their Executive Committee, will decide whether, and if so what, limits will apply to the length of time or the number of times committee members (other than an ex officio members) may serve on a particular committee.

6A.4 Committee meetings

- (1) Chairs of core University school committees:
- (a) must convene meetings of their committee at least quarterly;
- (b) must convene meetings of their committee if directed to do so by:



- (i) the Head of School and Dean;
 - (ii) the Head of School and Dean's Executive Committee; or
 - (iii) the University school board; and
 - (c) may convene such other meetings as necessary for the efficient conduct of the committee's business.
- (2) Chairs of optional University school committees:
 - (a) must convene meetings of their committee as required by its terms of reference;
 - (b) must convene meetings of their committee if directed to do so by:
 - (i) the Head of School and Dean;
 - (ii) the Head of School and Dean's Executive Committee; or
 - (iii) the University school board; and
 - (c) may convene such other meetings as necessary for the efficient conduct of the committee's business.
- (3) If the Chair of any committee is not present for a meeting, those present will elect an individual from among themselves to act as Chair for that meeting.
- (4) Fifty percent of members will constitute a quorum for any committee meeting.
- (5) The Head of School and Dean, in consultation with their Executive Committee, will decide for each committee whether the committee's Chair will have a casting vote when votes for and against a proposition are equal.
- (6) Committee meetings may be held at two or more venues simultaneously, using any technology that gives members a reasonable opportunity to participate.
- (7) A committee may conduct business by circulation:
 - (a) in exceptional circumstances; and
 - (b) with the approval of the Head of School and Dean, given on each such occasion.
- (8) Where committee business is conducted by circulation, the process will be determined by the Chair in consultation with the Head of School and Dean, provided that:
 - (a) any item of business to be decided by circulation must be provided to every committee member; and
 - (b) a decision on an item of business made by circulation must be supported by a majority of the required quorum for a meeting of that committee.

6A.5 Education Committee

- (1) The Education Committee will comprise at least:
 - (a) the Associate Dean (Education) as Chair;
 - (b) the Associate Dean (Student Life), or nominee;



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 owning faculty or University school’s Education Committee; and
- (b) vote at such meetings on matters relating to the relevant units of study.

(5) Recommendations made under subsection 6A.5(3) must be:

- (a) reported to all members of the University school board as soon as practicable after they are made;
- (b) endorsed by the University school board before being forwarded to the Academic Board, the Board of Interdisciplinary Studies or any committee of either; and
- (c) once endorsed, forwarded to the Academic Board, Board of Interdisciplinary Studies or relevant committee as soon as possible.

6A.6 Indigenous Strategy and Services Committee

(1) The Indigenous Strategy and Services Committee will comprise at least:

- (a) the Associate Dean (Indigenous Strategy and Services) as Chair;
- (b) one undergraduate student;
- (c) one postgraduate student; and
- (d) such other members as are specified in its terms of reference.

(2) The Indigenous Strategy and Services Committee will be responsible for:

- (a) developing and implementing University school strategies for Indigenous participation, engagement, education and research;
- (b) implementing relevant University Executive strategies across the University school;
- (c) co-ordinating activity within the University school to achieve:
 - (i) alignment of policies, procedures and local provisions;
 - (ii) consistency of practice;
- (d) monitoring and refining the University school’s and the University’s strategies for Indigenous participation, engagement, education and research; and
- (e) any other matters assigned to it by its terms of reference.

6A.7 Research Committee

(1) The Research Committee will comprise at least:

- (a) the Associate Dean (Research) as Chair;
- (b) two higher degree by research students; and
- (c) such other members as are specified in its terms of reference.



- (2) The Research Committee will be responsible for:
- (a) developing a comprehensive, detailed and evidence-based understanding of the University school's research enterprise;
 - (b) providing advice on all research matters, including:
 - (i) strategy;
 - (ii) policy;
 - (iii) support processes;
 - (iv) resource allocation; and
 - (v) research integrity;
- and
- (c) any other matters assigned to it by its terms of reference.

6A.8 Research Education Committee

- (1) The Research Education Committee will comprise at least:
- (a) the Associate Dean (Research Education) as Chair;
 - (b) two higher degree by research students; and
 - (c) such other members as are specified in its terms of reference.
- (2) The Research Education Committee will be responsible for:
- (a) developing and implementing University school strategies to enhance research education;
 - (b) implementing University Executive research education strategies across the University school;
 - (c) monitoring and considering the interaction of research education strategies with strategies to develop and improve student life, engagement and participation generally;
 - (d) co-ordinating activity within the University school to enhance research education;
 - (e) deciding to include or delete units of study in the table of units for higher degree by research award courses delivered by the University school;
 - (f) varying University school milestones for higher degree by research award courses; and
- Note:** See *Progress Planning and Review for Higher Degree by Research Students Policy 2015*.
- (g) any other matters assigned to it by its terms of reference.

6A.9 Work Health and Safety Committee

- (1) The Work Health and Safety Committee will comprise at least:



- (a) the Executive Dean or Dean as Chair;
 - (b) one undergraduate student;
 - (c) one postgraduate student; and
 - (d) such other members as are specified in its terms of reference.
- (2) The Work Health and Safety Committee will be responsible for:
- (a) developing and implementing University school strategies for work health and safety;
 - (b) implementing and contributing to the development of University Executive work health and safety strategies;
 - (c) monitoring University school performance against relevant key performance indicators and making appropriate recommendations;
 - (d) co-ordinating activity within the University school to enhance work health and safety;
 - (e) facilitating University school discussion of work health and safety matters; and
 - (f) any other matters assigned to it by its terms of reference.

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 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) chairing the faculty Work Health and Safety Committee;
 - ~~(a)~~(b) providing strong people leadership and management to all staff, including culture, mission, workforce planning, workload allocation and compliance;
 - ~~(b)~~(c) developing strategies to attract, engage and retain outstanding talent and for integrating University-wide workforce strategies and initiatives into the faculty;
 - ~~(c)~~(d) determining accountabilities and responsibilities within the Leadership Group to ensure effective leadership at both the faculty and school level;
 - ~~(d)~~(e) mentoring and supporting direct reports to instil similar leadership and management guidance for staff across the faculty;
 - ~~(e)~~(f) strategically overseeing talent management including recruitment, monitoring, promotion, performance management, retention and remuneration; and
 - ~~(f)~~(g) 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.

7.3 Responsibilities and functions of Deans

- (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 whole-of-University decision making;
 - (f) having input into the University's 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
 - (i) 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.
- (4) Deans will be responsible for financial management, including:



- (a) overseeing, and 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, being accountable for the efficient operations of schools and internal centres and institutes.
- (5) Deans will be responsible for operational management, including:
- (a) 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
 - (d) overseeing school resource management, including ensuring consistency of systems, processes and practices.
- (6) Deans will be responsible for people leadership and management, including:
- (a) chairing the faculty Work Health and Safety Committee;
 - ~~(a)~~(b) providing strong people leadership and management to all staff, including culture, mission, workforce planning, ~~work-load~~workload allocation and compliance;
 - ~~(b)~~(c) developing strategies to attract, engage and retain outstanding talent and for integrating University-wide workforce strategies and initiatives into the faculty;
 - ~~(c)~~(d) determining accountabilities and responsibilities within the Leadership Group to ensure effective leadership at both the faculty and school level;
 - ~~(d)~~(e) mentoring and supporting direct reports to instil leadership and management guidance and support for staff across the faculty;
 - ~~(e)~~(f) strategically overseeing talent management including recruitment, monitoring, promotion, performance management, retention and remuneration; and
 - ~~(f)~~(g) 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) engaging externally 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](#).

7.4 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.
- (8) Deputy Executive Deans and Deputy Deans will contribute to risk management as directed by the Executive Dean or Dean, consistently with their position accountabilities.

7.5 Responsibilities and functions of Heads of School

- (1) Heads of 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 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 (learning and teaching), design and 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
 - (f) 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 Rescinded.

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 strategies.
- (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) chairing the University school Work Health and Safety Committee;
 - ~~(a)~~(b) establishing the position requirements for the Deputy Head of School and Deputy Dean;
 - ~~(b)~~(c) providing people leadership and management to all staff, including culture, mission, workforce planning, ~~work-load~~workload allocation and compliance;
 - ~~(c)~~(d) developing strategies to attract and retain outstanding talent and integrating University-wide workforce strategies into the University school;
 - ~~(d)~~(e) making appointment decisions for the University school;
 - ~~(e)~~(f) managing staff performance and development targets for all direct reports, including:
 - (i) performance reviews;
 - (ii) coaching and
 - (iii) feedback;



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



- ~~(a)~~~~(b)~~ 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)~~~~(c)~~ 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)~~~~(d)~~ participating in decisions on behalf of the faculty or University school at their respective University Executive committee;
 - ~~(d)~~~~(e)~~ 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)~~~~(f)~~ 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)~~~~(g)~~ 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 8 – BOARD OF INTERDISCIPLINARY STUDIES

8.1 Application

This Part applies to all:

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

8.2 Membership of 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, Head of School and Deans, or their nominees, of faculties and University schools that offer Liberal Studies degrees;
 - (d) the Executive Dean, Deans, Head 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 coordinators 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) 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



- (j) co-opted members appointed by resolution of the Board of Interdisciplinary Studies.
- (3) The members appointed in accordance with subsections [8.2\(2\)\(d\)](#), 2(i) and 2(j) 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 [8.2\(2\)\(d\)](#), 2(i) and 2(j):
 - (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 assume the powers and duties of the Chair if the Provost is absent or unable to perform the role.

8.3 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 they consider 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 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 meeting.
- (5) No business may be transacted at a meeting unless a quorum is present.
- (6) A meeting 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.



8.4 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, 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) 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 consistently with the applicable course resolutions and University policy and procedures;
 - (c) make recommendations to the Academic Board on matters relating to the interdisciplinary degrees, diplomas and certificates; and
 - (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) recommend 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 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 Shared Pool, the Dalyell Stream, the Bachelor of Advanced Studies, and specialisations in the Master of Advanced Studies;
 - (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.



- (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 [8.4\(3\)\(h\)](#).

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PART 9 – STAFF ELECTIONS TO FACULTY BOARDS

9.1 Application

This Part applies to:

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

9.2 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.

9.3 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.

9.4 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.

9.5 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.

9.6 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 10 – STUDENT ELECTIONS

10.1 – Application

This part applies to all:

- (a) faculties;
- (b) faculty boards;
- (c) University schools;



- (d) University school boards.

10.2 – 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.

10.3 – 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.

10.4 – 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.
- (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.

10.5 – 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.

10.6 – 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 11 – STUDENT PARTICIPATION IN MEETINGS

11.1 – Application

This Part applies to all:

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

11.2 – 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.

11.3 – Other 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;
 - (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;
 - (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 12 - PROCEDURES

12.1 – Elections

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

12.2 – 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 13 – TRANSITIONAL PROVISIONS – HEALTH SCIENCES TRANSITION TO THE FACULTY OF MEDICINE AND HEALTH

13.1 – Application

This Part applies only to the Faculty of Medicine and Health, including the Faculty of Health Sciences and the School of Health Sciences (post-transition).

~~13.2 – Staff elections Rescinded~~

~~For the purposes of staff elections conducted in Semester 2, 2019 for membership of the faculty board of the Faculty of Medicine and Health, staff in the Faculty of Health Sciences may participate in that election as though they were staff in the Faculty of Medicine and Health.~~

~~13.3 – Student elections Rescinded~~

~~For the purposes of student elections conducted in Semester 2, 2019 for membership of the faculty and the faculty board of the Faculty of Medicine and Health, students in the Faculty of Health Sciences may participate in those elections as though they were students in the Faculty of Medicine and Health.~~

13.4 – Faculty board and faculty representation

- (1) For 2020-2021 membership, academic staff in the Faculty of Medicine and Health will be elected to the faculty board in accordance with section 3.7(3).
- (2) For 2020-2021 membership, there will be nine professional staff elected to the Faculty of Medicine and Health faculty board.
- (3) For 2020 membership, there will be at least four and no more than ten student members of the Faculty of Medicine and Health faculty board.
- (4) For 2020 membership, there will be twenty-three student members of the Faculty of Medicine and Health, comprising:
 - (a) nine undergraduate students (of which five will come from Health Sciences);
 - (b) seven postgraduate coursework students (of which three will come from Health Sciences); and
 - (c) seven higher degree by research students (of which three will come from Health Sciences).



PART 14 – RESCISSIONS AND REPLACEMENTS

14.1 Application

This Part applies to all:

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

14.2 Rescissions and replacements

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 is to be read as a reference:

- (a) in the case of a faculty, to Part 3 of this Rule; and
- (b) in the case of a University school, to Part 6 of this Rule.

NOTES

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

Date adopted: 12 December 2016

Date amended: 24 March 2018
31 December 2018
9 August 2019
9 December 2019

[insert date]

Date commenced: 1 January 2017
30 April 2018
1 January 2018
13 August 2019
1 January 2020

[insert date]

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 2017, 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.

The constitutions of the Faculty of Dentistry, the Faculty of Medicine, the Faculty of Nursing and Midwifery and the Faculty of Pharmacy as at 30 April 2018.

Related documents: University of Sydney (Coursework) Rule 2014
Coursework Policy 2014
Learning and Teaching Policy 2015
Learning and Teaching Procedures 2016
University of Sydney Act 1989 (as amended) (NSW)
University of Sydney By Law 1999 (as amended) (NSW)
University of Sydney (Coursework) Rule 2014
University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended)
University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
University of Sydney (Governance of Faculties and University Schools Rule) 2016
University of Sydney (Higher Degree by Research) Rule 2011 (as amended)
Coursework Policy 2014



Policies Development and Review Procedures

AMENDMENT HISTORY

Provision	Amendment	Commencing
4, 15	Remove references to transition period	24 March 2017
2(2)	Delete 8 January 2018. Insert 30 June 2018.	22 May 2017
15	Renumber existing section as 15(1) Add new 15(2).	22 May 2017
3.8(1)	New clause	12 July 2017
3.8(3)(a), 3.8(4)(c)(xii), 3.8(4)(d)(xiii)	“and” added to end of subclause	12 July 2017
3.8(8), 3.8(9)	Subclauses deleted	12 July 2017
3.9	Various amendments for clarification. New clauses (10) and (11) added	12 July 2017
3.18(5)(a)	“and” added to end of subclause	12 July 2017
4.1, 4.3	Various amendments for clarification	12 July 2017
4.4(1)(b)- 4.4(5)	Subclauses added	12 July 2017
4.5(2)(a)	“and” added to end of subclause	12 July 2017
4.6	Renumbered, subclause 4.6(3)(a) added; 4.6(10) typographical error corrected	12 July 2017
4.7(2)(e)	“and” added to end of subclause	12 July 2017
5.2(1)(b)	Typographical error corrected	12 July 2017
5.4	Subclause 2 added	12 July 2017
5.6	Various amendments for clarification. New subclauses (3)(a) added.	12 July 2017
5.7	Various amendments for clarification. New subclause (1)(c), (1)(d)(i) and (3) added.	12 July 2017
5.8(4)	Reference to Rules, policies and procedures added	12 July 2017



Provision	Amendment	Commencing
5.8(4)(c)(xii), 5.8(4)(d)(viii), 5.8(4)(h)	“and” added to end of subclause	12 July 2017
5.8(8), 5.8(9)	Subclauses deleted	12 July 2017
5.9(3)(a)	Subclause added and subsequent clauses renumbered	12 July 2017
5.9(10)	Typographical error corrected	12 July 2017
5.9(11), 5.9(12)	Subclauses added	12 July 2017
5.16(6)(e)	“and” added to end of subclause	12 July 2017
5.17(5)(a)	“and” added to end of subclause	12 July 2017
6.3(1)(a)	“and” added to end of subclause	12 July 2017
6.3(2)	Reference to Rules, policies and procedures added	12 July 2017
6.3(5)	Subclause deleted	12 July 2017
6.4(2)(c)	Reference to Registrar changed to Provost	12 July 2017
6.4(9)	Typographical error corrected	12 July 2017
6.5(4)(a)	“and” added to end of subclause	12 July 2017
6.7(2)(a)	“and” added to end of subclause	12 July 2017
6.8(6)	Various amendments for clarification	12 July 2017
7.3(3)(a)	Subclause added and subsequent clauses renumbered	12 July 2017
7.3(10)	Typographical error corrected	12 July 2017
7.4(1)(a), 7.4(2)(e), 7.4(3)(g)	“and” added to end of subclause	12 July 2017
7.5(3)(ii)	Subclause added and renumbered	12 July 2017
8.2(2)	Amendment for clarification	12 July 2017
8.3(3)(a)	Subclause added and subsequent clauses renumbered	12 July 2017
8.4	Various amendments for clarification	12 July 2017



Provision	Amendment	Commencing
8.6(1)	Cross reference removed and typographical error corrected	12 July 2017
8.6(2)	Subclause added and subsequent subclauses deleted	12 July 2017
9.1(e), 9.1(f)	Subclauses deleted	12 July 2017
9.2, 9.3, 9.4	References to school and department removed and various amendments for clarification	12 July 2017
9.6	Amended for clarification	12 July 2017
9.7, 9.8, 9.9	Clauses deleted	12 July 2017
10.2	References to postgraduate studies committee deleted	12 July 2017
Part 11	New part, subsequent parts renumbered	12 July 2017
12.2	End date amended	12 July 2017
12.3(1)(b)(i)	Subclause added and subsequent subclauses renumbered	12 July 2017
12.3(1)(c), 12.3(2), 12.3(3), 12.3(4)	Subclauses deleted	12 July 2017
13.2(3)	Note added	12 July 2017
Notes	Related document added	12 July 2017
3.7(3) note	Minor typographical amendment	17 July 2017
1.3	Subsection (1) amended. Subsections (2) – (4) deleted	24 March 2018
1.4(1)	Reference to Board of Interdisciplinary Studies added	24 March 2018
1.4(2)(a)	References to Executive Deans, and Heads of Clinical School added	24 March 2018
1.4(2)(b)	Reference to Deputy Executive Dean added	24 March 2018
1.4(2)(d)	Subclause added	24 March 2018
1.5	Definitions amended: academic staff member; administrative, strategic and operational affairs; Executive Committee; faculty; Leadership Group;	24 March 2018



Provision	Amendment	Commencing
	Liberal Studies Bachelor degree; Open Learning Environment;	
	Definitions added: affiliate; approved leadership position; Board of Interdisciplinary Studies; Centre for Continuing Education; Clinical School; continuing education; core Associate Dean; Dalyell stream; Deputy Dean; Deputy Executive Dean; Executive Dean; Executive Dean’s Committee; extra-curricular education; Head of Clinical School; program; school manager; Shared Pool; significant component of an award course;	
	Definitions deleted: constitution; department; Head of Department;	
2.2	Subsections (1)(d) and (e) added; Subsection 2.2(2) deleted and subsequent clauses renumbered	24 March 2018
3.1	Subsection (e) added	24 March 2018
3.2	Subsection (1) added and subsequent clauses renumbered; subsections (2) and (3) amended. References to non-core Associate Deans and Executive Dean added to subsection (4).	24 March 2018
3.3	References to “strategic” and Executive Dean added	24 March 2018
3.5(2)	Typographical correction	24 March 2018
3.6	References to Executive Dean added. New subclause (6) added and subsequent clauses renumbered.	24 March 2018
3.7 (1)	References to Executive Dean, Deputy Executive Dean and Heads of Clinical School added. New subclause (a)(viii) added.	24 March 2018
3.7(2)	New subclause added and subsequent clauses renumbered	24 March 2018
3.7(3)	Typographical corrections; references to clinical schools added. New subclause (b) added.	24 March 2018
3.7(4)	Amended to refer to “eligible” temporary academic staff members	24 March 2018
3.9(1)-(3)	References to Executive Dean added	24 March 2018



Provision	Amendment	Commencing
3.9(5)	Subclause added and subsequent clauses renumbered	24 March 2018
3.10	Reference to Executive Dean's or Dean's Executive Committee added	24 March 2018
3.11	Reference to Executive Dean's or Dean's Executive Committee added. Reference to 'strategic and operational affairs' added.	24 March 2018
3.12	Reference to Executive Dean and the Executive Dean's or Dean's Executive Committee added	24 March 2018
3.13	Reference to Executive Dean, Deputy Executive Deans and Heads of Clinical Schools added	24 March 2018
3.14	Reference to Executive Dean's or Dean's Executive Committee added	24 March 2018
3.15	Reference to Executive Dean added	24 March 2018
4.1(1)	Reference to the Faculty of Medicine and Health (excluding clinical schools) added	24 March 2018
4.1(2)	Subclause added	24 March 2018
4.3	Reference to Executive Dean added	24 March 2018
4.6(2)(c)	Reference to Executive Dean added	24 March 2018
4.6.5	Subclause relating to affiliates added and subsequent clauses renumbered	24 March 2018
4.7	Clause deleted	24 March 2018
5.1-5.5	New Part 5 relating to Clinical Schools added. Subsequent renumbering of remaining Parts.	24 March 2018
6	Former Part 6 deleted.	24 March 2018
6.2(2)	Reference to 'optional' Associate Deans replaced by 'non-core'.	24 March 2018
6.3(2)	Addition of word 'strategic'	24 March 2018
6.4(b)	Addition of word 'student' before 'members'	24 March 2018
6.6(8)	Subclause added and subsequent clauses renumbered	24 March 2018
6.9(5)	Subclause added and subsequent clauses renumbered	24 March 2018



Provision	Amendment	Commencing
6.11	Reference to the 'strategic and operational affairs' added	
7	New Part 7 (Responsibilities and Functions) added and subsequent parts renumbered	24 March 2018
7.1	Section added.	24 March 2018
7.2	Responsibilities and functions of the Executive Dean added	24 March 2018
7.3	Responsibilities and functions of Deans moved from former s3.16 into Part 7	24 March 2018
7.4	Responsibilities and functions of Deputy Executive Deans and Deputy Deans moved from former s3.17 into Part 7. Reference to Deputy Executive Deans added.	24 March 2018
7.5	Responsibilities and functions of Heads of School moved from former 4.7 into Part 7. Addition of word 'design' in 7.5(2)(a).	24 March 2018
7.6	Addition of section 7.6 (Responsibilities and functions of Heads of Clinical School	24 March 2018
7.7	Responsibilities and functions of Head of School and Deans of University schools moved from former section 5.16 into Part 7.	24 March 2018
7.8	Responsibilities and functions of Associate Deans moved from former 3.1 into Part 7. Reference to 'Deputy Executive Dean' added.	24 March 2018
8.2	Reference to Executive Dean added	24 March 2018
8.2(i)	Clause deleted and subsequent clauses renumbered; minor typographical corrections	24 March 2018
8.3(1)-(6)	Minor typographical corrections	24 March 2018
8.4	Subclause 8.4(2)(b) deleted and subsequent clauses renumbered	24 March 2018
	References to the Shared Pool, Dalyell Stream, Open Learning Environment, Bachelor of Advanced Studies and Master of Advanced Studies added	
	Subclause 8.4(5) added	
8.5	Former section 7.5 deleted	24 March 2018



Provision	Amendment	Commencing
9.1	Reference to the Faculty of Medicine and Health added	24 March 2018
9.4	Reference to the Executive Dean added	24 March 2018
9.5	Reference to the Executive Dean added	24 March 2018
9.6(1)(a)	Addition of the word 'eligible'	24 March 2018
10.4	Reference to the Executive Dean added	24 March 2018
11.3	Reference to 'Other internal meetings' added. References to 'school or department' in subclauses 11.3(1)(a) and 11.3(2)(a) deleted.	24 March 2018
13.1	Section deleted. New section referring to the Faculty of Medicine and Health added.	24 March 2018
13.2 – 13.5	Sections added.	24 March 2018
Part 14	New Part added, replacing former section 13.2	24 March 2018
3.8(6)	References to standing committees on curriculum approvals added	1 January 2019
3.8(7)	References to standing committees on curriculum approvals added	1 January 2019
3.8A	Sections added – standing committees responsible for curriculum approvals	1 January 2019
6.8(6)	References to standing committees on curriculum approvals added	1 January 2019
6.8(7)	References to standing committees on curriculum approvals added	1 January 2019
6.8A	Sections added – standing committees responsible for curriculum approvals	1 January 2019
6.9(12)	References to standing committees on curriculum approvals added	1 January 2019
13.4(4)	New subsection	13 August 2019
13.5(6)	New subsection	13 August 2019
1.5(1)	Definition of "clinical school" amended to add reference to Sydney Medical School	1 January 2020
2.2(1)(c)	Faculty of Engineering and Information Technologies amended to Faculty of Engineering	1 January 2020



Provision	Amendment	Commencing
2.2(1)(d)	Subsection deleted, consequential renumbering	1 January 2020
2.2(2)	Subsection deleted	1 January 2020
3.1(c)	Faculty of Engineering and Information Technologies amended to Faculty of Engineering	1 January 2020
3.1(d)	Subsection deleted, consequential renumbering	1 January 2020
3.7(1)(a)(v)	Subsection deleted, consequential renumbering	1 January 2020
3.7(3)(a)	References to clinical schools deleted. Note added	1 January 2020
3.7(4)	Reference to “seven” professional staff members amended to “nine”	1 January 2020
3.7(5)	Reference to “eight” student members amended to “ten”	1 January 2020
3.13(2)(d)	Subsection deleted, consequential renumbering	1 January 2020
4.1(1)(c)	Faculty of Engineering and Information Technologies amended to Faculty of Engineering	1 January 2020
4.1(1)(d)	Subsection deleted, consequential renumbering	1 January 2020
5.1, 5.2	References to Sydney Medical School added	1 January 2020
5.3 (2) and (3)	Reference to Head of Sydney Medical School added. References to Provost and Deputy Executive Dean (Health and Community) deleted.	1 January 2020
5.4 (1) and (2)	Reference to Sydney Medical School added	1 January 2020
5.5	Reference to Head of Sydney Medical School added. References to Provost and Deputy Executive Dean (Health and Community) deleted.	1 January 2020
7.6	Section deleted	1 January 2020
9.1(c)	Faculty of Engineering and Information Technologies amended to Faculty of Engineering	1 January 2020
9.1(d)	Subsection deleted, consequential renumbering	1 January 2020
Part 13	Amended to refer to Health Sciences transition to Faculty of Medicine and Health	1 January 2020
13.1-13.5	Section deleted	1 January 2020
13.1-13.4	New sections added	1 January 2020



Provision	Amendment	Commencing
<u>1.4.(2)</u>	<u>Definition of award course amended;</u> <u>Definition of Executive Committee amended;</u> <u>Definition of Executive Dean amended;</u> <u>Definition of School General Manager added.</u>	TBC
<u>3.2(3)</u>	<u>Note added</u>	TBC
<u>3.3(1)(b) and (c)</u>	<u>Subsection replaced</u>	TBC
<u>3.3(2)(c)</u>	<u>Subsection added</u>	TBC
<u>3.8(6)</u>	<u>Reference to section 3.8A deleted</u>	TBC
<u>3.8(7)</u>	<u>Reference to standing committee deleted</u>	TBC
<u>3.8A</u>	<u>Section deleted</u>	TBC
<u>3.9(12)(a)</u>	<u>Subsections (i) to (iii) and Note added</u>	TBC
<u>Part 3A</u>	<u>New Part added</u>	TBC
<u>4.4(5)</u>	<u>Subsection added</u>	TBC
<u>6.3(1) (b) and (c)</u>	<u>Subsection replaced</u>	TBC
<u>6.3(2)(c)</u>	<u>Subsection added</u>	TBC
<u>6.8(6)</u>	<u>Reference to section 3.8A deleted</u>	TBC
<u>6.8(7)</u>	<u>Reference to standing committee deleted</u>	TBC
<u>6.8A</u>	<u>Section deleted</u>	TBC
<u>Part 6A</u>	<u>New Part added</u>	TBC
<u>7.2(6)(a)</u>	<u>Subsection added</u>	TBC
<u>7.3(6)(a)</u>	<u>Subsection added</u>	TBC
<u>7.7(5)(a)</u>	<u>Subsection added</u>	TBC
<u>7.8(1)(a)</u>	<u>Subsection added</u>	TBC
<u>7.8(2)(a)</u>	<u>Subsection added</u>	TBC
<u>13.2;13.3</u>	<u>Subsections deleted</u>	TBC
.		



Submission To	Academic Standards and Policy Committee
Date	25 August 2020
Item No	6.1

Non-Confidential

Policy Title	Higher Degree by Research Supervision Policy 2020
Recommendation	That the Academic Board Academic Standards and Policy Committee endorse and recommend that the Academic Board approve the amendments to the Higher Degree by Research Supervision Policy 2020.
Proposed Date of Implementation	1 July 2020
Proposal Presenter	Prof Ross Coleman, Director, Graduate Research
Consultation Pipeline	<pre> graph LR A[Associate Deans RE] --> B[AB Academic Standards and Policy Committee] B --> C[Academic Board] </pre>
Endorsements received	Policy Management Unit
Policy Unit Review	<p>X</p> <hr/> Kerrie Henderson University Policy Manager
Consequential Amendments	No consequential amendments required

EXECUTIVE SUMMARY

During 2019 and 2020, the DVC Education portfolio and Academic Board reviewed the policy arrangements for supporting and enabling HDR supervision. This resulted in a new instrument - the Higher Degree by research Student Policy 2020 and associated documents.

A recent case has demonstrated that there was an important omission from the supervisor eligibility aspects of the policy. It was apparent that the policy development process did not consider that casual staff would be named as supervisors let alone lead supervisors, and yet it turns out that this has been a practice in some instances. Obviously, a casual staff member cannot be expected to provide the continuity of support we defined as an expectation of supervisors under 7(1)(b) ‘throughout candidature...’, so it is argued that the intent is that casual staff members should not be supervisors. Unfortunately, the policy does not say this explicitly, and so the lack of clarity is causing some issues for a faculty trying to sort out some current candidatures.



Submission To	Academic Standards and Policy Committee
Date	25 August 2020
Item No	6.1

Non-Confidential

The recommendation is to add 'continuing or fixed-term' after 'current' at 8(1)(a) and 8(6)(a) so that these now read

8 (1) All supervisors must be

- (a) a current continuing or fixed term member of University staff or a current affiliate of the University

and 8(6)(a) so this now reads

8(6) Lead supervisors should

- (a) be continuing or fixed term members of the University's academic staff at Level B or above; or

ATTACHMENTS

[Attachment 1](#) Higher Degree by Research Supervision Policy 2020



HIGHER DEGREE BY RESEARCH SUPERVISION POLICY 2020

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

Dated: 6 May 2020, commencing 1 July 2020

Last amended:

Signature:

Position: Chair, Academic Board

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PART 1 - PRELIMINARY

1 Name of policy

This is the Higher Degree by Research Supervision Policy 2020.

2 Commencement

This policy commences on 1 July 2020.

3 Policy is binding

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

4 Statement of intent

This policy:

- (a) provides for higher degree by research students to be supported to produce research of the highest national and international quality;
- (b) enables students enrolled in a higher degree by research to be part of an intellectually stimulating academic environment and receive effective supervision during their studies;
- (c) provides for a positive and proactive approach to research supervision;
- (d) provides for foundational guidance, support, recognition, development and leadership opportunities for supervisors;
- (e) supports the conduct of research training in a safe manner which is conducive to student wellbeing; and
- (f) supports the University's values of courage and creativity; respect and integrity; and inclusion and diversity.

5 Application

This policy applies to:

- (a) staff, students and affiliates; and
- (b) any formal research supervision program provided to students in either of the following degrees:
 - (i) doctorate by research (including Doctor of Philosophy); or
 - (ii) masters by research.



PART 2 - DEFINITIONS

6 Definitions and interpretation

(1) In this policy:

- academic dishonesty** has the meaning given in the [Academic Honesty in Coursework Policy 2015](#), which at the date of this policy is:
- seeking to obtain, or obtaining, academic advantage for oneself or others (including in the assessment or publication of work) by dishonest or unfair means.
- Note:** See also [Research Code of Conduct 2019](#)
- affiliate** has the meaning provided in the [Code of Conduct – Staff and Affiliates](#), which at the date of this policy is:
- clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf.
- Note:** For the purpose of this policy, affiliation types include Honorary title holders, Research affiliates, and Supervisors of Higher Degree by Research Students. See [Affiliates Policy](#)
- Australian Qualifications Framework (AQF)** means the national framework for recognition and endorsement of education qualifications.
- Note:** See <http://www.aqf.edu.au/>
- associate dean** means the associate dean with authority for overseeing higher degrees by research in the relevant faculty.
- candidature** means the period commencing when a person is enrolled in an award course, in accordance with University and government requirements as amended from time to time, and ending when the degree is conferred or the candidature otherwise ceases.
- dean** means, as appropriate, any of:
- the Executive Dean and Pro Vice-Chancellor of the Faculty of Medicine and Health;
 - the Dean of a faculty; or
 - the Head of School and Dean of a University school.
- delegate** means an employee, member of Committee of Senate, or any other person or entity to whom or to which a delegation has been made by Senate.
- Note:** See [University of Sydney \(Delegations of Authority\) Rule 2020](#).



doctorate by research	<p>has the meaning provided in the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) which at the date of this policy is:</p> <p>a degree with the word 'doctor' in the title comprising a minimum of two-thirds research that is approved by the Academic Board.</p> <p>Note: The Academic Board will not approve a doctorate by research unless it complies with the requirements for AQF level 10. See http://www.aqf.edu.au</p>
Educational Innovation	<p>means the Educational Innovation unit within the Deputy Vice-Chancellor (Education) portfolio.</p>
ESOS National Code	<p>means the National Code of Practice for Providers of Education and Training to Overseas Students 2018.</p>
external supervisor	<p>has the meaning provided in subclause 8(7)</p>
faculty	<p>includes references to a University school. In this policy, it refers to the faculty or University school in which a student is enrolled.</p>
inappropriate academic practice	<p>has the meaning provided in the Academic Honesty Procedures 2016 which at the date of this policy is:</p> <p>a deviation (whether intentional or negligent) from accepted academic standards, including standards of:</p> <ul style="list-style-type: none">• referencing and due acknowledgement of the works of others;• ethics guidelines and ethical practice; or• data management. <p>It includes academic dishonesty, code breaches and research misconduct.</p>
lead supervisor	<p>has the meaning provided in subclauses 8(6) and 13(4).</p>
masters by research	<p>has the meaning provided in the University of Sydney (Higher Degree by Research Rule) 2011 (as amended) which at the date of this policy is:</p> <p>a degree with the word 'master' in the title comprising a minimum of two thirds research that is approved by the Academic Board.</p> <p>Note: The Academic Board will not approve a masters by research unless it meets the requirements for AQF Level 9. See http://www.aqf.edu.au</p>
personal interest	<p>has the meaning provided in the External Interests Policy 2010, which at the date of this policy is:</p> <p>a personal relationship (including spouse, de facto partner, romantic or sexual partner, immediate family, close friend, financial dependent or business partner) which a reasonable person might perceive as liable to influence decision making.</p>



plagiarism	means presenting another person's work as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. Plagiarism is a form of academic dishonesty. Note: See also Academic Honesty in Coursework Policy 2015 and Academic Honesty Procedures 2016
postgraduate coordinator	means the academic staff member with overall responsibility for the planning and coordination of higher degree by research students within a faculty, University school or school. Note: In the Faculty of Medicine and Health, this role is performed by the Research Education academic director.
probationary period	has the meaning as described in sections 2.05, 3.05, and 4.04 of the University of Sydney (Higher Degree by Research) Rule 2011 (as amended)
progress review	means a progress review conducted in accordance with Part 3 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015 .
research active	means meeting the minimum standards for research by staff as prescribed by the faculty. Note: See Academic staff (AP&D) minimum standards .
research misconduct	has the meaning given in clause 20 of the Research Code of Conduct 2019
school	has the meaning given in the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) , which at the date of this policy is: an academic unit, however so called, responsible for a student's higher degree by research candidature. It may be called a discipline.
student	means a person who is currently admitted to candidature in an award course at the University.
supervisor	means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in clauses 13 and 15.
Supervisor Register	means the University-wide register of individuals endorsed as supervisors of higher degree by research students, established under clause 10.



PART 3 - SUPERVISION PRINCIPLES AND PRACTICE

7 Principles of supervision

(1) General principles

- (a) Higher degree by research students are ultimately responsible for their own work.
 - (b) The primary role of supervisors is to provide academic support and guidance throughout a candidature with the objective of enabling the student to achieve a high standard of researcher development, research activity and output.
 - (c) Supervisors are responsible for offering tailored guidance and constructive feedback.
 - (d) Supervisors and students must discuss their respective roles, and the expectations and requirements of the degree. They must reach a common understanding of:
 - (i) key project aims;
 - (ii) key milestones;
 - (iii) proposed timetable; and
 - (iv) methods of working together.
 - (e) This common understanding must be documented.
 - (f) Students and their supervisors must regularly revisit roles, expectations and requirements of the degree to ensure that the student's project stays on track.
- (2) Research supervision is a component of an academic's teaching and learning focussed activity. Faculties should incorporate supervision into workload models, noting that the time commitment should be on the basis of the amount needed to ensure student success.

Note: See also clause 14 and [Academic Staff Workloads Policy](#)

(3) Quality of relationships

- (a) Supervisors and students must establish and maintain clear communication, which means actively identifying and resolving any misunderstandings or divergent expectations as they arise.
- (b) Giving and receiving critical feedback, and learning how to use it effectively, are integral aspects of the research process. Supervisors and students should undertake these activities respectfully and with a common focus on producing quality learning as well as quality work.
- (c) Supervisors must be responsive to students' changing needs at different stages of the degree.

(4) Diversity

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



- (b) Supervisors and students must not engage in, or tolerate, harassment and discrimination.
Note: See also: [Code of Conduct – Staff and Affiliates; Student Charter 2020; Bullying, Harassment and Discrimination Prevention Policy 2015; Student Sexual Misconduct Policy 2018](#)
 - (c) Supervisors and students must recognise that every supervisory relationship is unique and will reflect the particular needs, preferences and work styles of those involved.
 - (d) Supervisors and students must recognise that intellectual and practical input from other researchers is necessary and desirable, and is to be encouraged.
 - (e) Supervisors and students must exercise professional discretion in their relationship, maintaining confidentiality where appropriate.
- (5) **Life-long learning**
- (a) Students are encouraged to take part in opportunities at the University to develop skills and knowledge that complement their research.
 - (b) The University recognises its responsibility to foster research communities that welcome and engage research students as active participants.
- Note:** See also [Learning and Teaching Policy 2019](#)

8 Supervisors

- (1) All supervisors must be:
- (a) a current continuing or fixed term member of University staff or a current affiliate of the University;
 - (b) research active;
 - (c) qualified to undertake research supervision appropriate to the discipline by:
 - (i) holding a qualification at AQF Level 10; or
 - (ii) having equivalent professional or research experience;**Note:** This may include a higher doctorate other than a PhD; a research masters plus experience in research and research training supervision; or a significant publishing record in peer-reviewed journals. See [TEQSA Higher Education Standards panel](#) on technical amendments to Provider Course Accreditation Standards.
- and
- (d) approved for registration as a supervisor of higher degree by research students.
Note: See Clause 10
- (2) Supervisors may come from the same faculty, school or discipline as the one in which the student is enrolled or from different faculties, schools or disciplines as appropriate to the research project.
- (a) Students should normally be enrolled in the same faculty as the lead supervisor.



- (3) The relevant postgraduate coordinator must determine appropriate supervisory arrangements for each student based on:
 - (a) each supervisor's:
 - (i) skills;
 - (ii) experience; and
 - (iii) workload;
 - (b) the projected availability of staff; and
 - (c) other requirements appropriate to the candidature, degree and research project.
- (4) Subject to subclause 8(3):
 - (a) the relevant postgraduate coordinator will propose supervisors for a particular candidature; and
Note: See subclause 17(2)(a) and the [University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#)
 - (b) the relevant associate dean will appoint the supervisors, taking into account the postgraduate coordinator's proposals.
- (5) Each student must be assigned a supervisory team consisting of two or more supervisors.
 - (a) One member of the supervisory team must:
 - (i) be nominated as lead supervisor; and
 - (ii) have primary accountabilities to the University for leading the candidature.
- (6) **Lead supervisors** should:
 - (a) be **continuing or fixed term** members of the University's academic staff at Level B or above; or
 - (b) hold an affiliate appointment where their substantive role is at an equivalent status to a Level B academic role;and
 - (c) have supervised at least two higher degree by research students at AQF Level 9 or higher to timely and effective completion.
- (7) **External supervisors:**
 - (a) may be appointed to fulfil specific roles in the candidature. Such individuals may include, but are not limited to:
 - (i) a person with appropriate knowledge required for part of a student's candidature;
 - (ii) a person whose links with industry enable a student to have access to specialised equipment and facilities; or
 - (iii) a person in an external institution or university who is an expert on the subject matter.



9 Supervisor development

- (1) All University staff and affiliates with supervisory responsibilities must undertake development activities relating to the supervision of higher degree by research students. This may:
 - (a) involve taking part in formal and informal opportunities for exchanging expertise on research supervision, research learning and research processes; and
 - (b) occur at a discipline, school, faculty, or University-wide level.
- (2) Subject to subclause 9(3):
 - (a) University staff who have not supervised higher degree by research students previously, must undertake the University's Educational Innovation supervisor training course; and
 - (b) affiliates who are appointed to supervise higher degree by research students, must familiarise themselves with current supervisory practices and expectations by:
 - (i) completing the University's Educational Innovation supervisor training course; and
 - (ii) participating in faculty, school or discipline induction courses or workshops.
- (3) If a potential supervisor has already undertaken an equivalent course or has substantial suitable experience in supervising students to completion, the Director Graduate Research may exempt them from taking the University's Educational Innovation supervisor training course.
 - (a) It is nevertheless strongly recommended that such staff participate in the University's Educational Innovation supervisor training course or other workshops to ensure familiarity with current University supervisory practices and expectations.

Note: See also [Higher Degree by Research Supervision Procedures 2020](#)

10 The Supervisor Register

- (1) The Deputy Vice-Chancellor (Education), in consultation with associate deans, is responsible for establishing and maintaining a register of all individuals eligible to be appointed as supervisors for higher degree by research students.

Note: See also [Higher Degree by Research Supervision Procedures 2020](#)
- (2) Entry on the Supervisor Register does not confer an entitlement to supervise but is rather recognition by the University that the individual has the necessary skills and attributes to supervise higher degree by research students.
- (3) Postgraduate coordinators will recommend prospective supervisors to the relevant associate dean.
- (4) Associate deans will provide the names of endorsed supervisors to the Director, Graduate Research.
- (5) Subject to subclause 8(1), individuals endorsed for registration as a supervisor must:
 - (a) have participated in ongoing and appropriate development activities including but not limited to:



- (i) the University's Educational Innovation supervisor training course; or
 - (ii) other relevant workshops and programs;
 - or
 - (b) have documented proof of experience of successfully supervising students in research degrees at another university.
- (6) The Director, Graduate Research will determine if alternative qualifications are acceptable when an individual endorsed for registration as a supervisor:
- (a) has participated in courses and workshops other than the University's Educational Innovation supervisor training course; or
 - (b) has come from another institution.
- (7) The Director, Graduate Research will enter on the register all individuals who:
- (a) have been endorsed as supervisors of higher degree by research students; and
 - (b) whose qualifications they consider to be satisfactory and consistent with the requirements of this policy.
- (8) Registration as a supervisor is valid for a maximum period of five years from the date of registration.
- (9) At the end of each registration period, the Director, Graduate Research will determine whether or not to renew registration of an individual for a further term of five years, taking into account:
- (a) the advice of the relevant associate dean; and
 - (b) the individual's:
 - (i) current supervision responsibilities;
 - (ii) ongoing professional development as a supervisor;
 - (iii) continued active participation in research; and
 - (c) evidence that the individual's supervision has had a positive impact on the success of research students.
- (10) External supervisors will be registered for the duration of a candidature or five years, whichever is the shortest.
- (a) External supervisors who are from another institution or university must apply for Higher Degree by Research Supervision affiliation before being endorsed by the associate dean for entry into the Supervisor Register.

Note: See also sub clause 15(10)(g) and the [Affiliates Policy](#)

11 Supervisor suspension and deregistration

- (1) Subject to subclause 11(11) the Director, Graduate Research may remove an individual from the Supervisor Register on one or more of the following bases:
- (a) temporary suspension;
 - (b) routine deregistration;
 - (c) performance related deregistration; or
 - (d) misconduct related deregistration.



- Note:** See also [Higher Degree by Research Supervision Procedures 2020](#)
- (2) A temporary suspension may be made summarily, and the Director, Graduate Research:
 - (a) is not required to provide a hearing to the individual before making a decision; and
 - (b) may inform themselves in relation to any matter in any manner that they think fit.
 - (3) Before an individual is deregistered on any basis the Director, Graduate Research will:
 - (a) notify them in writing;
 - (b) provide them with a reasonable opportunity to respond to the proposed deregistration, and provide any relevant documents; and
 - (c) consider any response before a final decision is made.
 - (4) The individual may be accompanied to any meeting by a support person, if they wish.
 - (5) When a supervisor is temporarily suspended or deregistered, the relevant associate dean, or the postgraduate coordinator must make suitable and timely arrangements for any affected students.
 - (6) These students must be informed of all such changes.

Note: See subclause 17(4)(f)

 - (a) To protect an individual's privacy, reasons for the decisions regarding temporary suspension or deregistration must not be disclosed.
 - (7) **Temporary suspension from the Supervisor Register**
 - (a) Subject to this subclause, the Director, Graduate Research may temporarily suspend an individual from the Supervisor Register for:
 - (i) a period of up to 12 months; or
 - (ii) the duration of any misconduct investigation.
 - (b) Temporary suspension must be reasonable, having regard to all the relevant circumstances.
 - (c) The Director, Graduate Research may, on request from the relevant associate dean, temporarily suspend an individual if they are satisfied that there is evidence of consistent failure by the individual to:
 - (i) comply with supervisory responsibilities prescribed in Clauses 13 and 15;
 - (ii) provide appropriate resources to students;
 - (iii) provide timely and constructive written feedback to students on their research project;
 - (iv) comply with administrative requirements; or
 - (v) comply with deadlines relating to managing progress and thesis examination.
 - (d) The Director, Graduate Research may temporarily suspend an individual from the Supervisor Register if they are notified by:
 - (i) the relevant associate dean;



- (ii) the relevant head of school;
 - (iii) the relevant dean;
 - (iv) the postgraduate coordinator; or
 - (v) the Sydney Postgraduate Representative Association (SUPRA) about multiple complaints by, or on behalf of, students, regarding poor supervision.
- (e) The Director, Graduate Research may, on request from the relevant associate dean, temporarily suspend an individual from the Supervisor Register if:
- (i) there are repeated allegations of student research misconduct by students under their direct supervision;
Note: See the [Research Code of Conduct 2019](#)
 - (ii) the individual is the subject of a research integrity investigation, or a disclosure or an allegation of serious professional misconduct, with the suspension being effective until the matter is resolved;
Note: See the [Research Code of Conduct 2019](#); [Code of Conduct – Staff and Affiliates](#) and [Enterprise Agreement 2018 - 2021](#)
 - (iii) they are satisfied that there is evidence that the individual has maintained supervision activities whilst being in a close personal relationship with another member of the supervisory team;
Note: See also subclause 15(6)(d)
 - (iv) the associate dean is satisfied that there is evidence that the individual has failed to notify the postgraduate coordinator or the associate dean about a current, developing or active personal relationship with their student; or
Note: See also subclause 15(6)(c)
 - (v) the associate dean is satisfied that there is evidence that an individual has failed to declare, or acted despite, a conflict of interests in relation to the appointment and approval of thesis examiners.
Note: See also clause 15(15)(b)
- Note:** See [External Interests Policy 2010](#); [External Interest Guidelines](#); [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#); [Progress Planning and Review for Higher Degree by Research Students Procedures 2015](#); [Thesis and Examination of Higher Degree by Research Policy 2015](#); [Thesis and Examination of Higher Degree by Research Procedures 2020](#); [Essential Resources for Higher Degree by Research Students Policy 2016](#);
- (f) The Director, Graduate Research must provide written notice of the temporary suspension to the individual, within 24 hours of it being implemented:
- (i) specifying the period of the temporary suspension;
 - (ii) summarising the reasons for the temporary suspension; and
 - (iii) providing a copy of, or an electronic link to, this policy.



- (g) An individual who is the subject of a temporary suspension may seek an internal review of the suspension by application to the Deputy Vice-Chancellor (Education).
- (h) If an individual is being temporarily suspended from the Supervisor Register, the Director, Graduate Research must inform the head of school, or the dean of the faculty in which the supervisor is either employed or affiliated.
- (i) At the end of the period of temporary suspension, and on the advice of the associate dean, the Director, Graduate Research may:
 - (i) permit the supervisor to return to full registration; or
 - (ii) impose a further temporary suspension of a period not exceeding 12 months.
- (j) If, at the expiration of the period of temporary suspension, there has been no resolution of the original causes for suspension, and the Director, Graduate Research decides to extend the period of temporary suspension, then:
 - (i) the supervisor must undergo further training, after which they may be reinstated on the Supervisor Register, at the discretion of the Director, Graduate Research; or
 - (ii) the matter will be referred to the dean or Provost to be dealt with under subclause 11(9) as performance related deregistration.

(8) Routine deregistration

- (a) The Director, Graduate Research will routinely deregister individuals when they:
 - (i) are no longer actively employed or affiliated with the University;
 - (ii) no longer meet the supervision eligibility criteria as specified in subclause 8(1); or
 - (iii) have not supervised an enrolled student for a period of four or more consecutive years during the period of registration;
- (b) If an individual's registration is due to expire, the Director, Graduate Research will:
 - (i) inform the individual of the pending expiration;
 - (ii) determine whether the registration can be renewed, taking into account the matters specified in subclause 10(9); and
 - (iii) inform the individual of the determination.

Note: See also subclause 15(10)(g)

(9) Performance related deregistration

- (a) The relevant dean must request removal of an individual from the Supervisor Register if they are identified in their academic performance and development review as failing to perform their responsibilities as a supervisor of higher degree by research students.

Note: See clauses 13 and 15 of this policy. See also [Performance Planning and Development Policy 2012](#) and [Academic Planning and Development Guidelines](#)

- (b) Prior to consideration for reregistration, the relevant dean must recommend suitable development activities for the individual.



(10) Misconduct related deregistration

- (a) Subject to subclause 11(10)(b), if an individual is proven guilty of misconduct, including research misconduct, the Provost may direct their removal from the Supervisor Register after consultation with:
 - (i) the decision maker who made the misconduct determination; and
 - (ii) the relevant dean.

Note: See [Research Code of Conduct 2019; Enterprise Agreement 2018-2021](#).
- (b) The Provost must give the affected individual a reasonable opportunity to respond to the proposed deregistration orally or in writing, and to provide any relevant documents, before directing their removal from the Supervisor Register.

(11) Appeals against deregistration

- (a) An individual may appeal against routine deregistration to the Deputy Vice-Chancellor (Education).
- (b) An individual may appeal against performance or misconduct related deregistration to:
 - (i) the relevant dean or executive dean of a faculty; or
 - (ii) in the case of a University school, the Provost.

(12) Reregistration

- (a) The relevant associate dean may request the reregistration of supervisors who have previously been deregistered.
- (b) The Director, Graduate Research may approve such requests:
 - (i) after taking into consideration the matters specified in subclause 10(9); and
 - (ii) where the deregistration was based on performance or misconduct, after consultation with the Provost.

12 Supervisor Register reporting

- (1) The Director, Graduate Research will report annually to the University Executive Research Education Committee on issues relating to the Supervisor Register, including but not limited to the:
 - (a) number of currently active supervisors:
 - (i) added to the Supervisor Register in the past twelve months; and
 - (ii) reregistered in the past twelve months;
 - (b) number of currently inactive supervisors;
 - (c) number of supervisors who have been deregistered;
 - (d) average number of students per supervisor;
 - (e) number of supervisors who exceed the supervisory load stated in subclause 14(1) by three or more students; and
 - (f) number of supervisors involved in cross-disciplinary or cross faculty supervisory teams.



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

Note: See also [Higher Degree by Research Supervision Procedures 2020](#)

13 Supervisory teams

- (1) Each student must be supported and guided by a supervisory team consisting of a minimum of two supervisors.

Note: See also [Higher Degree by Research Supervision Procedures 2020](#)

- (2) Supervisors must work with each other and the student to:
- (a) develop the student's personal and professional capabilities as a researcher; and
 - (b) improve the student's capability to produce high quality research.
- (3) One supervisor from the team will be nominated as lead supervisor.

(4) **Lead supervisor**

- (a) The key functions of this role are to:
- (i) ensure that appropriate resources and support are available to assist the student's progression;
 - (ii) meet administrative requirements;
 - (iii) ensure that the supervisory team provides timely, honest and effective commentary on student progression to the evaluation processes;
 - (iv) represent the supervisors when responding to queries about the candidature from the school or faculty; and
 - (v) coordinate supervisory responsibilities in the examination process.

Note: See the [Thesis and Examination of Higher Degrees by Research Procedures 2020](#)

(5) **All members of the supervisory team** must:

- (a) support and advise the student in research activities, noting that the extent of project leadership will vary with academic discipline;
- (b) facilitate the student's access to the agreed resources necessary for the student to succeed; and

Note: See the [Essential Resources for Higher Degree by Research Students Policy 2016](#)

- (c) advise the student regarding effective research and professional outcomes, including access to careers information.

(6) Additional supervisors may be appointed to fulfil specific roles in the candidature. Such individuals may include, but are not limited to:

- (a) a person with appropriate knowledge required for part of a student's candidature;
- (b) a person whose links with industry enable a student to have access to specialised equipment and facilities; or



- (c) a person in an external institution or university who is an expert on the subject matter.
 - (i) Individuals from external institutions will be registered as external supervisors.

Note: See subclauses 8(7) and 10(10)
- (7) The composition of a supervisory team will depend on:
 - (a) faculty arrangements;
 - (b) the interdisciplinary nature of the research project;
 - (c) other criteria as determined by the faculty, project, and as appropriate to the project, the student and the degree.
- (8) Together the supervisory team must:
 - (a) include at least one member of the academic staff with the requisite skills, subject knowledge and experience for supervision of the student's project topic;
 - (b) be able to provide continuous supervision for the likely duration of the student's candidature, allowing for changes in any individual supervisor's availability; and
 - (c) be focussed on student outcomes, recognising the challenges faced by students undertaking interdisciplinary projects.
- (9) Each individual member of a supervisory team must:
 - (a) be familiar with the University's policies, procedures and resources, and applicable faculty requirements; and
 - (b) comply with all applicable University rules, policies and procedures, including in particular the [Code of conduct - Staff and Affiliates](#), [Research Code of Conduct 2019](#), and the [External Interests Policy 2010](#)

Note: All University policies and procedures are available on the [Policy Register](#)
- (10) The postgraduate coordinator may review and change supervisory arrangements as required throughout the course of the candidature.
 - (a) The postgraduate coordinator must inform the student about all such changes.
- (11) Supervisory teams and relationships**
 - (a) Members of a supervisory team must jointly clarify the responsibilities of each person in the team, and coordinate advice and guidance appropriately.
 - (i) The lead supervisor is responsible for informing the student of these arrangements.
 - (b) Members of a supervisory team must build and maintain relationships with other members of the team for all or part of the candidature depending on the nature of the supervision.
 - (c) The lead supervisor must report any perceived conflict of interests and competing relationships within the team to the postgraduate coordinator.
 - (i) The postgraduate coordinator will investigate and revise supervisory arrangements accordingly, if required.
 - (ii) The postgraduate coordinator must inform the student of any changes.



- (d) All supervisors must:
 - (i) build and maintain respectful supervisory relationships with their students;
 - (ii) clarify with their students what is expected of each other within this relationship;
 - (iii) establish agreed methods of working with students under their supervision; and
 - (iv) fulfil obligations established through agreed working practices.

Note: See subclause 7(1)(d)
- (e) Supervisory arrangements should be adapted according to the nature of the candidature (full-time or part-time) and accommodate approved absences by the student or any supervisors.

Note: See also subclause 15(10)
- (f) Where a change in research direction occurs, appropriate supervisory arrangements should be negotiated by the student, the lead supervisor, and the postgraduate coordinator as required.
 - (i) The relevant postgraduate coordinator may nominate new supervisors as a result of these negotiations.
 - (ii) Such changes in supervision must be approved by the relevant associate dean.

(12) Supervisory meetings

- (a) Members of the supervisory team should be available, either individually or as a team, to meet with their student at least once per fortnight during the probationary period. This may include face to face or electronic forms of communication.
- (b) Members of the supervisory team and the student are jointly responsible for negotiating ongoing and appropriate contact arrangements after the completion of the probationary period. This may include face to face or electronic forms of communication.
- (c) If it is not possible for supervisors and the student to meet regularly, then the postgraduate coordinator should be consulted by either the student or the lead supervisor regarding appropriate alternative arrangements.

14 Supervisor workload

- (1) A normal supervisory workload is the equivalent of supervising five full time higher degree by research students, or *pro rata* for a supervisor employed on a fractional basis.
- (2) Supervisors may not exceed the normal load without written approval from the relevant associate dean, which will only be provided after consideration of a recommendation from the relevant head of school or postgraduate coordinator.
 - (a) The recommendation must include reasons and address the impact of the arrangements on the quality of the student experience.

Note: see also [Academic Staff Workloads Policy](#)



PART 4 – RESPONSIBILITIES FOR SUPERVISION

15 Responsibilities of supervisors

- (1) In agreeing to supervise a given student, the supervisor accepts the responsibilities set out in this policy, including but not limited to those specified in clause 13 and in this clause.
- (2) Unless otherwise specified, this clause applies equally to all members of a supervisory team.
- (3) Supervisory teams collectively must ensure that all accountabilities are effectively discharged.
- (4) Supervisors must maintain a professional relationship with their students, other supervisors and other University staff.
- (5) Selection of student and or project**
 - (a) The lead supervisor will consider a prospective student's relevant research background, interests and abilities to complete a proposed research project, and decide whether the proposed topic is likely to be achievable.
 - (i) If the lead supervisor is not confident at the application stage that the research proposal is likely to be achievable and consistent with the aims of the degree, they should not support the student's application.
 - (b) Supervisors must ensure that they have the ability, resources, capacity and related research interest in the candidature and project to carry out the supervision.
 - (i) If a supervisor has any doubts about their capacity to supervise a student for any reason, they must raise their concerns with the postgraduate coordinator.
- (6) Conflict of interests**
 - (a) Where a supervisor becomes aware of an actual, potential or perceived conflict of interests in relation to a particular project, student, or another supervisor, the supervisor must immediately declare the conflict of interests in accordance with the [External Interests Policy 2010](#).
 - (b) Where appropriate, the postgraduate coordinator must vary the supervisory arrangements as a result of a conflict of interests declaration, to manage or avoid conflict.
 - (c) Personal interests, including familial, sexual or romantic relationships between a student and their supervisor are never appropriate. Such relationships constitute a conflict of interests which:
 - (i) the supervisor must declare and manage, in accordance with the [External Interests Policy 2010](#); and
 - (ii) can only be managed by a change in supervisor.
 - (d) Personal interests, including familial, sexual or romantic relationships between supervisors of the same student are never appropriate. Such relationships constitute a conflict of interests which:
 - (i) both supervisors must declare and manage, in accordance with the [External Interests Policy 2010](#); and



- (ii) can only be managed by a change in supervisors.

(7) At the commencement of the candidature

- (a) The lead supervisor must:
 - (i) notify the student about orientation and induction events run by the University, faculty, school or discipline;
 - (ii) direct the student to participate in induction programs and workshops as required by the faculty, school or discipline;
 - (iii) direct the student to participate in programs and workshops in accordance with University, faculty, school or discipline, work health and safety requirements;
 - (iv) direct the student to participate in activities relating to academic and research integrity; and
 - (v) inform the student about support services which exist to help them while they are studying at the University, including University Health Services, Disability Support Services, Counselling and Psychological Services, Mana Yura, other student support services and SUPRA.

Note: See [Student Support Services](#) for a list of available services. Students can seek professional advice through the [University Health Service](#), [Disability Support Services](#), [Counselling and Psychological Services](#), [Mana Yura](#), and [SUPRA](#).

- (b) All supervisors are responsible for identifying, with the student, the most appropriate data-gathering and analysing techniques.
- (c) All supervisors are responsible for monitoring the provision of facilities, including funding, which are identified as necessary for the project to succeed.
- (d) All supervisors must:
 - (i) familiarise themselves with the [Essential Resources for Higher Degree by Research Students Policy 2016](#); and
 - (ii) use it to inform their discussions with the student and the school about the resources that may be available to support each particular candidature.
- (e) If supervisors are not confident that the required facilities or funding will be available, they must raise this with the postgraduate coordinator, faculty, school, or discipline.
- (f) Supervisors must be aware of the qualities that the University expects its graduates to have and, in consultation with the student, prepare a plan for future personal development, including communication skills, as the student proceeds through their degree program.

Note: See [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#)

- (g) Supervisors must inform students about funding opportunities relating to the research project, including travel and conference funding.

Note: See [Postgraduate Research Support Scheme](#)

- (h) Supervisors should, where necessary, help their student develop a research budget, and advise them on how to acquire information about relevant research funding schemes.



(8) During the candidature: wellbeing and safety

- (a) The lead supervisor must inform the postgraduate coordinator and the associate dean in writing if concerns regarding the candidature arise.
 - (i) The lead supervisor must also inform the student of any such report.
- (b) All supervisors must:
 - (i) encourage a student with mental and or physical health concerns, including disability issues, to seek professional assistance; and
 - (ii) be prepared to discuss the various candidature options available, such as sick leave, approved leave of absence or a move to part time study.

Note: See also subclause 15(7)(a)(v)

(c) International students

- (i) Supervisors must be aware of the particular challenges that may be faced by international students and be sensitive to the social, academic and intellectual transition issues that international students moving to Australia may experience.
- (ii) Supervisors should familiarise themselves with the services available to an international student, particularly in relation to the provisions of the [ESOS National Code](#), and refer the student to appropriate sources of information as required.

Note: Information relevant to the support of international students is available through [Student Support Services](#) and [SUPRA](#).

- (d) Supervisors must develop and maintain safe working practices at all times. This includes:
 - (i) informing the student of the University's work health and safety requirements; and
 - (ii) requiring student participation in appropriate work health and safety training.

Note: See [Work Health and Safety Policy 2016](#).

(9) During the candidature: managing progress

- (a) The lead supervisor should ensure that the student works within a planned framework which marks out the milestones and goals expected to be completed at various stages.
- (b) The lead supervisor is responsible for reaching agreement with the student about:
 - (i) indicators of progress being made; and
 - (ii) submission of appropriate written work, interim reports or research results.

Note: See [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#)

- (c) The lead supervisor must:
 - (i) monitor progress within the context of the overall candidature plan;
 - (ii) provide feedback on progress to the student;
 - (iii) make progress reports to the faculty and any scholarship authority;



- (iv) ensure that sufficient time is left for writing up the thesis; and
- (v) if necessary, ensure that the scope of the project is reduced to meet the time available.
- (d) The lead supervisor should work with the student to ensure that, by the end of the probationary period, the student's personal development, research topic and aims are clearly defined.
- (e) Where the supervisory team involves external supervisors, the student and the lead supervisor must jointly ensure that the direction of the work is entirely under the control of the University and the student.
- (f) Before the end of the probationary period, the lead supervisor must determine whether the student is able to identify, access, organise and communicate knowledge in both written and spoken English to a standard generally acceptable to the discipline. If necessary, the lead supervisor will direct the student to relevant courses available at the University.

Note: See [Learning and Teaching Policy 2019](#) and Part 2A of the [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#)

- (g) Supervisors must return written work to the student, with written constructive feedback, in a timely fashion. Unless other time frames are agreed, between the student and the supervisor:
 - (i) written work up to the equivalent of a chapter in length must be returned within one month; and
 - (ii) full drafts of the thesis to be returned within three months.
- (h) Supervisors must advise the student in writing when progress is unsatisfactory, or work does not reach the generally expected standard, and identify improvements which are necessary for continuation of the candidature.

Note: See [University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#) and [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#) for further requirements relating to progress and progress evaluations.

(10) During the candidature: absence of supervisor

- (a) Supervision must be available for the duration of a candidature. It is not acceptable for a student to have their candidature disrupted by the:
 - (i) absence of a supervisor;
 - (ii) temporary suspension of a supervisor; or
 - (iii) deregistration of a supervisor.
- (b) Any supervisor who is intending an absence of one month or more must inform the postgraduate coordinator promptly so that appropriate alternative supervisory arrangements can be organised.

Note: See also [Special Studies Program Policy 2015](#)

- (c) Temporary alternative supervisory arrangements may use:
 - (i) remote supervision (e.g. email, phone, video link. Skype, Zoom meetings); or
 - (ii) increased direct supervision from another member of the supervisory team.



- (d) If the supervisor appointed to cover a lead supervisor's absence has not previously been involved in the supervision of the student, it is the responsibility of the current lead supervisor to inform the acting lead supervisor about the progress of the candidature.
- (e) Where an absence is foreseeable, a supervisor must notify the postgraduate coordinator, the student and other members of the supervisory team at least one month before the intended departure date so that appropriate supervisory arrangements can be put in place.
- (f) If a supervisor is leaving the University:
 - (i) the postgraduate coordinator must notify the student as soon as is practical;
 - (ii) the departing supervisor must discuss ongoing supervisory arrangements with the student and the postgraduate coordinator;
 - (iii) the postgraduate coordinator may vary the supervision arrangements, including appointing a new lead supervisor, as required; and
 - (iv) the postgraduate coordinator must assist the student in finding a suitable new project, if required.
- (g) If a supervisor is leaving the University for another institution and wishes to continue supervision of their students then:
 - (i) the individual must apply for endorsement as an affiliate;
 - (ii) the associate dean must approve their application; and
 - (iii) the Director, Graduate Research must endorse their entry to the Supervisor Register.

Note: See also subclauses 9(1); 10(7); and 11(8) and the [Affiliates Policy](#)

(11) The research community

- (a) The lead supervisor must encourage the student to participate in the work of the school or discipline, including attendance and presentation at seminars.
- (b) Supervisors must encourage the student to extend their contacts within the academic community, e.g. in the school, discipline, faculty, University and outside the University. This may include academic staff, postgraduate fellows, and other higher degree by research students.
- (c) Supervisors must encourage the student to take the opportunity to discuss their research with other staff and students in the relevant subject area and to communicate their research findings to others in the wider academic community.

(12) Career planning

- (a) All supervisors are responsible for ensuring that students are aware of the career counselling services and resources available through the University [Careers Centre](#).
- (b) Career planning should commence early in the candidature to ensure that students are prepared for employment and other opportunities before completion of the degree.

(13) Administrative requirements

- (a) The lead supervisor must identify applicable degree and other administrative requirements and advise the student as necessary, although the student is



responsible for meeting these requirements. This includes, but is not limited to, planned leave or time away, re-enrolment, and progress evaluations.

(14) Compliance requirements

(a) The lead supervisor must:

- (i) inform students, and direct them to, all applicable laws, University policies and procedures, including those applicable to research integrity;

Note: All current University policies and procedures are available from the [Policy Register](#).

- (ii) advise the student about academic honesty, inappropriate academic practice, and the avoidance of plagiarism;
- (iii) advise the student of the requirement to obtain ethics approval for all studies on animal and human subjects (including the use of questionnaires) prior to undertaking research to which such requirements may apply;
- (iv) inform the student of their rights to intellectual property and encourage, where appropriate, the exploitation of such intellectual property through the University; and
- (v) where appropriate, recommend that the student obtain independent legal advice about their intellectual property.

Note: See [Intellectual Property Policy 2016](#)

(b) One member of the supervisory team must be nominated as chief investigator on student ethics applications. The nominated individual is responsible for submission of the application, including review of content and accuracy.

Note: Ethics approval must be obtained before any work is commenced, regardless to its relationship to a final thesis. See subclause 8(2)(f) of the [Research Code of Conduct 2019](#).

(c) Supervisors must:

- (i) inform the student of applicable requirements for the retention of data;

Note: See [Research Data Management Policy 2014; Research Data Management Procedures 2015](#) and any applicable faculty local provisions.

- (ii) provide guidance and mentorship on responsible research conduct; and
- (iii) monitor the student's conduct where appropriate.

Note: See [Research Code of Conduct 2019](#)

(d) Supervisors must reach written agreement with the student about authorship of publications and acknowledgement of contributions during and after the candidature.

- (i) Any written agreement, including email correspondence, must be kept as a record of the terms and conditions of the agreement.

(e) It is recommended that, wherever necessary, the agreement be re-evaluated just prior to publication in case there have been any significant shifts to workload allocations and intellectual input since the agreement was initially made.



Note: See [Research Code of Conduct 2019](#).

- (f) There should be open and mutual recognition of the student's and the supervisor's contributions on all published works arising from the project.
- (g) Supervisors must be familiarise themselves with, and abide by, their obligations under the [Autonomous Sanctions Act 2011 \(Cth\)](#).

(15) Thesis content, writing and submission

- (a) The lead supervisor is responsible for:
 - (i) informing the student that a copy of their thesis must be lodged with the University Librarian;
 - (ii) guiding the preparation of the thesis to ensure that it fulfils the necessary documentary requirements, including advising about requirements to content, style, presentation and production;

Note: See [University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)](#) and [Thesis and Examination of Higher Degrees by Research Policy 2015](#)

- (iii) certifying that a thesis is in a form suitable for examination at the time of submission; and

Note: See [Thesis and Examination of Higher Degrees by Research Policy 2015](#) and [Thesis and Examination of Higher Degrees by Research Procedures 2020](#)

- (iv) managing an early consideration of whether an embargo on the thesis should be sought.

Note: See clause 8 of the [University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#)

- (b) When required by the applicable course resolutions, the lead supervisor will:
 - (i) consider the suitability and availability of potential examiners; and
 - (ii) make recommendations to the postgraduate coordinator regarding potential examiners,in good time before the thesis is submitted.
- (c) As far as possible, supervisors should satisfy themselves that the work submitted is the student's own and that data are valid.

16 Responsibilities of students

- (1) By enrolling in a higher degree by research degree, the student accepts the responsibilities set out in this policy.
- (2) Students must maintain a professional relationship at all times with supervisors and other University staff.
 - (a) Personal interests, including familial, sexual or romantic relationships between a student and their supervisor(s) are never appropriate:
 - (i) such a relationship constitutes a conflict of interests on the part of the supervisor; and
 - (ii) can only be managed by a change of supervisor.

Note: See also subclause 15(6)(c)



(3) At the commencement of the candidature students:

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

Note: See [University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#)

- (b) must ensure that they are correctly enrolled according to faculty and University requirements prior to commencing their degree program and throughout their candidature;
- (c) must comply with the requirements of any scholarship, external funding, sponsorship or other monetary provisions;
- (d) must familiarise themselves with the [Essential Resources for Higher Degree by Research Students Policy 2016](#), to inform their discussions about the resources that may be available to support their candidature;
- (e) must take part in University or faculty, school or discipline orientation programs;
- (f) must take part in induction programs and workshops as directed by their supervisor, faculty, school or discipline. This may include attendance at workshops on safety and health procedures;

Note: See also [Essential Resources for Higher Degree by Research Students Policy 2016](#) and [Work Health and Safety Policy 2016](#)

- (g) should familiarise themselves with the qualities and skills, particularly communication skills, that the University expects its graduates to have; and
- (h) may be expected to develop a research budget in consultation with their supervisors, and to seek information about, and apply for relevant research funding schemes.

Note: See [Postgraduate Research Support Scheme](#)

(4) During the candidature: wellbeing and safety

- (a) Students must advise supervisors or the postgraduate coordinator of any physical or mental health concerns, including disability issues, that may be affecting their studies.
- (b) Students should make themselves aware of, and use, the range of support services which exist to help them while they are studying at the University, including University Health Services, Disability Support Services, Counselling and Psychological Services, Mana Yura, other student support services, and SUPRA.

Note: See [Student Support services](#) for a list of available services. Students can seek professional advice through the [University Health Service](#), [Disability Support Services](#), [Counselling and Psychological services](#), [Mana Yura](#) and [SUPRA](#).

- (c) International students should make themselves aware of services specifically focussed on their requirements.

Note: See [Support for international students](#)

- (d) Students must at all times adopt safe working practices relevant to the field of research, and comply with the University's work health and safety requirements.



- (i) Students must attend any workshops on health and safety procedures required by the faculty, school or discipline in which they are undertaking research.

Note: See [Work Health and Safety Policy 2016](#)

(5) During the candidature: supervisory teams and relationships

- (a) Students should make every effort to build and maintain satisfactory supervisory relationships. This includes:
 - (i) establishing with their supervisors agreed methods of working;
 - (ii) agreeing on what is expected from their supervisors; and
 - (iii) fulfilling their side of any agreement.
- (b) Students must notify the postgraduate coordinator if supervision is ineffective or not respectful

Note: See also subclauses 15(6) and 16(2)

(6) During the candidature: meetings with supervisory team

- (a) Students must meet regularly with their supervisors.
 - (i) In the probationary period of their candidature this should be at least fortnightly. This may include face to face or electronic means of communication.
 - (ii) As the candidature progresses different contact arrangements may be negotiated as appropriate between the supervisory team and the student. This may include face to face or electronic means of communication

(7) During the candidature: managing progress

- (a) Students must, with the assistance of their supervisors:
 - (i) prepare a plan for future skills acquisition as they proceed through their degree program. This will include developing a progress plan at the beginning of, and during, their candidature, to identify specific areas in which development is required; and
 - (ii) undertake any coursework or other activities required by the University.

Note: See [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#)

- (b) Students should plan and execute their project within the time limits defined, taking into account the nature of the program (full-time or part-time) and the milestones and goals agreed with supervisors.
- (c) Students are expected to attend as agreed for consultation and provide evidence of progress made.

(8) The research community

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



(9) Career planning

- (a) Students should make themselves aware of, and use, the services provided by the [Careers Centre](#), including career fairs and workshops, career advice and employment opportunities.

(10) Administrative requirements

- (a) Students must ensure that all administrative requirements of the faculty and the University, such as re-enrolment and progress evaluations, are met.
- (b) Students must notify and negotiate any planned leave, time away or change in enrolment status with their supervisors, and follow appropriate faculty or University approval processes.

(11) Compliance requirements

- (a) Students must familiarise themselves with any resolutions governing the degree course in which they are enrolled, and the requirements of the [University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#).
- (b) Students must inform themselves of, and abide by, all applicable laws, University policies and procedures including those applicable to research integrity.

Note: All current University policies and procedures are available from the [Policy Register](#).

- (c) Students must avoid all forms of academic dishonesty, including inappropriate academic practice, and plagiarism.
- (d) Students must familiarise themselves with the requirements of the [Research Code of Conduct 2019](#).
 - (i) If students are concerned about possible research misconduct, they should seek advice from their supervisors.
 - (ii) If a student does not feel comfortable doing this, or if the supervisor is involved in the issue of concern, then the student should approach the postgraduate coordinator, the relevant associate dean, or a [Research Integrity Advisor](#) from any faculty, school or discipline.
- (e) Students must consult their supervisors about applications for ethics approval where their project involves the study of animal or human subjects (including the use of questionnaires).
 - (i) Ethics approval must be obtained before any work is commenced, regardless to its relationship to a final thesis. See subclause 8(20)(f) of the [Research Code of Conduct](#).
- (f) Students should familiarise themselves with the [Intellectual Property Policy 2016](#) and explore with their supervisor and the University the possible exploitation of any invention or other intellectual property arising from their research.

(12) Grievances

- (a) Students must inform themselves of, and implement as required, the University's grievance resolution policies and procedures, including:
 - (i) [Research Code of Conduct 2019](#);
 - (ii) [Student Charter 2020](#);
 - (iii) [Bullying, Harassment and Discrimination Prevention Policy 2015](#);



- (iv) [Student Sexual Misconduct Policy 2018;](#)
- (v) [Reporting Wrongdoing Policy 2012;](#)
- (vi) [Resolution of Complaints Policy 2015.](#)
- (b) Students are encouraged to take the initiative in raising problems or difficulties and seeking solutions to them as soon as possible. Problems may be raised:
 - (i) during the progress evaluation process; or
 - (ii) at any other time during the candidature.
- (c) Students are encouraged to inform supervisors or postgraduate coordinators as soon as possible about any difficulties they are experiencing.
- (d) Students are encouraged to familiarise themselves with the mechanisms available for helping with supervisor-student difficulties and to take advantage of them if necessary.
 - (i) In the first instance, matters should be raised with the postgraduate coordinator.
 - (ii) If the matter involves the postgraduate coordinator, then the matter should be raised with the associate dean, then the Director, Graduate Research.
- (e) Students may seek independent advice or representation, including from the Sydney University Postgraduate Representative Association (SUPRA).

17 Responsibilities of schools and disciplines

- (1) School or discipline responsibilities for higher degree by research students will be discharged by the postgraduate coordinators.
- (2) **Before the candidature**, schools or disciplines are responsible for:
 - (a) determining appropriate supervisory arrangements for each student based on skills, experience, workload, projected availability and other requirements appropriate to the student, degree and research project; and
 - (b) when necessary, requiring all supervisors to participate in University supervision and development events.
- (3) **At the commencement of the candidature**, schools or disciplines are responsible for:
 - (a) determining, in consultation with the lead supervisor, the facilities likely to be required for any particular candidature, and ascertaining their availability;
 - (b) monitoring the provision of agreed, necessary resources for the student's project to proceed;
 - (c) ensuring that disciplines and research units provide advice to supervisors and students about the availability of facilities, including access to physical space and other resources, and the financial support that is likely to be available to them; and
 - (d) reporting to the associate dean if the required facilities are not available.
- (4) **During the candidature**, schools or disciplines are responsible for:
 - (a) explaining their respective roles to all members of a supervisory team;
 - (b) varying supervisory arrangements as required;



- (c) ensuring that supervisors have the time available to effectively support a student to successfully complete, acknowledging agreed roles as defined in clause 13 and 15;
- (d) making recommendations to the associate dean for approval of proposed increases in the supervisory workload of supervisors;
Note: See clause 14
- (e) determining appropriate alternative supervision arrangements if a supervisor is:
 - (i) absent for one month or more, and is unable to adequately supervise their students remotely; or
 - (ii) temporarily suspended from the Supervisor Register; or
 - (iii) deregistered as a supervisor.
Note: See clause 11
- (f) notifying all affected students as soon as practical if a supervisor is leaving the University and discussing ongoing supervisory arrangements with both the student and the departing supervisor;
- (g) determining coursework or alternative development activities required by individual students, after consultation with the relevant lead supervisors, and consideration of the applicable progress plan;
- (h) ensuring that review procedures, including progress evaluations, are carried out in accordance with University policies and procedures;
Note: See [Progress Planning and Review for Higher Degree by Research Students Policy 2015](#) and [Progress Planning and Review for Higher Degree by Research Students Procedures 2015](#)
- (i) requiring necessary approvals for conditions of candidatures to be obtained from the faculty, and scholarship reporting requirements are met;
- (j) creating collegial environments that enhance the research student experience;
- (k) facilitating interactions within and among departments and disciplines that lead to beneficial intellectual relationships amongst students and staff;
- (l) enabling students to participate in appropriate school, discipline or faculty social or academic activities;
- (m) informing students about opportunities for meeting other researchers in the field and attending internal and external seminars, meetings and conferences;
- (n) providing students with the names of individuals to whom they can turn to for advice;
- (o) informing students and supervisors of the University's policies and procedures about ethics, intellectual property, academic dishonesty, inappropriate academic practice, plagiarism, research integrity, and grievance procedures; and
Note: All current University policies and procedures are available from the [Policy Register](#).
- (p) ensuring the proper and expeditious conduct of the examination process, including the timely selection of appropriate examiners in accordance with University policies and procedures.



Note: See [Thesis and Examination of Higher Degrees by Research Policy 2015](#)

18 Responsibilities of faculties

- (1) Faculty responsibilities for higher degree by research students will be discharged by the relevant associate dean.
- (2) Faculties are responsible for:
 - (a) requiring that applicants for admission to candidature meet the minimum requirements for admission to the relevant degree and the proposed course of study;
 - (b) requiring all supervisors in their faculty to be registered in the Supervisor Register;
 - (c) incorporating supervision into workload models, noting that the time commitments should be on the basis of the amount needed to ensure student success;

Note: See also clause 14

- (d) clearly defining the duties and responsibilities of postgraduate coordinators, and:
 - (i) providing adequate resources to assist in the performance of those duties; and
 - (ii) properly recognising the workload these duties entail;
- (e) explaining students' rights and obligations;
- (f) providing necessary resources in accordance with the [Essential Resources for Higher Degree by Research Students Policy 2016](#), and discussing the availability of necessary resources, appropriate to the candidature, with students and their supervisors as required;
- (g) establishing and explaining appropriate evaluation mechanisms, including the progress evaluation, within schools and disciplines;
- (h) monitoring students during their candidature through reports from schools or disciplines, and intervening where necessary;
- (i) providing students with the names of individuals to whom they can turn to for advice;
- (j) requiring that recommended examiners be appropriately qualified;
- (k) conducting the examination process consistently with the standards required for the relevant degree; and
- (l) requiring students to lodge their awarded thesis in the University Library.

19 Responsibilities of the University

- (1) The University will provide higher degree by research students with an acceptable level of access to physical space and other facilities, including library facilities, and will require schools and disciplines to inform applicants of the available facilities.
- (2) The University, through the Deputy Vice-Chancellor (Education) is responsible for the Supervisor Register.



- (3) The University is responsible for providing:
- (a) support services in areas such as learning assistance;
 - (b) training and development activities for supervisors of higher degree by research students;
 - (c) effective reporting and evaluation mechanisms throughout the candidature;
 - (d) procedures which allow students to seek assistance in resolving difficulties;
and
 - (e) appropriate appeal mechanisms.

20 Rescissions and replacements

This policy replaces *Supervision of Higher Degree by Research Students Policy 2013* which is rescinded as from the effective date of this policy.

NOTES

Higher Degree by Research Supervision Policy 2020

Date adopted: 6 May 2020

Date commenced: 1 July 2020

Date amended:

Administrator: Director, Graduate Research

Review date: 1 July 2025

Related documents:

Autonomous Sanctions Act 2011 (Cth)

National Code of Practice for Providers of Education and Training to Overseas Students 2017 (Cth)

Australian Council of Graduate Research Good Practice Guidelines

University of Sydney (Higher Degree by Research) Rule 2011 (as amended)

Intellectual Property Policy 2016

Learning and Teaching Policy 2019

Essential Resources for Higher Degree by Research Students Policy 2016

Higher Degree by Research Supervision Procedures 2020

Higher Degree by Research Guidelines for Quality Supervision 2020



Thesis and Examination of Higher Degrees by Research Policy 2015

Thesis and Examination of Higher Degrees by Research Procedures 2020

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

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

Academic Staff Workloads Policy

Affiliates Policy

Student Sexual Misconduct Policy 2018

Work Health and Safety Policy 2016

Performance Planning and Development Policy 2012

Student Charter 2020

Research Code of Conduct 2019

Code of Conduct - Staff and Affiliates

External Interests Policy 2010

Enterprise Agreement 2018-2021

Academic Planning and Development Guidelines

AMENDMENT HISTORY

Provision

Amendment

Commencing



Submission To	Academic Board
Date	15 September 2020
Item No	8

Non-Confidential

Proposal Title	Report of the Undergraduate Studies Committee
Recommendation	<p>That the Academic Board note the report from the meeting of the Undergraduate Studies Committee held on 28 July 2020 and 18 August 2020, and:</p> <ol style="list-style-type: none"> 1. approve the proposal from the Assessment Advisory Committee to delay the completion of assessment plans to the end of 2020; deferring review of graduate quality rubrics; and delaying the commencement of graduate quality measurement to a date yet to be determined, pending further rubric validation, agreement on a shared University-wide model for assessment of graduate qualities and development of a technical capture and reporting capacity; 2. approve the proposal from the Faculty of Engineering to amend the Bachelor of Computing; Bachelor of Advanced Computing; Bachelor of Advanced Computing and Bachelor of Science; and the Bachelor of Advanced Computing and the Bachelor of Commerce, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022; 3. approve the proposal from the Faculty of Engineering to amend the Bachelor of Computing; Bachelor of Advanced Computing; Bachelor of Advanced Computing and Bachelor of Science; and the Bachelor of Advanced Computing and the Bachelor of Commerce, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021; 4. approve the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture, and the subsequent amendments to the Table E specialisations unit of study tables, with effect from 1 January 2021; 5. approve the proposal from the Faculty of Science to amend the Bachelor of Science (pre-2018); Bachelor of Liberal Arts and Science (pre-2019); and Bachelor of Psychology (pre-2019); and the subsequent amendments to the Science Table 1 Soil Science and Science Table 1 Computer Science unit of study tables, with effect from 1 January 2021; 6. approve the proposal from the Faculty of Science to amend the Course Learning Outcomes for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine with effect from 1 January 2021; 7. approve the proposal from the Faculty of Science to suspend admission into the Psychology stream of the Bachelor of Advanced Studies and the subsequent amendments to the course resolutions, and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021; 8. approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering Honours; the Bachelor of Engineering Honours and Bachelor of Arts; Bachelor of Engineering Honours and Bachelor of Commerce; Bachelor of Engineering Honours and Bachelor of Design in Architecture; Bachelor of Engineering Honours and Bachelor of Laws; Bachelor of Engineering Honours and Bachelor of Project Management; and the Bachelor of Engineering Honours and Bachelor of Science, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021; 9. approve the proposal from the Faculty of Engineering to amend the Faculty Resolutions, with effect from 1 January 2021; 10. approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Nursing, and the subsequent amendments to units of study arising from the proposal, with effect from Semester 1 2021; and 11. approve the proposal from the Faculty of Science to amend the Bachelor of Science/Bachelor of Advanced Studies; and the Bachelor of Engineering Honours/Bachelor of Science, and the subsequent amendments to the Table A



Submission To	Academic Board
Date	15 September 2020
Item No	8

Non-Confidential

	Nanoscience and Nanotechnology unit of study tables arising from the proposal, with effect from 1 January 2021.
Proposal Presenter	Associate Professor Lenka Munoz (Chair, Undergraduate Studies Committee)
Consultation Pipeline	<div style="display: inline-block; border: 1px solid black; padding: 5px;">AB USC</div> → <div style="display: inline-block; border: 1px solid black; background-color: #f08080; padding: 5px;">AB</div>

EXECUTIVE SUMMARY

This report summarises for the Academic Board the business of the meeting of the Undergraduate Studies Committee held on 28 July 2020 and 18 August 2020.

ITEMS FOR APPROVAL

The Undergraduate Studies Committee endorsed and recommended for presentation to Academic Board the following proposals.

Education Portfolio

- Report of the Assessment Advisory Committee

Faculty of Engineering

- New Table A major in Cybersecurity in Bachelor of Advanced Computing
- Amendment to resolutions of the Bachelor of Advanced Computing and combined degrees
- Amendment to resolutions of the Bachelor of Engineering Honours and combined degrees
- Engineering Faculty Resolutions amendment

Faculty of Medicine and Health

- New unit proposals and variations for the Bachelor of Nursing (full-time and part-time)

Faculty of Science

- Bachelor of Science in Agriculture, Table E specialisation
- Science Table 1, Soil Science and Computer Science
- Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine Course Learning Outcomes
- Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine Course Learning Outcomes
- Bachelor of Advanced Studies (Psychology), stream suspension
- Amendments to the Nanoscience and Nanotechnology program

ITEMS FOR NOTING

The Undergraduate Studies Committee also:

- noted the report of the Chair;
- noted the report of the Academic Board; and
- noted the report of the Assessment Advisory Committee.

FURTHER INFORMATION

Agenda papers are available from the Undergraduate Studies Committee website, at <http://sydney.edu.au/secretariat/academic-board-committees/undergraduate-studies-committee.shtml>

Approver and Proposal Sponsor	Associate Professor Lenka Munoz (Chair, Undergraduate Studies Committee)
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Submission To	Academic Board
Date	15 September 2020
Item No	8

Non-Confidential

ATTACHMENTS

- 8.1 **DVC E**: Report of the Assessment Advisory Committee
- 8.2 **FE**: Bachelor of Advanced Computing, New Cybersecurity Table A Major
- 8.3 **FE**: Bachelor of Advanced Computing, course resolutions amendment
- 8.4 **SCI**: Bachelor of Science in Agriculture, Table E Specialisations
- 8.5 **SCI**: Science Table 1, Soil Science and Computer Science Majors
- 8.6 **SCI**: Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, course learning outcomes
- 8.7 **SCI**: Bachelor of Advanced Studies (Psychology), stream suspension
- 8.8 **FE**: Bachelor of Engineering Honours
- 8.9 **FE**: Faculty Resolutions
- 8.10 **FMH**: Bachelor of Nursing (Advanced Studies), amendment to unit of study tables
- 8.11 **SCI**: Nanotechnology and Nanoscience program, Table A amendments



Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	2.3

Non-Confidential

Proposal Title	June 2020 report of the Assessment Advisory Committee
Recommendation	That the Undergraduate Studies Committee note the June 2020 report of the Assessment Advisory Committee and recommend that Academic Board approve: <ol style="list-style-type: none"> 1. delaying the completion of assessment plans to the end of 2020; 2. deferring review of graduate quality rubrics; 3. delaying the commencement of graduate quality measurement to a date yet to be determined, pending further rubric validation, agreement on a shared University-wide model for assessment of graduate qualities and development of a technical capture and reporting capacity.
Proposal Presenter	Associate Professor Peter McCallum, Registrar and Academic Director (Education)
Consultation Pipeline	<pre> graph LR AAC[Assessment Advisory Committee] --> UEC[UE Education Committee] UEC --> ABUSC[AB USC] ABUSC --> ABASPC[AB ASPC] </pre>

EXECUTIVE SUMMARY

The Assessment Advisory Committee (ACC) met on 22 June 2020 and recommended the Academic Board approve recalibrating the timeframes for assessing the graduate qualities. This recommendation was made in response to feedback from Associate Deans, to allow further testing and validation of the assessment model, and in recognition of the impact of the COVID-19 pandemic.

If approved, University-wide implementation of undergraduate assessment plans will be delayed until to a date yet to be determined in order to allow time for further validation of the constructs embedded in the graduate quality definitions and the assessment rubrics. The project of developing assessment plans for all undergraduate curriculums is approximately two-thirds complete and it is this task will be continued for all undergraduate degrees and curriculum components, considering the additional burden imposed on coordinators by changes necessitated by the COVID-19 crisis. Validation of the common assessment marking rubrics through analysis of data from 2019 and 2020 pilots will continue, and a new series of pilots and inter-rater reliability trials will be planned for 2021. During 2020, work will continue on building a shared view of the model to be used for assessing the graduate qualities. Technical solutions to capturing and reporting student achievement of graduate qualities across the curriculum will be trialled and the model will be aligned with the development of online assessment management and delivery platforms.

CONTEXT

On 9 March 2020, the Deputy Vice Chancellor (Education), Chair of the AAC and portfolio staff met with Associate Deans to discuss approaches to assessing graduate qualities in light of their experience in developing assessment plans, and to ensure there was a shared model for measurement and embedding in the curriculum. The meeting also discussed timeframes for implementation. Under the previous timeframes assessment plans and review of the university wide graduate quality rubrics was to be completed for consideration by the Academic Board in November 2020. Pending approval of plans and the revised rubrics, implementation of the measurement of graduate qualities, as set out in the plans was to start with the commencing cohort of 2021.

In light of this discussion, it was agreed that finalisation of assessment plans for all undergraduate curriculums would be delayed further. Implementation of measuring graduate qualities would be postponed pending further validation and trials, agreement on a shared model for measuring graduate qualities and development of a technical capture and reporting capacity. The group also agreed that the common University marking rubrics would benefit from further testing with the aim of at least one test in each curriculum and in each



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discipline. Current pilots need to be completed and the insights interrogated. Engaging staff members and students in these activities will help to build a shared understanding of assessment model across the University.

Later in March, temporary savings measures were introduced in response to COVID-19 that included pausing curriculum development funding for **Implementing a Distinctive Undergraduate Education**. Faculty staffing resources were also refocused from curriculum projects to delivering units online and other alternative teaching arrangements. These changes had a significant impact on faculties’ abilities to undertake further assessment initiatives during Semester 1 2020.

ISSUES

1. Schedule for Assessment Plans: Assessment plans for undergraduate courses and mid-level components will continue, with approval by the Academic Board continuing into 2021. This delay will enable a greater amount of discussion, refinement and testing prior to the approval and implementation of the plan. Assessment plans should be submitted to the AAC for review and comments.

The current state of assessment plan development is set out in the table below:

	Submitted to AAC	In Faculty approval process	Under development
Business	10	0	0
Law	1	0	0
FASS	61	0	9
Science	20	28	3
FMH	0	6+2*	~4
Engineering	0	3*	~13
ADP	0	~4	0
SCM	0	0	~10

*Submitted to Science for approval

2. Pilots of assessment rubrics: There are 33 pilots being run on the common University assessment rubrics in a broad range of faculties and disciplines. Pilots are in different stages of completion, with some to be completed in Semester 1 and the Winter Intensive 2020. The Education portfolio will liaise with pilot coordinators during the coming months to understand their experience of running the pilots. Insights will be sought on the rubrics’ validity and appropriateness for each individual subject matter. We will also seek to understand the strategies used for overcoming issues they encountered. The data collected will form future discussions with the AAC and inform a broader review of the rubrics’ validity.
3. Models for assessing the Graduate Qualities: The Assessment Advisory Committee has previously discussed three broad models for assessing graduate qualities:
 - i. Designing tasks within existing units in each curriculum to give at least one formative and at least one summative assessment of each graduate quality, with the relevant tasks identified in assessment plans, tagged in Sydney Curriculum, measured through rubrics stored in Canvas and the data captured a reported through a tool such as PowerBI;
 - ii. A Portfolio model;
 - iii. 3. Mapping graduate quality rubric descriptors to existing rubrics and tasks within units of study. While substantial progress had been made on assessment plans, the group agreed that the plans would benefit from further testing and refinement with pilots to take place in all faculties and University schools.

The final design, recording and reporting of results will depend on the model chosen. The decision on Implementation of the measurement of graduate qualities should be taken after development of a shared understanding of the model to be used in each curriculum.



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4. Review of Graduate Quality Rubrics: In November 2019, the Assessment Advisory Committee established a working party to review the graduate quality rubrics in light of feedback from pilots in 2019 and Semester 1 2020 with the revised rubrics to be approved by the Academic Board in November 2020. With the decision to delay implementation of the commencement of graduate quality testing to a date yet to be determined, and continue trials of the rubrics, it is appropriate to delay the review of the rubrics until data from the trials is available.
5. Technical capture and reporting capacity: A report on solutions to capturing and reporting student achievement of the graduate qualities through assessment tasks embedded in the curriculum and using capacity with Canvas and PowerBI was presented to the Assessment Advisory Committee in December 2019. Further development of this capacity will continue in the second half of 2020 with a view to eventually integrating the capacity within existing University systems and any future University-wide assessment management and delivery platform.

PROPOSAL

It is proposed that completion of assessment plans for all undergraduate degrees and curriculum components, and the commencement of graduate quality measurement be delayed to a date yet to be determined, pending further rubric validation, agreement on a shared University-wide model for assessment of graduate qualities and development of a technical capture and reporting capacity. Review of graduate quality rubrics is to be deferred to a date to be determined pending further rubric validation and aligned with the commencement date for commencing the measurement of graduate qualities.

Author	Associate Professor Peter McCallum, Registrar and Academic Director (Education) Georgie Wheadon, Head, Curriculum Management and Strategic Projects, Office of DVC (Education)
Requests for further information	Georgie Wheadon, Head, Curriculum Management and Strategic Projects, Office of DVC (Education)



Submission To	Undergraduate Studies Committee
Date	18 August 2020
Item No	3.1

Non-Confidential

Proposal Title	New Table A major in Cybersecurity in the Bachelor of Advanced Computing
Recommendation	That the Undergraduate Studies Committee recommend that Academic Board: 1. approve the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.
Proposal Presenter	Masahiro Takatsuka
Consultation Pipeline	<pre> graph LR A[Engineering Courses Subcommittee] --> B[Engineering Faculty Board] B --> C[Undergraduate Studies Committee] C --> D[Academic Board] </pre>

EXECUTIVE SUMMARY

The Faculty of Engineering proposes to introduce a new Table A major in Cybersecurity in the Bachelor of Advanced Computing. It has been identified that cybersecurity is an area of high demand in the employment market. The Cybersecurity major will equip our graduates with both theoretical and technical knowledge and skillsets at a high-level in order to become leaders in cybersecurity job roles.

Following feedback from the Undergraduate Studies Committee (28 July 2020), evidence of consultation with the School of Business is provided in Attachment 2.

Within the course resolutions, references to the “IT major” and equivalent reference to “the Commerce major” have been removed as the Undergraduate Studies Committee suggested these might be potentially confusing for students.

Feedback from the Undergraduate Studies Committee (18 August 2020) on a separate proposal to allow two testamurs to be awarded for the combined degrees was that the Transitional Provisions in the course resolutions should be re-worded to allow the change to apply retrospectively. Recommended wording from OGC has been incorporated at 15(1), 15(2) and 15(3)(a).

Approver	Prof TJ Lim, Associate Dean (Education), Faculty of Engineering
Faculty/Proposal Sponsor	A/Prof Masahiro Takatsuka, Deputy Head of School (Education), School of Computer Science

ATTACHMENTS

Attachment 1 Minor Course Amendment – Cybersecurity major

Attachment 2 Evidence of Consultation

Attachment 1

Minor Course Amendment Proposal

Faculty: Faculty of Engineering

Contact person: Dr Josiah Poon x17185

1. Name of award course

Bachelor of Advanced Computing
Bachelor of Computing

2. Purpose of proposal

To amend the Resolutions of the Senate for the Bachelor of Advanced Computing and Bachelor of Computing degrees to include a new major in Cybersecurity. Two new units of study (CSEC3616 and CSEC3888) are proposed to support this major.

Cybersecurity ventures say that by 2021 there will be 3.5m unfilled cybersecurity jobs. According to a Burning Glass study in 2019, the job growth in the US for cybersecurity rose by 94% while the overall IT jobs postings only grew by 20%. The key regions we recruit from - India and SEA - report shortages in cybersecurity skills and have implemented initiatives to secure their Cyber Security environments. Example: In Mid 2019, the Singapore government sent a delegation to Australia to recruit Singaporean graduates back to work in the cybersecurity sector. Domestically, according to Austcom in 2018, Australia needs 18,000 cybersecurity professionals by 2026 and the cybersecurity industry is on track to triple its size to \$6b. Even with the growing number of cybersecurity programs offered, the demand for cybersecurity skills cannot be met. Most of the cybersecurity talents come from IT professionals moving into these roles through professional certification courses rather than from recent cybersecurity degree programs. *(Provided by Paula Klass, formerly Associate Director, International Recruitment.)*

This proposal is related to 3(f) in the 2011–2015 Strategic Plan, “Identify and empower scholars with expertise in curriculum development to champion curriculum renewal and best practice across the University”, such that recent recruited talents and experts in the field direct and design the best curriculum for our students in the forefront of the cybersecurity field.

[ACM/IEEE-CS's CSEC2017](#) identified more than fifty job roles in the area of cybersecurity. Several Australian Universities have launched their cybersecurity programs in the undergraduate space. However, since it is extremely difficult to cover all job roles identified, each program caters towards specific roles at specific technical levels.

The Cybersecurity major aims to equip our graduates with both theoretical and technical knowledge and skillsets at a high-level in order to become leaders in those identified cybersecurity job roles. Moreover, this proposed major offers an opportunity for our students to become politically and socially-minded leaders in the cybersecurity space.

3. Details of amendment

The new major in Cybersecurity is only available to Bachelor of Advanced Computing and Bachelor of Computing students.

A major in Cybersecurity requires 48 credit points from the Cybersecurity major unit of study table in Appendix 3, including:

- (i) 12 credit points of 1000-level core units (INFO1110/INFO1910, INFO1113)
- (ii) 12 credit points of 2000-level core units (COMP2017, ISYS2120)
- (iii) 18 credit points of 3000-level core units (COMP3221, CSEC3616, ELEC3506)
- (iv) 6 credit points of 3000-level CSEC coded interdisciplinary project units (CSEC3888)

A minor in Cybersecurity requires 36 credit points from the Cybersecurity major unit of study table in Appendix 3, including:

- (i) 12 credit points of 1000-level core units (INFO1110/INFO1910, INFO1113)

- (ii) 12 credit points of 2000-level core units (COMP2017, ISYS2120)
- (iii) 12 credit points of 3000-level core units (CSEC3616, ELEC3506)

Refer to:

- Appendix 1 – Bachelor of Advanced Computing course resolutions
- Appendix 2 – Bachelor of Advanced Computing Table A
- Appendix 3 – Cybersecurity major unit of study table

4. **Transitional arrangements**

This proposed amendment(s) will not adversely affect students who are currently enrolled, as they will be given the option of taking this new major. The Cybersecurity major will be available from S1, 2022.

5. **Other relevant information**

- EIE has been consulted regarding the Cybersecurity major and the proposal to include ELEC3506 in the core units for both the major and minor in Cybersecurity.
- The Marketing and Communications team have run a keyword search. Cybersecurity has high search volumes in Australia, with 'cybersecurity' reaching monthly Google search volumes of 8,100. 'Courses on cybersecurity' and variations on that search are also relatively common, with 2,900 searches a month. Outside Australia, India has a high search volume for 'cybersecurity', with 60,500 monthly searches, and again, variations on the search 'cybersecurity courses' achieved volumes of 14,800.
- The Cybersecurity major and minor will only be available to the Bachelor of Advanced Computing and Bachelor of Computing as graduates must have essential knowledge and skills from the core BAdvComp units such as INFO1111 Computing 1A Professionalism, INFO1112 Computing 1B Operating Systems and Network Platforms, INFO2222 Computing 2 Usability and Security, DATA1001 Foundations of Data Science and MATH1064 Discrete Mathematics for Computation.

6. **Signature of Dean**



Appendix 1

Bachelor of Advanced Computing (includes combined degrees)

Bachelor of Advanced Computing (includes combined degrees)

Bachelor of Computing

Bachelor of Advanced Computing

Bachelor of Advanced Computing and Bachelor of Science

Bachelor of Advanced Computing and Bachelor of Commerce

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

Code	Course and stream title
BPCOMPUT-01	Bachelor of Computing
BPADVCOMP-01	Bachelor of Advanced Computing
BPACMSCI-01	Bachelor of Advanced Computing / Bachelor of Science
BPACMCOM-01	Bachelor of Advanced Computing / Bachelor of Commerce

2 Attendance Pattern

The attendance pattern for these courses is full time or part time according to candidate choice. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. Visa requirements commonly restrict international students to full time study only. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

- (1) The Bachelor of Computing is not available in streams.
 - (2) The Bachelor of Advanced Computing is available in the Dalyell stream.
 - (3) Completion of a stream is not a requirement of the Bachelor of Advanced Computing. The requirements for the Dalyell stream are set out in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the Dalyell Stream should do so through the enrolment system or by contacting the Student Centre.
 - (4) The Bachelor of Science, as part of the Bachelor of Advanced Computing / Bachelor of Science combined degree, is available in the following streams:
 - (c) Dalyell
 - (a) Health
 - (b) Medical Science
- 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 D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer between the Bachelor of Science streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.
- (5) The Bachelor of Commerce, as part of the Bachelor of Advanced Computing / Bachelor of Commerce combined degree, is available in the following streams:
 - (a) Dalyell
- Completion of a stream is not a requirement of the Bachelor of Commerce. The requirements for the completion of the Dalyell stream are set out in Table D the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the Dalyell stream should do so through the enrolment system or by contacting the Student Centre.

4 Cross-Faculty Management

- (1) Candidates will be under the general supervision of the Faculty of Engineering for the duration of the degree or combined degree.
- (2) The Deans of the Faculty of Engineering and the Faculty responsible for the second degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to Candidature

- (1) Admission to the Bachelor of Advanced Computing, the Bachelor of Advanced Computing and Bachelor of Science and the Bachelor of Advanced Computing and Bachelor of Commerce 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 requirements are found in the Coursework Rule and the Coursework Policy.
- (2) Commencing candidates may not be admitted to candidature in the Bachelor of Computing. With the permission of the Faculty, candidates in the Bachelor of Advanced Computing may transfer into the Bachelor of Computing as specified in Clause 13 below.



Bachelor of Advanced Computing (includes combined degrees)

- (3) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or equivalent standard.

6 Requirements for Award

- (1) The units of study that may be taken for the Bachelor of Computing, the Bachelor of Advanced Computing, the Bachelor of Advanced Computing/Bachelor of Commerce and the Bachelor of Advanced Computing/Bachelor of Science are:

- (a) Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
- (b) Table A for the Bachelor of Commerce;
- (c) Table A for the Bachelor of Science;
- (d) Table S from the Shared Pool for Undergraduate Degrees;
- (e) Table O from the Shared Pool for Undergraduate Degrees.
- (f) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table S, Table O and Table D mean Table S, Table O and Table D as specified here.

- (2) To qualify for the award of the Bachelor of Computing, a candidate must complete 144 credit points, comprising:
- (a) 78 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (b) ~~An Information Technology M~~major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
 - (c) Optionally, up to 12 credit points of units of study in the Open Learning Environment as listed in Table O;
 - (d) Optionally a minor (36 credit points) from Table S or Table A;
 - (e) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing.
- (3) To qualify for the award of the Bachelor of Advanced Computing, a candidate must complete 192 credit points, comprising:
- (a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (b) ~~An Information Technology M~~major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
 - (c) At least 12 credit points of 4000-level or higher Information Technology electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (d) Optionally up to 12 credit points of units of study in the Open Learning Environment as listed in Table O;
 - (e) Optionally, a minor (36 credit points) or second major (48 credit points) from Table S or Table A;
 - (f) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table S or, for students enrolled in the Dalyell stream, Table D.
- (4) To qualify for the award of the Bachelor of Advanced Computing / Bachelor of Science a candidate must complete 240 credit points comprising:
- (a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (b) ~~An Information Technology M~~major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
 - (c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (d) Degree core: 12 credit points of mathematics degree core units of study as set out in Table A for the Bachelor of Science (students may count the units from their major(s) or minor(s) to fulfill 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
 - (e) A ~~Science M~~major (48 credit points) or a 3-year program with an embedded major from Table A for the Bachelor of Science, and which is different from the major completed to satisfy requirements specified clause 6 (4)(b) above (note: candidates taking Computational Data Science to fulfil requirements specified in clauses 6 (4) (b) may not take Data Science to fulfil requirements for the second major specified in this clause);
 - (f) If enrolled in a stream, requirements for the stream as specified in Table A for the Bachelor of Science or Table D.
 - (g) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O;
 - (h) for students enrolled in the Dalyell stream:
 - (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
 - (ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
 - (i) or students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study, a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
 - (j) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Science, Table S, Table O or, for students enrolled in the Dalyell stream, Table D.
- (5) To qualify for the award of the Bachelor of Advanced Computing / Bachelor of Commerce a candidate must complete 240 credit points comprising:
- (a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (b) ~~An Information Technology M~~major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
 - (c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (d) 24 credit points of core units of study as set out in Table A for the Bachelor of Commerce;
 - (e) A ~~Commerce M~~major (48 credit points) from Table A for the Bachelor of Commerce;
 - (f) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O;
 - (g) for students enrolled in the Dalyell stream:
 - (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
 - (ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
 - (h) for students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study:
 - (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
 - (i) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Commerce, Table S, Table O or, for students enrolled in the Dalyell stream, Table D.

7 Majors, Minors and Programs

- (1) *Bachelor of Computing and Bachelor of Advanced Computing*

Bachelor of Advanced Computing (includes combined degrees)

- (a) Completion of at least one major (~~the Information Technology Major~~) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Computing and Bachelor of Advanced Computing. The majors available ~~as Information Technology Majors~~ are:
 - (i) Computer Science
 - (ii) Software Development
 - (iii) Information Systems
 - (iv) Computational Data Science
 - (v) Cybersecurity
- (b) Completion of a minor (the common pool minor) as listed and specified in Table S is optional in the Bachelor of Computing. Completion of a minor or major (the common pool minor or major) as listed and specified in Table S is optional in the Bachelor of Advanced Computing. The available minors and majors and requirements are as specified in Table S. Students taking ~~an Information Technology~~ a Table A major in Computational Data Science may not take a minor or major in Data Science from Table S.
- (2) *Bachelor of Advanced Computing / Bachelor of Science*
 - (a) Completion of a major (~~the Information Technology Major~~) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Advanced Computing/Bachelor of Science. The majors available ~~as Information Technology Majors~~ are as specified in clause 7 (1)(a) for the Bachelor of Advanced Computing.
 - (b) Completion of a major (the Science Major) or a program which contains a major (the Science Program) from Table A for the Bachelor of Science is a requirement for the Bachelor of Advanced Computing/ Bachelor of Science. The Science Major must not be the same as the ~~Information Technology~~ Major completed to satisfy requirements specified in clause 7 (2)(a) above. Students taking ~~an Information Technology~~ a major in Computational Data Science may not take a Table A major for the Bachelor of Science or Table S Major in Data Science. The majors and programs available and requirements for completing the majors and programs are as specified in Table A for the Bachelor of Science.
- (3) *Bachelor of Advanced Computing / Bachelor of Commerce*
 - (a) Completion of a major (~~the Information Technology Major~~) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Advanced Computing/ Bachelor of Commerce. The majors available are as specified in clause 7 (1) (a) for the Bachelor of Advanced Computing.
 - (b) Completion of a major (~~the Commerce Major~~) from Table A for the Bachelor of Commerce is a requirement. The majors available and requirements for completing the major are as specified in Table A for the Bachelor of Commerce.

8 Progression Rules

- (1) *Progression within a major, program or minor:* Except with the permission of the relevant program, major or minor coordinator, candidates must have passed, or be concurrently enrolled in, all units of study at a given level before enrolling in any units at a higher level.
- (2) *Progression within the Bachelor of Advanced Computing combined degrees:* Candidates must adhere to any progression rules for the Bachelor of Science or Bachelor of Commerce as relevant.
- (3) *Progression within the Medical Science Stream:* Students in this stream will be required to meet the progression requirements for the stream.
- (4) *Progression with 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 Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM 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.
 - (c) Candidates enrolled in the Dalyell stream who do not satisfy the requirements for the Dalyell stream but who otherwise meet the requirements for the award course in which they are enrolled will graduate with the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

9 Requirements for the Honours degree

- (1) *Bachelor of Computing:* Honours is not available in the Bachelor of Computing.
- (2) *Bachelor of Advanced Computing (as either a single degree or as part of a combined degree):*
 - (a) Admission to the Honours program requires a WAM of at least 68 in the major and an overall WAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours.
 - (b) Honours is awarded in the Bachelor of Advanced Computing to meritorious candidates who complete an embedded Honours component comprising 24 credit points of research-related units (INFO4001, INFO4002, INFO4003 and INFO4990).
 - (c) The Honours mark is determined by calculating a WAM from 48 credit points comprising the 24 credit points of research-related units specified above and the best 24 credit points of 3000-, 4000- and 5000-level units from Bachelor of Advanced Computing Table A. Non research-related units must include at least one 4000- or 5000-level unit.
- (3) *Honours in an area of study in the Bachelor of Science and Bachelor of Commerce, as part of a combined degree with the Bachelor of Advanced Computing*
 - (a) Honours in an area of study in the Bachelor of Science or Bachelor of Commerce, as part of the combined degree, is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the combined degree.
 - (b) For candidates completing the Bachelor of Science or Bachelor of Commerce as part of a combined degree with the Bachelor of Advanced Computing who subsequently undertake the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the Information Technology major specified in 6 (4) (b) or 6 (5) (b).

10 Award of the Degrees

- (1) Candidates for the Bachelor of Advanced Computing degree who did not meet the requirements for the Honours degree specified in 9 (2) will be awarded the Bachelor of Advanced Computing.
- (2) Honours in the Bachelor of Advanced Computing is awarded in classes ranging from First Class to Third Class. The various classes of Honours are awarded on the basis of a candidate's HWAM.

Description	Range
Honours Class I	80 <= WAM
Honours Class II (Division 1)	75 <= WAM < 80
Honours Class II (Division 2)	70 <= WAM < 75
Honours Class III	65 <= WAM < 70

Bachelor of Advanced Computing (includes combined degrees)

Description	Range
Honours not awarded (Pass)	WAM < 65

(3) The Bachelor of Science and the Bachelor of Commerce are awarded at pass level. Honours in Science or Commerce is taken by subsequently enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(4) Candidates will be awarded a separate testamur for each degree completed.

11 **Cross-institutional study**

Cross-institutional study is not available in the Bachelor of Computing or Bachelor of Advanced Computing. Cross-institutional study in the Bachelor of Commerce or Bachelor of Science is as specified in the relevant degree and faculty resolutions.

12 **International exchange**

The faculties of Engineering, Science and Commerce encourage candidates in these degrees to participate in international exchange programs subject to the terms set out in the Resolutions of the Faculty of Engineering.

13 **Course Transfer**

(1) A candidate enrolled in the Bachelor of Advanced Computing who has satisfied the requirements of the Bachelor of Computing may transfer to the Bachelor of Computing and graduate.

(2) A candidate in a combined degree with the Bachelor of Advanced Computing may abandon that combined degree and elect to complete either the Bachelor of Advanced Computing or the other component of the combined degree (the Bachelor of Science or the Bachelor of Commerce) in accordance with the resolutions governing that degree.

(3) A candidate who, having satisfied requirements for a combined degree with the Bachelor of Advanced Computing, who has enrolled in the Bachelor of Advanced Studies to complete an embedded honours component as specified in 9 (3) (a) may abandon the Bachelor of Advanced Studies and graduate with the Bachelor of Advanced Computing or the associated combined degree in accordance with the resolutions governing that degree or those degrees.

14 **Credit for previous study**

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Engineering and also, for students enrolled in combined degrees, the resolutions of the relevant faculty.

15 **Transitional Provisions**

(1) Subject to subclause 15(2), these resolutions apply to students who commenced their candidature after 1 January, ~~2020~~ 2022.

(2) Subclause 10(4) will apply to all students who complete the requirements for a combined degree after 15 September 2020. All candidates who complete the requirements for combined degrees after that date will receive separate testamurs for each degree completed.

(3) Candidates who commenced prior to 1 January, ~~2020~~ 2022 may:

(a) except as provided in subclause 15(2), 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 2 – Bachelor of Advanced Computing Table A

Bachelor of Advanced Computing

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Bachelor of Advanced Computing and Bachelor of Computing			
Award requirements			
Bachelor of Advanced Computing			
To qualify for the award of the Bachelor of Advanced Computing, a candidate must complete 192 credit points, comprising:			
(a) 96 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;			
(c) At least 12 credit points of 4000-level or higher electives from the table below;			
(d) (Optionally) up to 12 credit points of units of study in the Open Learning Environment as listed in Table O in the Shared Pool for Undergraduate Degrees;			
(e) (Optionally) a minor of 36 credit points or a second major of 48 credit points as listed and specified in Table S in the Shared Pool for Undergraduate Degrees;			
(f) Where appropriate, additional elective units from the table below or Table S in the Shared Pool for Undergraduate Degrees.			
Bachelor of Computing			
To qualify for the award of the Bachelor of Computing, a candidate must complete 144 credit points, comprising:			
(a) 78 credit points of degree core units as set out in the table below;			
(b) A major (48 credit points) from the list of majors from the table below;			
(c) (Optionally) up to 12 credit points of units of study in the Open Learning Environment as listed in Table O in the Shared Pool for Undergraduate Degrees;			
(d) (Optionally) a minor of 36 credit points as listed and specified in Table S in the Shared Pool for Undergraduate Degrees;			
(e) Where appropriate, additional elective units from the table below.			
Streams			
The available streams in the Bachelor of Advanced Computing are:			
Dalyell			
Achievement of the Dalyell stream requires:			
(i) Completion of 12 credit points of Dalyell units as set out in Table S;			
(ii) Admission on the basis of ATAR or first year WAM as determined by the Board of Interdisciplinary Studies;			
(iii) Maintenance of the required WAM as determined by the Board of Interdisciplinary Studies.			
Majors			
Table A majors available in this course are:			
Computer Science			
Computational Data Science			
Cybersecurity			
Information Systems			
Software Development			
Requirements from the majors are listed in the Majors tabs in this Handbook.			
Minors			
Table A minors available in this course are:			
Computer Science			
Computational Data Science			
Cybersecurity			
Information Systems			
Software Development			
Requirements from the minors are listed alongside the major requirements in the Majors tabs in this Handbook.			
Honours			

To be eligible for the award of Honours in the Bachelor of Advanced Computing, a candidate must complete 18 credit points of thesis units (INFO4001, INFO4002 and INFO4003) based on a research project, and 6 credit points of research methods (INFO4990), as listed below, and meet the performance levels as specified in clause 10 of the degree resolutions.

Degree Core

The degree core units of study required for this course are listed below. Candidates who exit at the third year do not complete the 4000-level degree core units and graduate with a Bachelor of Computing.

1000-level units of study

DATA1001 Foundations of Data Science	6	N DATA1901 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or ENVX1001 or ENVX1002 or ECMT1010 or BUSS1020 or STAT1021	Semester 1 Semester 2
DATA1901 Foundations of Data Science (Adv)	6	A An ATAR of 95 or more N MATH1905 or ECMT1010 or ENVX1002 or BUSS1020 or DATA1001 or MATH1115 or MATH1015	Semester 1 Semester 2
ELEC1601 Introduction to Computer Systems	6	A HSC Mathematics extension 1 or 2	Semester 2
INFO1110 Introduction to Programming	6	N INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905	Semester 1 Semester 2
INFO1111 Computing 1A Professionalism	6	N ENGG1805 OR ENGG1111 OR ENGD1000	Semester 1
INFO1112 Computing 1B OS and Network Platforms	6	C ELEC1601 AND (INFO1110 OR INFO1910 OR INFO1103 OR INFO1113)	Semester 2
INFO1113 Object-Oriented Programming	6	P INFO1110 OR INFO1910 N INFO1103 OR INFO1105 OR INFO1905 <i>Note: Department permission required for enrolment in the following sessions: Intensive January</i>	Intensive January Semester 1 Semester 2
INFO1910 Introduction to Programming (Advanced)	6	A ATAR sufficient to enter Dalyell program, or passing an online programming knowledge test, which will be administered during the O-week prior to the commencement of the semester. N INFO1110 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
MATH1002 Linear Algebra	3	A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1012 or MATH1014 or MATH1902	Intensive January Semester 1
MATH1021 Calculus Of One Variable	3	A HSC Mathematics Extension 1 or equivalent. N MATH1011 or MATH1901 or MATH1906 or ENVX1001 or MATH1001 or MATH1921 or MATH1931	Intensive January Semester 1 Semester 2
MATH1064 Discrete Mathematics for Computation	6	A Coordinate geometry, basic integral and differential calculus, polynomial equations and algebraic manipulations, equivalent to	Semester 2

		HSC Mathematics N MATH1004 or MATH1904	
2000-level units of study			
COMP2123 Data Structures and Algorithms	6	P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2823	Semester 1
COMP2823 Data Structures and Algorithms (Adv)	6	P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2123	Semester 1
INFO2222 Computing 2 Usability and Security	6	P (INFO1103 OR INFO1105 OR INFO1905 OR INFO1113) AND (INFO1111 OR INFO1711 OR ENGG1111 OR ENGD1000 OF ENGG1805)	Semester 1
ISYS2120 Data and Information Management	6	A Programming skills P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 OR INFO1003 OR INFO1903 OR DECO1012 N INFO2120 OR INFO2820 OR COMP5138	Semester 2
SOFT2412 Agile Software Development Practices	6	P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N COMP9412	Semester 2
3000-level units of study			
INFO3333 Computing 3 Management	6	P 12 credit points of 2000-level units N INFO3402	Semester 1
4000-level units of study			
INFO4001 Thesis A	6		Semester 1 Semester 2
INFO4002 Thesis B	6		Semester 1 Semester 2
INFO4444 Computing 4 Innovation	6	A Students should have knowledge of several different aspects of computing at the 3000-level P INFO3333 N INFO4990	Semester 1
INFO4990 IT Research Methods	6	P Students must satisfy Honours admission requirements. N INFO4444 or INFO5993 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
Electives			
2000-level units of study			
COMP2017 Systems Programming	6	P INFO1113 OR INFO1105 OR INFO1905 OR INFO1103 C COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2129 OR COMP9017 OR COMP9129	Semester 1
COMP2022 Models of Computation	6	A (MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969) AND (INFO1105 OR INFO1905 OR COMP2123 OR COMP2823)	Semester 2

		P INFO1103 OR INFO1903 OR INFO1113 N COMP2922	
COMP2922 Models of Computation (Adv)	6	A (MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969) AND (INFO1105 OR INFO1905 OR COMP2123 OR COMP2823) P Distinction level result in INFO1103 OR INFO1903 OR INFO1113 N COMP2922	Semester 2
DATA2001 Data Science: Big Data and Data Diversity	6	P DATA1002 OR DATA1902 OR INFO1110 OR INFO1910 OR INFO1903 OR INFO1103 N DATA2901	Semester 1
DATA2002 Data Analytics: Learning from Data	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P [DATA1001 or ENVX1001 or ENVX1002] or [MATH10X5 and MATH1115] or [MATH10X5 and STAT2X11] or [MATH1905 and MATH1XXX (except MATH1XX5)] or [BUSS1020 or ECMT1010 or STAT1021] N STAT2012 or STAT2912 or DATA2902	Semester 2
DATA2901 Big Data and Data Diversity (Advanced)	6	P DATA1002 OR DATA1902 OR INFO1110 OR INFO1903 OR INFO1103. Students need Distinction or better in one of the prerequisite units. N DATA2001	Semester 1
DATA2902 Data Analytics: Learning from Data (Adv)	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P A mark of 65 or above in any of the following (DATA1001 or DATA1901 or ENVX1001 or ENVX1002) or (MATH10X5 and MATH1115) or (MATH10X5 and STAT2011) or STAT2911 or (MATH1905 and MATH1XXX [except MATH1XX5]) or (BUSS1020 or ECMT1010 or STAT1021) N STAT2012 or STAT2912 or DATA2002	Semester 2
INFO2150 Introduction to Health Data Science	6	A Basic knowledge of Entity Relationship Modelling, database technology and SQL P (INFO1003 OR INFO1903 OR INFO1103 OR INFO1110 OR INFO1910 OR DATA1002 OR DATA1902) AND (DATA1001 OR MATH1005 OR MATH1905 OR MATH1015 OR BUSS1020) C DATA2001 OR DATA2901 OR ISYS2120 OR INFO2120 OR INFO2820 OR INFO1903	Semester 2
ISYS2110 Analysis and Design of Web Info Systems	6	P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N INFO2110	Semester 1
ISYS2160 Information Systems in the Internet Age	6	A INFO1003 OR INFO1103 OR INFO1903 OR INFO1113 N ISYS2140	Semester 2
SOFT2201 Software Construction and Design 1	6	P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N INFO3220 OR COMP9201	Semester 2
3000-level units of study			
COMP3027 Algorithm Design	6	A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905	Semester 1

		N COMP2007 OR COMP2907 OR COMP3927	
COMP3109 Programming Languages and Paradigms	6	P COMP2017 AND COMP2022	Semester 2
COMP3221 Distributed Systems	6	P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) N COMP2121	Semester 1
COMP3308 Introduction to Artificial Intelligence	6	A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) N COMP3608	Semester 1
COMP3419 Graphics and Multimedia	6	A Programming skills P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905	Semester 2
COMP3520 Operating Systems Internals	6	P (COMP2017 OR COMP2129) AND (COMP2123 OR COMP2823 OR INFO1105 OR INFO1905)	Semester 2
COMP3608 Introduction to Artificial Intelligence (Adv)	6	A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) P Distinction-level results in at least one 2000 level COMP or MATH or SOFT unit N COMP3308 <i>COMP3308 and COMP3608 share the same lectures, but have different tutorials and assessment (the same type but more challenging).</i>	Semester 1
COMP3888 Computer Science Project	6	P (COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) N INFO3600 OR COMP3600 OR COMP3615 OR COMP3988	Semester 2
COMP3927 Algorithm Design (Adv)	6	A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3027	Semester 1
COMP3988 Computer Science Project (Advanced)	6	P [(COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) with Distinction level results in at least one of these units.] N INFO3600 OR COMP3615 OR COMP3600 OR COMP3888	Semester 2
CSEC3616 Cybersecurity Engineering	<u>6</u>	P (INFO1110 OR INFO1910) AND INFO1112 AND INFO1113 AND MATH1064 N ELEC5616 OR INFO2315 OR INFO3616	<u>Semester 2</u>
CSEC3888 Cybersecurity Project	<u>6</u>	P (COMP2017 OR COMP2907) AND ISYS2120 AND ELEC3506 N INFO3600	<u>Semester 2</u>
DATA3404 Data Science Platforms	6	A This unit of study assumes that students have previous knowledge of database structures and of SQL. The prerequisite material is covered in DATA2001 or ISYS2120. Familiarity with a programming language (e.g. Java or C) is also expected. P DATA2001 OR DATA2901 OR ISYS2120	Semester 1

		OR INFO2120 OR INFO2820 N INFO3504 OR INFO3404	
DATA3406 Human-in-the-Loop Data Analytics	6	A Basic statistics, database management, and programming. P DATA2001 and DATA2002	Semester 2
DATA3888 Data Science Capstone	6	P DATA2001 or DATA2901 or DATA2002 or DATA2902 or STAT2912 or STAT2012	Semester 1
ENGG3800 Industry and Community Projects	6	A Upper-level disciplinary knowledge. Required knowledge will vary by project. <i>Note: Department permission required for enrolment</i>	Intensive February Intensive July Semester 1 Semester 2
INFO3315 Human-Computer Interaction	6		Semester 2
INFO3616 Principles of Security and Security Eng	6	A (INFO1110 OR INFO1910) AND INFO1112 AND INFO1113 AND MATH1064. Knowledge equivalent to the above units is assumed. This means good programming skills in Python or a C-related language, basic networking knowledge, and skills from discrete mathematics. A technical orientation is absolutely required, especially capacity to become familiar with new technology without explicit supervision. N ELEC5616 OR INFO2315 OR CSEC3616	Semester 2
ISYS3401 Information Technology Evaluation	6	A MATH1005 OR MATH1905 P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)	Semester 1
ISYS3402 Decision Analytics and Support Systems	6	A Database Management AND Systems Analysis and Modelling P (ISYS2110 OR INFO2110) AND (ISYS2120 OR INFO2120)	Semester 2
ISYS3888 Information Systems Project	6	P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160) N INFO3600 OR ISYS3207 OR ISYS3400	Semester 2
SOFT3202 Software Construction and Design 2	6	P SOFT2201 N INFO3220	Semester 1
SOFT3410 Concurrency for Software Development	6	P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823))	Semester 2
SOFT3888 Software Development Project	6	A SOFT3202 P [18CP 2000-level or above units from SOFT or COMP or INFO] N SOFT3413	Semester 2
4000-level units of study			
INFO4003 Thesis B (extension)	6	C INFO4001 OR INFO4002 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
5000-level units of study			
COMP5045 Computational Geometry	6	A It is assumed that students will have experience with data structure and algorithms as covered in COMP9103 OR COMP2123 OR COMP2823 OR INFO1105	Semester 1

		OR INFO1905 (or equivalent UoS from different institutions).	
COMP5046 Natural Language Processing	6	A Knowledge of an OO programming language	Semester 1
COMP5047 Pervasive Computing	6	A ELEC1601 AND (COMP2129 OR COMP2017). Background in programming and operating systems that is sufficient for the student to independently learn new programming tools from standard online technical materials. <i>Note: Department permission required for enrolment</i>	Semester 2
COMP5048 Visual Analytics	6	A It is assumed that students will have experience with data structure and algorithms as covered in COMP9103 OR COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions). <i>Note: Department permission required for enrolment in the following sessions: Semester 1</i>	Semester 1 Semester 2
COMP5216 Mobile Computing	6	A COMP5214 OR COMP9103. Software Development in JAVA, or similar introductory software development units.	Semester 2
COMP5313 Large Scale Networks	6	A It is assumed that students will have basic knowledge of computer networks as covered in INFO1112 or COMP9201 or COMP9601 (or equivalent UoS from different institutions).	Semester 1
COMP5318 Machine Learning and Data Mining	6	A INFO2110 OR ISYS2110 OR COMP9120 OR COMP5138	Semester 1 Semester 2
COMP5328 Advanced Machine Learning	6	C COMP5318 OR COMP3308 OR COMP3608	Semester 2
COMP5329 Deep Learning	6	A COMP5318	Semester 1
COMP5338 Advanced Data Models	6	A This unit of study assumes foundational knowledge of relational database systems as taught in COMP5138/COMP9120 (Database Management Systems) or INFO2120/INFO2820/ISYS2120 (Database Systems 1).	Semester 2
COMP5347 Web Application Development	6	A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 (or equivalent UoS from different institutions). P INFO1103 or INFO1113 or COMP9103 or COMP9220 or COMP5028	Semester 1
COMP5348 Enterprise Scale Software Architecture	6	A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 and also COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions).	Semester 1
COMP5349 Cloud Computing	6	A Good programming skills, especially in Java for the practical assignment, as well as proficiency in databases and SQL. The unit	Semester 1

		is expected to be taken after introductory courses in related units such as COMP5214 or COMP9103 Software Development in JAVA	
COMP5415 Multimedia Design and Authoring	6	A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 (or equivalent UoS from different institutions).	Semester 2
COMP5416 Advanced Network Technologies	6	A ELEC3506 OR ELEC9506 OR ELEC5740 OR COMP5116	Semester 2
COMP5424 Information Technology in Biomedicine	6	A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 (or equivalent UoS from different institutions).	Semester 1
COMP5425 Multimedia Retrieval	6	A It is assumed that students will have experience with programming skills, as learned in COMP9103 OR COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions).	Semester 1
COMP5426 Parallel and Distributed Computing	6	A It is assumed that students will have experience with algorithms design and software development as covered in (COMP2017 or COMP9017) and COMP3027 (or equivalent UoS from different institutions).	Semester 1
COMP5427 Usability Engineering	6	A It is assumed that students will have skills with modelling as covered in ISYS2110 or ISYS2120 or COMP9110 or COMP9201 (or equivalent UoS from different institutions).	Semester 2
COMP5617 Empirical Security Analysis and Engineering	6	P CSEC3616 OR INFO3616 OR ELEC5616	Semester 2
COMP5618 Applied Cybersecurity	6	A (ELEC5616 OR INFO2315 OR INFO2222) with a grade of Credit or greater <i>Note: Department permission required for enrolment</i>	Semester 2
DATA5207 Data Analysis in the Social Sciences	6	A COMP5310 <i>Note: Department permission required for enrolment in the following sessions: Intensive December</i>	Intensive December Semester 1
ELEC5306 Video Intelligence and Compression	6	A Basic understanding of digital signal processing (filtering, DFT) and programming skills (e.g. Matlab/Java/Python/C++)	Semester 1
ELEC5307 Advanced Signal Processing with Deep Learning	6	A Mathematics (e.g., probability and linear algebra) and programming skills (e.g. Matlab/Java/Python/C++)	Semester 2
ELEC5508 Wireless Engineering	6	A Basic knowledge in probability and statistics, analog and digital communications, error probability calculation in communications channels, and telecommunications network.	Semester 2
ELEC5509 Mobile Networks	6	A ELEC3505 AND ELEC3506. Basically, students need to know the concepts of data communications and mobile communications, which could be gained in one the following units of study: ELEC3505	Semester 1

		Communications, ELEC3506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.	
ELEC5514 Networked Embedded Systems	6	A ELEC3305 AND ELEC3506 AND ELEC3607 AND ELEC5508	Semester 2
ELEC5616 Computer and Network Security	6	A A programming language, basic maths.	Semester 1
ELEC5618 Software Quality Engineering	6	A Writing programs with multiple functions or methods in multiple files; design of complex data structures and combination in non trivial algorithms; use of an integrated development environment; software version control systems.	Semester 1
ELEC5619 Object Oriented Application Frameworks	6	A Java programming, and some web development experience are essential. Databases strongly recommended	Semester 2
ELEC5620 Model Based Software Engineering	6	A A programming language, basic maths.	Semester 2
INFO5010 IT Advanced Topic A	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
INFO5011 IT Advanced Topic B	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
INFO5991 Services Science Management and Engineering	6	A INFO5990. Students are expected to have a degree in computer science, engineering, information technology, information systems or business.	Semester 2
INFO5992 Understanding IT Innovations	6	P 24 credit points of units at 5000-level or above N PMGT5875	Semester 1 Semester 2
INFO6010 Advanced Topics in IT Project Management	6	A Students are assumed to understand the role of IT projects. P INFO6007 OR 3-5 years working experience in IT Project Management	Semester 2
ISYS5050 Knowledge Management Systems	6	A It is assumed that students will have good understanding of relational data model and database technologies as covered in ISYS2120 or COMP9220 or COMP5206 (or equivalent UoS from different institutions). P COMP5206 OR ISYS2160	Semester 1
ISYS5070 Change Management in IT	6	A It is assumed that students will have the basic knowledge of information systems, which are covered in (INFO6007 and COMP5206) or (ISYS2160 and INFO3333) (or equivalent UoS from different institutions). <i>Note: Department permission required for enrolment</i>	Intensive January Intensive July

Appendix 3 – Cybersecurity major unit of study table

**Bachelor of Advanced Computing
Cybersecurity major**

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Cybersecurity			
Cybersecurity major			
A major in Cybersecurity requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 12 credit points of 2000-level core units			
(iii) 24 credit points of 3000-level core units			
Cybersecurity minor			
A minor in Cybersecurity requires 36 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 12 credit points of 2000-level core units			
(iii) 12 credit points of 3000-level core units			
Units of Study			
Core units			
1000-level units of study			
INFO1110 Introduction to Programming	6	N INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905	Semester 1 Semester 2
INFO1910 Introduction to Programming (Advanced)	6	A ATAR sufficient to enter Dalyell program, or passing an online programming knowledge test, which will be administered during the O-week prior to the commencement of the semester. N INFO1110 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
INFO1113 Object-Oriented Programming	6	P INFO1110 OR INFO1910 N INFO1103 OR INFO1105 OR INFO1905 <i>Note: Department permission required for enrolment in the following sessions: Intensive January</i>	Intensive January Semester 1 Semester 2
2000-level units of study			
COMP2017 Systems Programming	6	P INFO1113 OR INFO1105 OR INFO1905 OR INFO1103 C COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2129 OR COMP9017 OR COMP9129	Semester 1
ISYS2120 Data and Information Management	6	A Programming skills P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 OR INFO1003 OR INFO1903 OR DECO1012 N INFO2120 OR INFO2820 OR COMP5138	Semester 2
3000-level units of study			
Core units			
CSEC3616 Cybersecurity Engineering	6	P (INFO1110 OR INFO1910) AND INFO1112 AND INFO1113 AND MATH1064 N ELEC5616 OR INFO2315 OR INFO3616	Semester 2
ELEC3506 Data Communications and the Internet	6		Semester 2

Core units (major only)			
COMP3221 Distributed Systems	6	P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) N COMP2121	Semester 1
CSEC3888 Cybersecurity Project	6	P (COMP2017 OR COMP2907) AND ISYS2120 AND ELEC3506 N INFO3600 or CSEC3988	Semester 2

Attachment 2

From: [Masahiro Takatsuka](#)
To: [Keiko Narushima](#)
Cc: [Caren Han](#); [Josiah Poon](#); [Christine Lacey](#)
Subject: Fwd: Consultation on Cyber security major and course resolution amendment
Date: Friday, 31 July 2020 4:02:00 PM

Hi Keiko,

Here is the replay from Business School. They are fine with Cybersecurity major and BAdvComp course resolution s amendment.
Since we already have the document for consulting Science about Cybersecurity (I believe), we can attach this new email exchange to our paper work.

We now need to get the response from Science on “Two testamus” for BAdvComp.

Masa

Begin forwarded message:

From: Chinmay Pattnaik <chinmay.pattnaik@sydney.edu.au>
Subject: Consultation on Cyber security major and course resolution amendment
Date: 31 July 2020 at 3:37:38 pm AEST
To: Masahiro Takatsuka <masa.takatsuka@sydney.edu.au>

Dear Masa,

I am Chinmay Pattnaik, Program Director of Undergraduate Commerce at the Business School.

Based on our conversation in the USC meeting regarding Agenda items 3.1 and 3.2, I am happy to advise you that I have consulted with the curriculum and programs team at the Business School.

We have no objections or issues with the above 2 items.

Please let me know if you need more information.

Best regards,

Chinmay



Submission To	Undergraduate Studies Committee
Date	18 August 2020
Item No	3.2

Non-Confidential

Proposal Title	Amendment to resolutions of the Bachelor of Advanced Computing and combined degrees
Recommendation	That the Undergraduate Studies Committee recommend that Academic Board: <ol style="list-style-type: none"> approve the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and associated combined degrees and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.
Proposal Presenter	Masahiro Takatsuka
Consultation Pipeline	<pre> graph LR A[Engineering Courses Subcommittee] --> B[Engineering Faculty Board] B --> C[Undergraduate Studies Committee] C --> D[Academic Board] </pre>

EXECUTIVE SUMMARY

The Faculty of Engineering proposes to amend the resolutions of the Bachelor of Advanced Computing and combined degrees in order to allow for two testamurs to be awarded for students who have completed a combined degree. It is requested that this change apply to all current students.

Following feedback from the Undergraduate Studies Committee (28 July 2020), evidence of consultation with the School of Business, Academic Model Team, and Faculty of Science is provided in Attachment 2.

Within the course resolutions, references to the “IT major” and equivalent reference to “the Commerce major” have been removed as the Undergraduate Studies Committee suggested these might be potentially confusing for students.

Feedback from the Undergraduate Studies Committee (18 August 2020) was that the Transitional Provisions in the course resolutions should be re-worded to allow the change to apply retrospectively. Recommended wording from OGC has been incorporated at 15(1), 15(2) and 15(3)(a).

Approver	Prof TJ Lim, Associate Dean (Education), Faculty of Engineering
Faculty/Proposal Sponsor	A/Prof Masahiro Takatsuka, Deputy Head of School (Education), School of Computer Science

ATTACHMENTS

Attachment 1 Minor Course Amendment – Bachelor of Advanced Computing Resolutions

Attachment 2 Evidence of consultation

Attachment 1

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Masahiro Takatsuka, Christine Lacey x40678

1. Name of award course:

Bachelor of Advanced Computing and Bachelor of Commerce
Bachelor of Advanced Computing and Bachelor of Science

2. Purpose of proposal

The Learning & Teaching Procedures 2016 state that “A single testamur will be issued for combined degrees, including vertically-integrated degrees, unless otherwise required by the relevant award course resolutions.” (Section 12 (7))

For the Bachelor of Advanced Computing, the intent was that the combined degrees should be awarded with separate testamurs, but the necessary clause was inadvertently omitted from the resolutions.

3. Details of amendment

Under the Section 10 Award of the Degrees, the following will be added:
Candidates will be awarded a separate testamur for each degree completed.

Appendix 1: Bachelor of Advanced Computing and combined degrees course resolutions

4. Transitional arrangements

The first cohort of students into the BAdvComp combined degrees commenced in 2018, so will complete in 2022. It is requested that, if possible, the change will apply for all current students when they graduate, rather than being postponed to 2021 entrants.

5. Other relevant information

Nil

6. Signature of Dean



Bachelor of Advanced Computing (includes combined degrees)

Appendix 1

Bachelor of Computing

Bachelor of Advanced Computing

Bachelor of Advanced Computing and Bachelor of Science

Bachelor of Advanced Computing and Bachelor of Commerce

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

Code	Course and stream title
BPCOMPUT-01	Bachelor of Computing
BPADVCOMP-01	Bachelor of Advanced Computing
BPACMSCI-01	Bachelor of Advanced Computing / Bachelor of Science
BPACMCOM-01	Bachelor of Advanced Computing / Bachelor of Commerce

2 Attendance Pattern

The attendance pattern for these courses is full time or part time according to candidate choice. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. Visa requirements commonly restrict international students to full time study only. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

- (1) The Bachelor of Computing is not available in streams.
 - (2) The Bachelor of Advanced Computing is available in the Dalyell stream.
 - (3) Completion of a stream is not a requirement of the Bachelor of Advanced Computing. The requirements for the Dalyell stream are set out in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the Dalyell Stream should do so through the enrolment system or by contacting the Student Centre.
 - (4) The Bachelor of Science, as part of the Bachelor of Advanced Computing / Bachelor of Science combined degree, is available in the following streams:
 - (c) Dalyell
 - (a) Health
 - (b) Medical Science
- 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 D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer between the Bachelor of Science streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.
- (5) The Bachelor of Commerce, as part of the Bachelor of Advanced Computing / Bachelor of Commerce combined degree, is available in the following streams:
 - (a) Dalyell
- Completion of a stream is not a requirement of the Bachelor of Commerce. The requirements for the completion of the Dalyell stream are set out in Table D the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the Dalyell stream should do so through the enrolment system or by contacting the Student Centre.

4 Cross-Faculty Management

- (1) Candidates will be under the general supervision of the Faculty of Engineering for the duration of the degree or combined degree.
- (2) The Deans of the Faculty of Engineering and the Faculty responsible for the second degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to Candidature

- (1) Admission to the Bachelor of Advanced Computing, the Bachelor of Advanced Computing and Bachelor of Science and the Bachelor of Advanced Computing and Bachelor of Commerce 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 requirements are found in the Coursework Rule and the Coursework Policy.
- (2) Commencing candidates may not be admitted to candidature in the Bachelor of Computing. With the permission of the Faculty, candidates in the Bachelor of Advanced Computing may transfer into the Bachelor of Computing as specified in Clause 13 below.



Bachelor of Advanced Computing (includes combined degrees)

- (3) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or equivalent standard.

6 Requirements for Award

- (1) The units of study that may be taken for the Bachelor of Computing, the Bachelor of Advanced Computing, the Bachelor of Advanced Computing/Bachelor of Commerce and the Bachelor of Advanced Computing/Bachelor of Science are:

- (a) Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
- (b) Table A for the Bachelor of Commerce;
- (c) Table A for the Bachelor of Science;
- (d) Table S from the Shared Pool for Undergraduate Degrees;
- (e) Table O from the Shared Pool for Undergraduate Degrees.
- (f) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table S, Table O and Table D mean Table S, Table O and Table D as specified here.

- (2) To qualify for the award of the Bachelor of Computing, a candidate must complete 144 credit points, comprising:
- (a) 78 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (b) ~~An Information Technology M~~major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
 - (c) Optionally, up to 12 credit points of units of study in the Open Learning Environment as listed in Table O;
 - (d) Optionally a minor (36 credit points) from Table S or Table A;
 - (e) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing.
- (3) To qualify for the award of the Bachelor of Advanced Computing, a candidate must complete 192 credit points, comprising:
- (a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (b) ~~An Information Technology M~~major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
 - (c) At least 12 credit points of 4000-level or higher Information Technology electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (d) Optionally up to 12 credit points of units of study in the Open Learning Environment as listed in Table O;
 - (e) Optionally, a minor (36 credit points) or second major (48 credit points) from Table S or Table A;
 - (f) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table S or, for students enrolled in the Dalyell stream, Table D.
- (4) To qualify for the award of the Bachelor of Advanced Computing / Bachelor of Science a candidate must complete 240 credit points comprising:
- (a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (b) ~~An Information Technology M~~major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
 - (c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (d) Degree core: 12 credit points of mathematics degree core units of study as set out in Table A for the Bachelor of Science (students may count the units from their major(s) or minor(s) to fulfill 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
 - (e) A ~~Science M~~major (48 credit points) or a 3-year program with an embedded major from Table A for the Bachelor of Science, and which is different from the major completed to satisfy requirements specified clause 6 (4)(b) above (note: candidates taking Computational Data Science to fulfil requirements specified in clauses 6 (4) (b) may not take Data Science to fulfil requirements for the second major specified in this clause);
 - (f) If enrolled in a stream, requirements for the stream as specified in Table A for the Bachelor of Science or Table D.
 - (g) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O;
 - (h) for students enrolled in the Dalyell stream:
 - (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
 - (ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
 - (i) or students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study, a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
 - (j) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Science, Table S, Table O or, for students enrolled in the Dalyell stream, Table D.
- (5) To qualify for the award of the Bachelor of Advanced Computing / Bachelor of Commerce a candidate must complete 240 credit points comprising:
- (a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (b) ~~An Information Technology M~~major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
 - (c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
 - (d) 24 credit points of core units of study as set out in Table A for the Bachelor of Commerce;
 - (e) A ~~Commerce M~~major (48 credit points) from Table A for the Bachelor of Commerce;
 - (f) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O;
 - (g) for students enrolled in the Dalyell stream:
 - (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
 - (ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
 - (h) for students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study:
 - (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
 - (i) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Commerce, Table S, Table O or, for students enrolled in the Dalyell stream, Table D.

7 Majors, Minors and Programs

- (1) *Bachelor of Computing and Bachelor of Advanced Computing*

Bachelor of Advanced Computing (includes combined degrees)

- (a) Completion of at least one major (~~the Information Technology Major~~) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Computing and Bachelor of Advanced Computing. The majors available ~~as Information Technology Majors~~ are:
 - (i) Computer Science
 - (ii) Software Development
 - (iii) Information Systems
 - (iv) Computational Data Science
- (b) Completion of a minor (the common pool minor) as listed and specified in Table S is optional in the Bachelor of Computing. Completion of a minor or major (the common pool minor or major) as listed and specified in Table S is optional in the Bachelor of Advanced Computing. The available minors and majors and requirements are as specified in Table S. Students taking ~~an Information Technology~~ a Table A major in Computational Data Science may not take a minor or major in Data Science from Table S.
- (2) *Bachelor of Advanced Computing / Bachelor of Science*
 - (a) Completion of a major (~~the Information Technology Major~~) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Advanced Computing/Bachelor of Science. The majors available ~~as Information Technology Majors~~ are as specified in clause 7 (1)(a) for the Bachelor of Advanced Computing.
 - (b) Completion of a major (the Science Major) or a program which contains a major (the Science Program) from Table A for the Bachelor of Science is a requirement for the Bachelor of Advanced Computing/ Bachelor of Science. The Science Major must not be the same as the ~~Information Technology~~ Major completed to satisfy requirements specified in clause 7 (2)(a) above. Students taking ~~an Information Technology~~ a major in Computational Data Science may not take a Table A major for the Bachelor of Science or Table S Major in Data Science. The majors and programs available and requirements for completing the majors and programs are as specified in Table A for the Bachelor of Science.
- (3) *Bachelor of Advanced Computing / Bachelor of Commerce*
 - (a) Completion of a major (~~the Information Technology Major~~) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Advanced Computing/ Bachelor of Commerce. The majors available are as specified in clause 7 (1) (a) for the Bachelor of Advanced Computing.
 - (b) Completion of a major (~~the Commerce Major~~) from Table A for the Bachelor of Commerce is a requirement. The majors available and requirements for completing the major are as specified in Table A for the Bachelor of Commerce.

8 Progression Rules

- (1) *Progression within a major, program or minor:* Except with the permission of the relevant program, major or minor coordinator, candidates must have passed, or be concurrently enrolled in, all units of study at a given level before enrolling in any units at a higher level.
- (2) *Progression within the Bachelor of Advanced Computing combined degrees:* Candidates must adhere to any progression rules for the Bachelor of Science or Bachelor of Commerce as relevant.
- (3) *Progression within the Medical Science Stream:* Students in this stream will be required to meet the progression requirements for the stream.
- (4) *Progression with 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 Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM 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.
 - (c) Candidates enrolled in the Dalyell stream who do not satisfy the requirements for the Dalyell stream but who otherwise meet the requirements for the award course in which they are enrolled will graduate with the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

9 Requirements for the Honours degree

- (1) *Bachelor of Computing:* Honours is not available in the Bachelor of Computing.
- (2) *Bachelor of Advanced Computing (as either a single degree or as part of a combined degree):*
 - (a) Admission to the Honours program requires a WAM of at least 68 in the major and an overall WAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours.
 - (b) Honours is awarded in the Bachelor of Advanced Computing to meritorious candidates who complete an embedded Honours component comprising 24 credit points of research-related units (INFO4001, INFO4002, INFO4003 and INFO4990).
 - (c) The Honours mark is determined by calculating a WAM from 48 credit points comprising the 24 credit points of research-related units specified above and the best 24 credit points of 3000-, 4000- and 5000-level units from Bachelor of Advanced Computing Table A. Non research-related units must include at least one 4000- or 5000-level unit.
- (3) *Honours in an area of study in the Bachelor of Science and Bachelor of Commerce, as part of a combined degree with the Bachelor of Advanced Computing*
 - (a) Honours in an area of study in the Bachelor of Science or Bachelor of Commerce, as part of the combined degree, is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the combined degree.
 - (b) For candidates completing the Bachelor of Science or Bachelor of Commerce as part of a combined degree with the Bachelor of Advanced Computing who subsequently undertake the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the Information Technology major specified in 6 (4) (b) or 6 (5) (b).

10 Award of the Degrees

- (1) Candidates for the Bachelor of Advanced Computing degree who did not meet the requirements for the Honours degree specified in 9 (2) will be awarded the Bachelor of Advanced Computing.
- (2) Honours in the Bachelor of Advanced Computing is awarded in classes ranging from First Class to Third Class. The various classes of Honours are awarded on the basis of a candidate's HWAM.

Description	Range
Honours Class I	80 <= WAM
Honours Class II (Division 1)	75 <= WAM < 80
Honours Class II (Division 2)	70 <= WAM < 75
Honours Class III	65 <= WAM < 70

Bachelor of Advanced Computing (includes combined degrees)

Description	Range
Honours not awarded (Pass)	WAM < 65

(3) The Bachelor of Science and the Bachelor of Commerce are awarded at pass level. Honours in Science or Commerce is taken by subsequently enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(4) Candidates will be awarded a separate testamur for each degree completed.

11 **Cross-institutional study**

Cross-institutional study is not available in the Bachelor of Computing or Bachelor of Advanced Computing. Cross-institutional study in the Bachelor of Commerce or Bachelor of Science is as specified in the relevant degree and faculty resolutions.

12 **International exchange**

The faculties of Engineering, Science and Commerce encourage candidates in these degrees to participate in international exchange programs subject to the terms set out in the Resolutions of the Faculty of Engineering.

13 **Course Transfer**

(1) A candidate enrolled in the Bachelor of Advanced Computing who has satisfied the requirements of the Bachelor of Computing may transfer to the Bachelor of Computing and graduate.

(2) A candidate in a combined degree with the Bachelor of Advanced Computing may abandon that combined degree and elect to complete either the Bachelor of Advanced Computing or the other component of the combined degree (the Bachelor of Science or the Bachelor of Commerce) in accordance with the resolutions governing that degree.

(3) A candidate who, having satisfied requirements for a combined degree with the Bachelor of Advanced Computing, who has enrolled in the Bachelor of Advanced Studies to complete an embedded honours component as specified in 9 (3) (a) may abandon the Bachelor of Advanced Studies and graduate with the Bachelor of Advanced Computing or the associated combined degree in accordance with the resolutions governing that degree or those degrees.

14 **Credit for previous study**

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Engineering and also, for students enrolled in combined degrees, the resolutions of the relevant faculty.

15 **Transitional Provisions**

(1) Subject to subclause 15(2), these resolutions apply to students who commenced their candidature after 1 January, ~~2020~~ 2021.

(2) Subclause 10(4) will apply to all students who complete the requirements for a combined degree after 15 September 2020. All candidates who complete the requirements for combined degrees after that date will receive separate testamurs for each degree completed.

(3) Candidates who commenced prior to 1 January, ~~2020~~ 2021 may:

(a) except as provided in subclause 15(2), 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.

Attachment 2

From: [Masahiro Takatsuka](#)
To: [Keiko Narushima](#)
Cc: [Caren Han](#); [Josiah Poon](#); [Christine Lacey](#)
Subject: Fwd: Consultation on Cyber security major and course resolution amendment
Date: Friday, 31 July 2020 4:02:00 PM

Hi Keiko,

Here is the replay from Business School. They are fine with Cybersecurity major and BAdvComp course resolution s amendment.
Since we already have the document for consulting Science about Cybersecurity (I believe), we can attach this new email exchange to our paper work.

We now need to get the response from Science on “Two testamus” for BAdvComp.

Masa

Begin forwarded message:

From: Chinmay Pattnaik <chinmay.pattnaik@sydney.edu.au>
Subject: Consultation on Cyber security major and course resolution amendment
Date: 31 July 2020 at 3:37:38 pm AEST
To: Masahiro Takatsuka <masa.takatsuka@sydney.edu.au>

Dear Masa,

I am Chinmay Pattnaik, Program Director of Undergraduate Commerce at the Business School.

Based on our conversation in the USC meeting regarding Agenda items 3.1 and 3.2, I am happy to advise you that I have consulted with the curriculum and programs team at the Business School.

We have no objections or issues with the above 2 items.

Please let me know if you need more information.

Best regards,

Chinmay

From: [Charlie Foxlee](#)
To: [Christine Lacey](#)
Cc: [Sonja De Jonghe](#)
Subject: RE: Two testamurs for combined BAdvComp degrees
Date: Tuesday, 4 August 2020 12:51:55 PM

Hi Christine,

I have checked with Edwina and Geoff – Paul is on leave – but we will not object to this change as no students have been awarded and in this instance there is no significant build.

Thank you,
Charlie

Charlie Foxlee | Manager, Academic Model
Student Administration Services| Office of the Vice Principal Operations
Level 6, Jane Foss Russell Building (G02)
THE UNIVERSITY OF SYDNEY
T: +61 2 9114 0726

Member | [University of Sydney Pride Network](#)



I acknowledge the traditional owners of the land on which I work, the Gadigal People, and pay my respects to Elders, past and present. I acknowledge that this land was never ceded.

For details on how information from COVID-19 disclosures is used, [refer to our privacy notice](#).

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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.

From: Christine Lacey <christine.lacey@sydney.edu.au>
Sent: Tuesday, 4 August 2020 11:55 AM
To: Charlie Foxlee <charlie.foxlee@sydney.edu.au>
Cc: Sonja De Jonghe <sonja.dejonghe@sydney.edu.au>
Subject: RE: Two testamurs for combined BAdvComp degrees

Hi Charlie,

Thanks for this!

The BAdvComp started in 2018, so we'd expect the first cohort (students who transferred from BIT) to finish at the end of 2021, with the first main cohort finishing in 2022. So we were hoping (perhaps optimistically) that we could get this sorted out before they start needing testamurs, so everyone gets the same thing regardless of entry year.

Best regards,
Christine

From: Charlie Foxlee <charlie.foxlee@sydney.edu.au>
Sent: Tuesday, 4 August 2020 8:34 AM

From: [Keiko Narushima](#)
To: [Christine Lacey](#)
Subject: FW: separate testamur for the combined degree
Date: Friday, 7 August 2020 2:13:09 PM

Dear Christine,

Please find below support from the Faculty of Science.

Many thanks,

Keiko

Keiko Narushima | Education Support Officer
The University of Sydney
Faculty of Engineering, School of Computer Science
+61 2 8627 0872 | +61 2 9351 3838 (fax) | +61 434 814 865
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Begin forwarded message:

From: Pauline Ross <pauline.ross@sydney.edu.au>
Subject: RE: separate testamur for the combined degree
Date: 7 August 2020 at 2:04:07 pm AEST
To: Cecily Oakley <cecily.oakley@sydney.edu.au>, Josiah Poon <josiah.poon@sydney.edu.au>
Cc: Masahiro Takatsuka <masa.takatsuka@sydney.edu.au>, Caren Han <caren.han@sydney.edu.au>, Keiko Narushima <keiko.narushima@sydney.edu.au>

Hi Josiah,

The Faculty of Science are happy to support.

Many thanks and hope this will still meet your timeline

Pauline

PROFESSOR PAULINE ROSS | PFHEA
Associate Dean Education, Faculty of Science
Deputy Head of School, School of Life and Environmental Sciences (SoLES)
Professor of Biology

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Australian National Learning and Teaching Fellow

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From: Cecily Oakley <cecily.oakley@sydney.edu.au>
Sent: Friday, 7 August 2020 12:53 PM
To: Josiah Poon <josiah.poon@sydney.edu.au>; Pauline Ross <pauline.ross@sydney.edu.au>
Cc: Masahiro Takatsuka <masa.takatsuka@sydney.edu.au>; Caren Han <caren.han@sydney.edu.au>; Keiko Narushima <keiko.narushima@sydney.edu.au>
Subject: RE: separate testamur for the combined degree
Importance: High

Hi all,

Apologies, I haven't had a chance to speak to Pauline about this. Pauline, this seems pretty straight forward to me and would be a good outcome for the students. Do you see any issues with having two testamurs? The Faculty of Engineering needed a response from us yesterday...so it would be great if you had time to reply today.

Thanks,
Cecily

DR CECILY OAKLEY | Manager, Curriculum and Quality
Faculty of Science, Education

Work from home days: Wednesday and Friday

Room 221 Carslaw Building F07
THE UNIVERSITY OF SYDNEY
T +61 2 9114 0835 (use this number Mon, Tues, Thurs only) | M 0427 726 668
E cecily.oakley@sydney.edu.au | W sydney.edu.au/science/
Carslaw Building F07 | The University of Sydney | NSW | 2006

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Please think of our environment and only print this e-mail if necessary.

From: Josiah Poon <josiah.poon@sydney.edu.au>
Sent: Wednesday, 5 August 2020 10:50 PM
To: Pauline Ross <pauline.ross@sydney.edu.au>
Cc: Masahiro Takatsuka <masa.takatsuka@sydney.edu.au>; Caren Han <caren.han@sydney.edu.au>; Keiko Narushima <keiko.narushima@sydney.edu.au>; Cecily Oakley <cecily.oakley@sydney.edu.au>
Subject: Re: separate testamur for the combined degree

Dear Pauline,

I thank you for everything.

Regards
Josiah

2020.08.05

DR JOSIAH POON

Senior Lecturer | Asso Deputy Head of School (Education)
School of Computer Science

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On Wed, Aug 5, 2020 at 10:40 PM Pauline Ross <pauline.ross@sydney.edu.au> wrote:

Hi Josiah,
I will speak to Cecily tomorrow about both items.

Many thanks
Pauline

From: Josiah Poon <josiah.poon@sydney.edu.au>

Sent: Wednesday, 5 August 2020 10:34 PM

To: Pauline Ross <pauline.ross@sydney.edu.au>

Cc: Masahiro Takatsuka <masa.takatsuka@sydney.edu.au>; Caren Han <caren.han@sydney.edu.au>; Keiko Narushima <keiko.narushima@sydney.edu.au>

Subject: Re: separate testamur for the combined degree

Dear Pauline,

Oh, sorry to trouble you again. The Faculty needs to have the information in the revised proposal tomorrow (6Aug). Also, with some miscommunication, I also need to check with you that our School is to offer a Cybersecurity major within the Bachelor of Advanced Computing (BAC). This is not in the shared pool because this major has to rely on some core units of the BAC to build on top of a major's structure of 48CPS (there is too much content but too little space to get everything in).

Regards,
Josiah
2020.08.05

DR JOSIAH POON

Senior Lecturer | Asso Deputy Head of School (Education)
School of Computer Science

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THE UNIVERSITY OF
SYDNEY

Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	3.3

Non-Confidential

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Bachelor of Science in Agriculture, Table E Specialisations
Proposed Year of Implementation	2021
Faculty Approval Date	26 May 2020
Purpose	To amend the table of units of study for the Bachelor of Science in Agriculture Table E Specialisations to include new units and remove retired units.
Proposal Presenter	Gary Muscatello

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture, Table E unit of study table with effect from 1 January 2021.

EXECUTIVE SUMMARY

The proposed amendments include:

Adding new units to various specialisations:

- LIFE4000 Data and Technology for the Life Sciences to Agricultural Chemistry, Agricultural Genetics, Entomology and Soil Science specialisations
- AGRI4001 Advanced Plant Production Systems to Agronomy, Horticulture and Soil Science specialisations
- FOOD3000 Food Quality and Safety and FOOD4002 Future Foods to Food Science specialisations
- SOIL4000 to Agronomy and Soil Science specialisation.

Removing retired units from various specialisations:

- GENE4012 Plant Breeding from Agricultural Genetics specialisation
- AGRO4003 Crop and Pasture Agronomy and AGRO4004 Sustainable Farming Systems from Agronomy specialisation
- SOIL3009 Contemporary Field and Lab Soil Science and SOIL3010 The Soil at Work from Soil Science specialisation

This will ensure new units are included in the unit of study table and that progression requirements are met as old units are retired. The relevant collections will be updated and will be available within Sydney Student and the enrolment screen for students enrolled in the course.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Bachelor of Science in Agriculture Table E unit of study table

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager, Curriculum and Quality

1. **Name of award course**

Bachelor of Science in Agriculture

2. **Purpose of proposal**

To amend the table of units of study for the Bachelor of Science in Agriculture Table E Specialisations to include new units and remove retired units

3. **Details of amendment**

*Add LIFE4000 to Agricultural Chemistry, Agricultural Genetics, Entomology and Soil Science specialisations
Add AGRI4001 to Agronomy, Horticulture and Soil Science specialisations
Add FOOD3000 and FOOD4002 to Food Science specialisation
Add SOIL4000 to Agronomy and Soil Science specialisations

Retire GENE4012 from Agricultural Genetics specialisation
Retire AGRO4003 and AGRO4004 from Agronomy specialisation
Retire SOIL3009 and SOIL3010 from Soil Science specialisation*

4. **Transitional arrangements**

There is currently one student in Year 2 and thirteen students in Year 3 of this four-year degree. It is imperative to keep the table of units updated until this degree is taught out. Students who have successfully completed retired units will have these counted towards their degree. Any units still needed to complete the degree will be chosen from the existing and replacement units.

5. **Other relevant information**

6. **Signature of Dean**



28.05.2020

BACHELOR OF SCIENCE IN AGRICULTURE

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Science in Agriculture			
Table E - Year 4 Specialisations			
Agricultural Chemistry			
ENSC2001 Environmental Monitoring	6	A Understanding of scientific principles and concepts including biodiversity, human impacts on the environment, properties of substances (e.g., acidity, alkalinity, solvents) and basic knowledge of statistics. N AGCH3033	Semester 1
<u>LIFE4000 Data and Technology for the Life Sciences</u>	<u>6</u>	<u>TBC</u>	<u>Intensive March</u>
Agricultural Economics			
AREC3001 Production Modelling and Management <i>This unit of study is not available in 2020</i>	6	P AREC2001 or AGEC2103 or ECOS2001 or ECOS2901	Semester 2
AREC3002 Agricultural Markets	6	P AREC2005 or AREC2001 or AGEC2103 or ECOS2001 or ECOS2901	Semester 2
AREC3006 Agricultural Production Economics	6	P AREC2005 or ECOS2001 or ECOS2901 or AREC2003 N AREC2001 or AREC3001	Semester 1
Agricultural Genetics			
GENE4012 Plant Breeding	6	P GENE2001 or GENE2002 or GEGE2X01	Semester 2

BIOL3018 Gene Technology and Genomics	6	P (MBLG2X72 or GEGE2X01 or GENE2002) and 6cp from (MBLG2X71 or BCMB2XXX or QBIO2001 or IMMU2XXX or BIOL2XXX or MEDS2003) N BIOL3918	Semester 1
BIOL3918 Gene Technology and Genomics (Adv)	6	P A mark of 75 or above in (GEGE2X01 or MBLG2X72 or GENE2002) and a mark of 75 or above in (MBLG2X71 or BIOL2XXX or BCMB2XXX or QBIO2001 or IMMU2XXX or MEDS2003) N BIOL3018	Semester 1
<u>LIFE4000 Data and Technology for the Life Sciences</u>	<u>6</u>	<u>TBC</u>	<u>Intensive March</u>
Agronomy			
AGRO4003 Crop and Pasture Agronomy	6	-	Semester 4
AGRO4004 Sustainable Farming Systems	6	-	Semester 4
<u>AGRI4001 Advanced Plant Production Systems</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u>
<u>SOIL4000 Soil and Water in the Changing Environment</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u>
Animal Production			
AVBS3010 Livestock Production Systems	6	A Familiarity with data analysis and animal handling. P 12 credit points from (AVBS2XXX or ANSC3101 or BIOL2XXX or FOOD2000 or GEGE2X01 or GENE2001 or GENE2002 or ITLS2000) N AGRO4005 <i>This unit requires three days of practicals at the Camden campus and field trip to commercial farms .</i>	Semester 1
AGRO4006 New and Emerging Tech in Animal Science	6	P 6cp from BIOL1XXX	Semester 2

Entomology			
BIOL3033 Applied Entomology	6	P 6cp of BIOL2XXX or ENTO2001 or MEDS200X or ANAT2XXX or PHSI2XXX or BMED240X or MIMI2X02 or IMMU2101 N ENTO4003	Semester 2
<u>LIFE4000 Data and Technology for the Life Sciences</u>	<u>6</u>	<u>TBC</u>	<u>Intensive March</u>
Environmetrics			
ENVX3002 Statistics in the Natural Sciences	6	P ENVX2001 or STAT2X12 or BIOL2X22 or DATA2X02 or QBIO2001	Semester 1
ENVX3001 Environmental GIS	6	P 6cp from (ENVI1003 or AGEN1002) or 6cp from GEOS1XXX or 6cp from BIOL1XXX or GEOS2X11	Semester 2
Food Science			
<u>FOOD3000 Food Quality and Safety</u>	<u>6</u>	A Equivalent to 1st-year Biology plus 2nd-year chemistry/biochemistry: - <u>biology, chemistry, biochemistry -Carbohydrates, proteins (including enzymes), lipids -Principles of cellular metabolism -6cp of BIOL1XXX or MBLG1XXX or FOOD2000</u> P <u>Completion of 72 credit points of units of study</u>	<u>Semester 2</u>
FOOD3001 Food Processing and Value Adding	6	A 6cp of (BIOL1XXX or MBLG1XXX) and 6cp of CHEM1XXX P Completion of 72 credit points of units of study N AGEN3004 <i>This unit needs to be available as a non-award course so that students seeking admission to the MND have an option to fulfil the 6 cp Food Science prerequisite, if their previous study does not fulfil this requirement already.</i>	Semester 1
<u>FOOD4002 Future Foods</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u>
Forest Science			
BIOL3020 Applied Plant Function	6	A Knowledge of concepts and skills in BIOL1XX6 P BIOL2X23 or BIOL2X30 or BIOL2X31 or AGEN2001 or AGEN2005 or BIOL2X09 N BIOL3043, BIOL3943, AGEN2005, PLNT3001, PLNT3901, PLNT3002, PLNT3902, ENSY3001	Semester 1

BIOL3004 Terrestrial Plant Ecology	6	A Students should have a basic understanding of plant biology, plant ecology and/or plant physiology. Some background knowledge in mathematics and chemistry would be beneficial. P 6cp of BIOL2X23 or BIOL2X30 or AGEN2001 or GEOS2X21 or AGEN2005 or BIOL2X09 N ENSY3003 or ENSY3002	Semester 2
Horticulture			
HORT3005 Production Horticulture	6	P 72cp of 1000-3000 level units	Semester 1
<u>AGRI4001 Advanced Plant Production Systems</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u>
Hydrology			
ENVX3003 Hydrological Monitoring and Modelling	6	A SOIL2005 or GEOS2116 or ENVI1003 or GEOS1001 or ENSC2001 P Completion of 72 credit points of units of study N LWSC3007	Semester 2
ENVX3001 Environmental GIS	6	P 6cp from (ENVI1003 or AGEN1002) or 6cp from GEOS1XXX or 6cp from BIOL1XXX or GEOS2X11	Semester 2
Soil Science			
SOIL3009 Contemporary Field and Lab Soil Science	<u>6</u>	P SOIL2003 or SOIL2004 or SOIL2005	Semester 4
SOIL3010 The Soil at Work	<u>6</u>	P SOIL2003 or SOIL2004 or SOIL2005	Semester 2
<u>AGRI4001 Advanced Plant Production Systems</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u>
<u>LIFE4000 Data and Technology for the Life Sciences</u>	<u>6</u>	<u>TBC</u>	<u>Intensive March</u>
<u>SOIL4000</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u>

<u>Soil and Water in the Changing Environment</u>			
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THE UNIVERSITY OF
SYDNEY

Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	3.4

Non-Confidential

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Science Table 1, Soil Science and Computer Science
Proposed Year of Implementation	2021
Faculty Approval Date	26 May 2020
Purpose	<i>To amend the Science Table 1 for Soil Science and Computer Science majors to add new units and remove retired units.</i>
Proposal Presenter	Gary Muscatello

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

- 1. approve the proposal from the Faculty of Science to amend the Science Table 1 Soil Science unit of study table with effect from 1 January 2021.*
- 2. approve the proposal from the Faculty of Science to amend the Science Table 1 Computer Science unit of study table with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The proposed amendments include:

Soil Science Table 1 major – Adding new core unit ENVX3002 Statistics in the Natural Sciences and removing retired unit SOIL3009 Contemporary Field and Lab Soil Science.
Computer Science Table 1 major – Adding new unit COMP3109 Programming Languages and Paradigms.

This will ensure new units are included in the unit of study table and that progression requirements are met as old units are retired. The relevant collections will be updated and will be available within Sydney Student.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Science Table 1: Computer Science unit of study table
3. Marked-up Science Table 1: Soil Science unit of study table

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager, Curriculum and Quality

1. **Name of award course**

Bachelor of Science (pre 2018)
Bachelor of Liberal Arts and Science (pre 2019)
Bachelor of Psychology (pre 2019)

2. **Purpose of proposal**

To amend the table of units of study for the Table 1 majors, Soil Science and Computer Science to add new units and remove retired units.

3. **Details of amendment**

Please see tables attached.

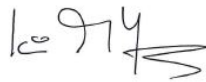
Soil Science major: Add ENVX3002. Which replaces SOIL3009
Computer Science major: Add COMP3109

4. **Transitional arrangements**

No transitional arrangements needed. All retired units will still count towards major requirements. New units have appropriate prohibitions so that students will still have new unit options to complete their major.

5. **Other relevant information**

6. **Signature of Dean**



28.05.2020



28 May 2020

TABLE 1: COMPUTER SCIENCE

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Computer Science			
For a major in Computer Science the minimum requirement is 24 credit points chosen from the senior units of study listed for this subject area.			
Junior units of study			
ELEC1601 Introduction to Computer Systems	6	A HSC Mathematics extension 1 or 2	Semester 2
INFO1110 Introduction to Programming	6	N INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905	Semester 1 Semester 2
INFO1910 Introduction to Programming (Advanced)	6	A ATAR sufficient to enter Dalyell program, or passing an online programming knowledge test, which will be administered during the O-week prior to the commencement of the semester. N INFO1110 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
INFO1113 Object-Oriented Programming	6	P INFO1110 OR INFO1910 N INFO1103 OR INFO1105 OR INFO1905 <i>Note: Department permission required for enrolment in the following sessions: Intensive January</i>	Intensive January Semester 1 Semester 2
DATA1002 Informatics: Data and Computation	6	N INFO1903 OR DATA1902	Semester 2
INFO1911 IT Special Project 1A	6	<i>Note: Department permission required for enrolment</i>	Intensive July Semester 1
INFO1912 IT Special Project 1B	6	<i>Note: Department permission required for enrolment</i>	Intensive July Semester 2
Intermediate units of study			

COMP2017 Systems Programming	6	P INFO1113 OR INFO1105 OR INFO1905 OR INFO1103 C COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2129 OR COMP9017 OR COMP9129	Semester 1
COMP2022 Models of Computation	6	A (MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969) AND (INFO1105 OR INFO1905 OR COMP2123 OR COMP2823) P INFO1103 OR INFO1903 OR INFO1113 N COMP2922	Semester 2
COMP2123 Data Structures and Algorithms	6	P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2823	Semester 1
ISYS2110 Analysis and Design of Web Info Systems	6	P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N INFO2110	Semester 1
ISYS2120 Data and Information Management	6	A Programming skills P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 OR INFO1003 OR INFO1903 OR DECO1012 N INFO2120 OR INFO2820 OR COMP5138	Semester 2
ISYS2160 Information Systems in the Internet Age	6	A INFO1003 OR INFO1103 OR INFO1903 OR INFO1113 N ISYS2140	Semester 2
INFO2150 Introduction to Health Data Science	6	A Basic knowledge of Entity Relationship Modelling, database technology and SQL P (INFO1003 OR INFO1903 OR INFO1103 OR INFO1110 OR INFO1910 OR DATA1002 OR DATA1902) AND (DATA1001 OR MATH1005 OR MATH1905 OR MATH1015 OR BUSS1020) C DATA2001 OR DATA2901 OR ISYS2120 OR INFO2120 OR INFO2820 OR INFO1903	Semester 2
INFO2222 Computing 2 Usability and Security	6	P (INFO1103 OR INFO1105 OR INFO1905 OR INFO1113) AND (INFO1111 OR INFO1711 OR ENGG1111 OR ENGD1000 OF ENGG1805)	Semester 1
INFO2911 IT Special Project 2A	6	P [85% average in IT units of study in previous year] AND [Permission from the School of IT] <i>Note: Department permission required for enrolment</i>	Intensive July Semester 1
INFO2912 IT Special Project 2B	6	P [85% average in IT units of study in previous year] AND [Permission from the School of IT] <i>Note: Department permission required for enrolment</i>	Intensive July Semester 2

SOFT2412 Agile Software Development Practices	6	P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N COMP9412	Semester 2
Senior units of study			
COMP3027 Algorithm Design	6	A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3927	Semester 1
COMP3927 Algorithm Design (Adv)	6	A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3027	Semester 1
COMP3109 Programming Languages and Paradigms	<u>6</u>	P <u>COMP2017 AND COMP2022</u>	<u>Semester 2</u>
COMP3221 Distributed Systems	6	P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) N COMP2121	Semester 1
COMP3308 Introduction to Artificial Intelligence	6	A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) N COMP3608	Semester 1
COMP3608 Introduction to Artificial Intelligence (Adv)	6	A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) P Distinction-level results in at least one 2000 level COMP or MATH or SOFT unit N COMP3308 <i>COMP3308 and COMP3608 share the same lectures, but have different tutorials and assessment (the same type but more challenging).</i>	Semester 1
COMP3419 Graphics and Multimedia	6	A Programming skills P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905	Semester 2
COMP3520 Operating Systems Internals	6	P (COMP2017 OR COMP2129) AND (COMP2123 OR COMP2823 OR INFO1105 OR INFO1905)	Semester 2
COMP3615 Computer Science Project <i>This unit of study is not available in 2020</i>	6	P (COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) N INFO3600 OR COMP3600 <i>Note: Department permission required for enrolment</i>	Semester 2

INFO3220 Object Oriented Design <i>This unit of study is not available in 2020</i>	6	P (INFO2110 OR ISYS2110) AND (COMP2129 OR COMP2017) N SOFT2201 OR SOFT3202	Semester 1
INFO3315 Human-Computer Interaction	6		Semester 2
INFO3333 Computing 3 Management	6	P 12 credit points of 2000-level units N INFO3402	Semester 1
INFO3616 Principles of Security and Security Eng	6	A (INFO1110 OR INFO1910) AND INFO1112 AND INFO1113 AND MATH1064. Knowledge equivalent to the above units is assumed. This means good programming skills in Python or a C-related language, basic networking knowledge, and skills from discrete mathematics. A technical orientation is absolutely required, especially capacity to become familiar with new technology without explicit supervision. N ELEC5616 OR INFO2315	Semester 2
DATA3404 Data Science Platforms	6	A This unit of study assumes that students have previous knowledge of database structures and of SQL. The prerequisite material is covered in DATA2001 or ISYS2120. Familiarity with a programming language (e.g. Java or C) is also expected. P DATA2001 OR DATA2901 OR ISYS2120 OR INFO2120 OR INFO2820 N INFO3504 OR INFO3404	Semester 1
INFO3406 Introduction to Data Analytics <i>This unit of study is not available in 2020</i>	6	A Basic statistics and database management. P (MATH1005 OR MATH1905) AND (INFO2120 OR INFO2820).	Semester 2
INFO3600 Major Development Project (Advanced)	12	P INFO3402 or INFO3333 N COMP3615 OR ISYS3400 OR COMP3888 OR ISYS3888 <i>Note: Department permission required for enrolment Only available to students in BIT, BCST(Adv) or BSc(Adv).</i>	Semester 2
INFO3911 IT Special Project 3A	6	P [85% average in IT units of study in previous year] AND [Permission from the School of IT] <i>Note: Department permission required for enrolment Enrolment by department permission for students with 85% average in School of IT units plus minimum 75% average in other units</i>	Intensive July Semester 1
INFO3912 IT Special Project 3B	6	P [85% average in IT units of study in previous year] AND [Permission from the School of IT]	Intensive July

		<i>Note: Department permission required for enrolment Enrolment by department permission for students with 85% average in School of IT units plus minimum 75% average in other units</i>	Semester 2
ELEC3506 Data Communications and the Internet	6		Semester 2
ELEC3609 Internet Software Platforms	6	P (INFO1103 OR INFO1110 OR INFO1910) AND (INFO2110 OR ISYS2110) AND (INFO2120 OR INFO2820 OR ISYS2120) N EBUS4001	Semester 2
ELEC3610 E-Business Analysis and Design	6	N EBUS3003	Semester 1
SOFT3413 Software Development Project <i>This unit of study is not available in 2020</i>	6	A SOFT3202 P 18CP 2000-level or above units from SOFT, COMP or INFO	Semester 2

TABLE 1: SOIL SCIENCE

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Soil Science			
A major in Soil Science requires completion of SOIL3009 ENVX3002, SOIL3888, ENVX3001, and ENVX3003.			
Senior core units of study			
Students must complete both SOIL3009 ENVX3002 and SOIL3888.			
SOIL3009 Contemporary Field and Lab Soil Science	6	P SOIL2003 or SOIL2004 or SOIL2005	Semester 4
ENVX3002 Statistics in the Natural Sciences	6	P ENVX2001 or STAT2X12 or BIOL2X22 or DATA2X02 or QBIO2001	Semester 1
SOIL3888 Protecting the Soil Resource	6	P 12cp from (GEOS2X16 or SOIL2005 or ENSC2001 or BIOL2032 or BIOL2X31) N SOIL2004	Semester 2
Senior elective units of study			
Students must complete ENVX3001 and ENVX3003.			
ENVX3001 Environmental GIS	6	P 6cp from (ENVI1003 or AGEN1002) or 6cp from GEOS1XXX or 6cp from BIOL1XXX or GEOS2X11	Semester 2
ENVX3003 Hydrological Monitoring and Modelling	6	A SOIL2005 or GEOS2116 or ENVI1003 or GEOS1001 or ENSC2001 P Completion of 72 credit points of units of study N LWSC3007	Semester 2



THE UNIVERSITY OF
SYDNEY

Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	3.5

Non-Confidential

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine Course Learning Outcomes
Proposed Year of Implementation	2021
Faculty Approval Date	30 June 2020
Purpose	To amend the Course Learning Outcomes for the Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine.
Proposal Presenter	Gary Muscatello

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

- 1. note the proposal from the Faculty of Science to amend the Course Learning Outcomes for the Doctor of Veterinary Medicine with effect from 1 January 2021.*
- 2. approve the proposal from the Faculty of Science to amend the Course Learning Outcomes for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The proposed Course Learning Outcomes changes involve:

- Enabling the Course to satisfy external competencies for accreditation purposes
- Addressing the School's education mission

The proposal will also be presented to the Graduate Studies Committee for endorsement.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Draft Course Learning Outcomes
3. Current Course Learning Outcomes
4. Supporting committee minutes

Minor Course Amendment Proposal

Faculty: Science

Contact person: Jenny-Ann Toribio

1. **Name of award course**

Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine

2. **Purpose of proposal**

To amend Course Learning Outcomes for the Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine degrees.

3. **Details of amendment**


Please see attached

4. **Transitional arrangements**

None required

5. **Other relevant information**

6. **Signature of Dean**



Professor Iain M Young
Dean, Faculty of Science
03.07.2020

SSVS Committee Curriculum Coversheet

Author	Rosanne Taylor
Reviewer/Approver	Jenny-Ann Toribio
Paper title	Draft Course Learning Outcomes for BVB/DVM and DVM
Purpose	To propose Course Learning Outcomes for approval by Education Committee

Background:

The current BVB/DVM and DVM Course Learning Outcomes were revised to:

- a. Articulate with the new University Generic Qualities (currently we are using Undergraduate Qualities as Postgraduate Coursework Qualities are not available)
- b. Enable the DVM to satisfy all the current external competencies, in readiness for Accreditation in 2019. These include RCVS, AVMA, OIE, AVBC and EAEVE, as well as AQF level 9.
- c. Accurately reflect the current DVM program, and address the School's education mission
- d. Reduce them to 8-10 in total, to enable entry in Sydney Curriculum for mapping to unit learning outcomes

Proposal:

The draft course learning outcomes for the BVB/DVM and DVM are attached, and have been in discussion over 3 months. Changes are on second page and were made due to feedback from Survey.

It is recommended that BVB/DVM and DVM Course Learning Outcomes be approved, with inclusion of this survey feedback. They will be used for DVM curriculum mapping.

No.	Course Learning Outcome	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality
1	Investigate, analyse and interpret data to generate knowledge and to make evidence-based decisions in veterinary science	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Interdisciplinary effectiveness				
2	Apply a professional, ethical and socially responsible approach to all aspects of veterinary professional activity to advocate for and improve animal health, welfare, production and performance	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence					
3	Integrate evidence and apply clinical reasoning skills to develop a diagnostic	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Influence		

	framework and formulate solutions to problems affecting animal health, welfare, production and performance									
4	Develop treatment, diagnostic and prognostic recommendations that consider animal and client needs, available resources, financial, legal and regulatory requirements and the social and cultural context	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Influence		
5	Promote wellness and preventative care, perform veterinary diagnostic, medical and surgical procedures and formulate post-treatment	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Influence		

	management strategies									
6	Design and implement prevention and control programs for common animal disorders	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Influence		
7	Identify and respond to issues at the human, animal and environment interface and contribute to one health, food security and biosecurity	Depth of disciplinary expertise	Information and digital literacy	Inventiveness	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence		
8	Attend to and promote the health, well-being and professional development of themselves and others in order to provide care of the highest standard	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Inventiveness	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence

9	Communicate with, educate, collaborate and lead colleagues, clients and the public, effectively and with compassion, in diverse social and cultural contexts	Depth of disciplinary expertise	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence		
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CURRENT LEARNING OUTCOMES

Bachelor of Veterinary Biology / Doctor of Veterinary Medicine*

On successful completion of the program students will be able to:

No.	Course Learning Outcome	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality
1	Exhibit a deep understanding of principles and concepts in animal and veterinary biosciences and animal health and well being.	Depth of disciplinary expertise			
2	Exhibit a broad and coherent body of knowledge in animal nutrition, animal biotechnologies and animal genetics and apply this knowledge to improve animal health issues.	Depth of disciplinary expertise	Critical thinking and Problem solving	Information and Digital literacy	Integrated professional, ethical and personal identity
3	Integrate knowledge of animal body systems in evaluating animal responses to environmental stressors.	Depth of disciplinary expertise	Critical thinking and Problem solving	Integrated professional, ethical and personal identity	
4	Communicate concepts and findings in veterinary and animal biosciences to a range of audiences and collaborate with peers, clients and the public with empathy and compassion to promote and improve animal, human and environmental health.	Communication (oral and written)	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence
5	Evaluate the effects of environment on animal behaviour and welfare within society and assess practical concerns in society about the use of animals.	Critical thinking and Problem solving	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity
6	Address authentic problems and scenarios in animal and veterinary biosciences working professionally and responsibly within collaborative teams.	Communication (oral and written)	Inventiveness	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity
7	Investigate how ethical issues, practical welfare concerns and social contexts contribute to animal related industry and research scenarios.	Critical thinking and Problem solving	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity
8	Explore and evaluate the socio-economic importance of animals in a range of natural and anthropogenic environments across cultural settings.	Critical thinking and Problem solving	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity

* The DVM CLO's are the same

SSVS VETERINARY PROFESSIONAL EDUCATION COMMITTEE MEETING

1.00PM – 2.30PM Tuesday 06/11/2018

Camden: Camden Annison Room

Camperdown: Camperdown VSCC Board Room 201

Attendees (RSVP)

Christina Dart	Lara Boland
Katina Bosward	Jorge Meza
Rosanne Taylor	Madeleine Bromhead
Imke Tammen	Alexander Teh – DVM1
Merran Govendir	Robert Mraz – DVM2
Andrew Dart	

Apologies

Marisa Buskariol
Peter Bennett
Bianca Waud
Richa Kamrah
Richard Withers
David Emery

MINUTES

1. Chair Introduction

Apologies: Marisa Buskariol
Peter Bennett
Bianca Waud
Richa Kamrah
Richard Withers
David Emery

Introduction of new members:

- Maddy – new Education Support Officer who will provide secretariat support for this Committee
- Jorge – Executive Officer of SSVS
- Lara – New NAVLE coordinator
- Rosanne – work on all matters accreditation and will be part of the Committee until then.

2. Previous meeting action items

- Christina Dart to contact Mark Krockenberger for clarification on the format of the DVM4 end-of-semester exam (now complete)
 - The School wanted to incorporate 4 units of study that represent the main themes of the DVM. This exam would be MCQ format. The Faculty of Science only gave permission for 1 of the 4 units due to how the current course resolutions and UoS outlines are written. For 2018, the exam will be the Pathology Unit of Study (VETS6407) only in a short answer/essay format.
- Richard Withers to contact Student Records to confirm the timeline for the processing of DVM4 S2 2018 results in line with the Graduation timeline (now complete).
 - Because the DVM runs after the official exam time there was some questions as to whether they would be ready for students to graduate but this has now been confirmed and result timelines are in place and students will be able to graduate on time.
- Christina Dart to send an email to the DVM 3 cohort regarding the 2019 end-of-semester examination (when they will be in Year 4 – pending).

- This was completed at the beginning of the year. Mark Krockenberger is now organising the final details.
- Richard Withers to identify a place on Canvas for the assessment schedules for DVM Years 1-4 (pending).
 - Education Staff to follow up with Richard regarding the outcome.

3. Reports from Academic Programs

- 3.1 Report from DVM Year 1** – No report as Year Coordinator was not present.
- 3.2 Report from DVM Year 2** – Currently working on curriculum mapping for PoAD A and B. Year 2 are in the last week of semester. Everything is tracking well from a student perspective.
- 3.3 Report from DVM Year 3** – DVM 3 semester timetable draft is finished. It will now go to consultation with staff teaching but will be sent through to Education Support as soon as possible. Noted there is a very small gap between SSVS examiners meeting and the supplementary exams. Students will need to be informed as soon as possible after the meeting.
- 3.4 Report from DVM Year 4** – Currently external partners have no access to the VVC site and have to complete tasks offline. They also don't have access to see the students rotating to their sites.

Action: Jorge to follow up with Richa Kamrah to review the plan going forward to access to the VVC.

External partners will not be given access to the site due to security risks as there is no way to only give them access to certain sections. For now, this will be managed by the Placements team who will communicate with the External partners the information they require.

- 3.5 Report from BVSc Year 5 Coordinators** – Students appear to be going well. There should only be a few students who carry over into the next year.
- 3.6 Report from Honours Coordinator** – No representative at meeting.

Action: Roslyn Bathgate to be put on the invitation list for next meeting.

- 3.7 Report from VPH & Vet Studies** – No report as Coordinator was not present.
- 3.8 Report from Clinical Residency Program** – No report as Coordinator was not present.

4. Student Reports

4.1 Report from DVM1 Student Reps

- Students found this year challenging but rewarding.
- Placements:
 - They would like to thank Candy for all her hard work and assistance with sorting out all the placements.
 - Some students have significant concerns about the misbehaviour that occurred at certain placement sites that lead to their withdrawal from their partnership with the University. This including the lack of interest of some sites because students feel they are

4.2 Report from DVM2 Student Reps

- There are 4 issues DVM2 wanted to bring to the Committees attention
 - 100% attendance policy for tutorials.
 - Instructors showing up late or not at all to classes
 - USS reports
 - Timely grading of exams and assessments. Students believe this is affecting their mental health. This is due to the stress of grades coming out directly before or even after finals. Students would like the opportunity to go through the exam and therefore target their learning to weaker knowledge areas. Students are aware of the staffing workloads but are suggesting receiving marks within a month of the assessment/exam. At a minimum they would like feedback before progressing to the next module of semester.
 - Katrina commented that this is a hard problem to fix without specific examples. She assures this is a Staffing workload issue not because they don't think marks and feedback are important.

4.3 Report from DVM3 Student Reps – no representative present on the day.

4.4 Report from DVM4 Student Reps – no representative present on the day.

4.5 Report from BVSc Student Reps – no representative present on the day.

5. Quality Assurance, Accreditation and Student Evaluations

5.1 USS reports DVM years 1, 2 and 3 (attached).

- Results from USS reports have previously not been fed back to the students. This Semester, the School has implemented a new report form to assess the three highest and three lowest items (rated poorly 3.5 and below).
- Canvas could be a good place to put this information as students will see their feedback is being hear and used. This could also help increase the response rate.

Action: The Committee to decide where and how the results will be fed back to both new and current students.

5.2 DVM UoS Semester 1 reporting 2017-2018 (attached)

- This report presented the mean score for each UoS for Semester 1. Christina explained the key points and outcomes from the report:
 - The lowest mean score was for question “I have been guided by helpful feedback on my learning” which was 3.46
 - The overall satisfaction with the unit of studies has been very good and most units improved in satisfaction ratings from 2017. Equine and large animal had the biggest increase.
 - Research and enquiry was the exception which stayed below the 4 points mark.
 - VETS6201 went down in satisfaction between the years.
 - Placement of final exams for intensively taught units received the most negative feedback.
 - There was also negative feedback regarding e-learning resource management – no timely access to notes and recordings.
 - Feedback delivery – not provided with helpful or sufficient feedback to inform their learning.
 - There was a sense of frustration with staff not responding in a timely matter.
- It was noted that feedback is very important as it helps the academics improve the curriculum would like to encourage more students to provide feedback as low response rate means that we don't see a true reflection of the cohort's impressions.
- Christina would like to use the feedback for Staff development and use this information to advise the workshops offered to staff:
 - There was a big emphasis on receiving feedback in a timely manner. Need to look critically at the assessment schedule including what resources would be required to get feedback to the students within 2 weeks.
 - Ideas for improvements to feedback included a workshop on how to give timely feedback and a form for Academics to follow. This form could be centrally located on the intranet to make it easily accessible for all.
 - There needs to be a review of all the lecture content. Some lectures have too many slides and include too much information for one lecture.
 - In future all year coordinators should be copied into the email to unit coordinators regarding the USS reports.
 - Streamline the process for USS and get the unit coordinators to fix their reports before sending through to EO.

Action	<ol style="list-style-type: none">1. Katrina Walker to be given access to all USS reports.2. All content for 2019 to be endorsed by the year coordinator before going on the Canvas site – this step to be included on the standard operation form.3. A slide with the lecture's learning outcomes needs to be included on all lectures for 2019.
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5.2 Assessment Table for Large Animal Clinics A (Equine) Unit of Study 2018/2019 (attached)

- UoS coordinators have met over a couple of meetings to determine the assessment tables. It includes a list of placement specific skills students must be competent in to satisfy all requirements in a new streamline and uniform format.

5.3 DVM4 Clinical Skills List for 2019 (attached)

- All students by the end of year 4 will have to be competent in the attached list of skills.
- These will be uploaded on the skills tracker with each skill related to a major field.
- There was feedback in wanting an open field that is not related to a skill however this is not possible with the current system format.
- Extramural will not have a skills list as these are electives and there is too much variation between them.

5.4 Name changes due to accreditation outcomes:

- **OSCE** – term normally refers to a way of assessing a student's knowledge where they are presented a scenario and assess the way the student makes their way through it. This is different to the OSCE examinations in DVM where the student is given a defined skill that they must complete in a short timeframe. The Committee discussed options for changing the name so that it was clearer to students what is expected of them. The committee would like to keep skills and barrier in the name. E.g. Observed Skills Barrier Exam.
- **Clinical Skills Centre** – is not the same size or have the same equipment that is available at other Veterinary School Clinical Skills Centre. While not at the top of list, the skills centre is still very important to students and helpful for their learning. Possible suggestions from the Committee included changing the name to Learning Lab or Clinical Skills Lab.

Action Committee to come up with new names for the OSCE Examinations and Clinical Skills Centre.

6. Terms of Reference Review

6.1 Changes to VPEC terms of reference:

- New positions to be added to the VPEC Terms of Reference while the School is going through accreditation. Including Rosanne Taylor as the Learning Transformation and Quality Assurance and Imke Tammen as Chair of Outcomes Assessment Sub Committee.
- Student representatives present from each year (1-4). Each representative to provide a report but only discuss the most pertinent points during the meeting to save time. Should there be any confidential items discussed on the day, the representatives will be removed from the room.

Action The Following positions to be added to the VPEC Terms of Reference:

- **Learning Transformations and Quality Assurance (Rosanne Taylor)**
- **Chair of Outcomes Assessment Sub Committee (Imke Tammen)**
- **1 DVM Student representative from each year (1-4)**

Both Sub Committees were created to address the accreditation requirements and will work on behalf of this Committee.

6.2 SSVS Outcomes Assessment Sub-Committee ToR (attached)

- The DVM Outcomes Assessment Subcommittee will ensure the maintenance of the highest standards in the DVM program. It systematically monitors the quality of the School's DVM program, student and graduate outcomes, advises on iterative refinement and ensures the DVM program meets the requirements for accreditation and the Academic Board's standards for quality. The Subcommittee ensures the School conducts regular evaluations of teaching quality. It assists the School Executive with monitoring the adequacy of resources and facilities and the School's achievements against its mission, strategic and operating plan. DVMOAS oversees the development of appropriate survey

tools, the collection and analysis of data, produces reports and makes recommendations to the Veterinary Professional Education Committee and other SSVS Executive to ensure that deficits are addressed. Outcomes and Assessment will look at the overall quality assurance by consistently looking at data (e.g. trends in USS reports) and reviewing issues that arise.

6.3 DVM Assessment Sub-Committee ToR (attached)

- The DVM Assessment Subcommittee (DVMAS) will make recommendations to the Veterinary Professional Education Committee and other SSVS Committees on the planning, implementation, review, evaluation, and improvement of assessment in the DVM Program. This includes joint academic and professional coordination of matters including assessment and examinations, curriculum, intramural and extramural placements and professional experience, accreditation, outcome assessment, and liaison between staff and students, as well as interface with Faculty-level strategies, governance and reporting.

7. DVM Curriculum Committee CLO submission (attached)

- All programs within the DVM must have Course Learning Outcomes. Previously the University changed how they would like these to be completed and the School of Vet has only recently revise them.
- The Course Learning Outcomes were approved at the previous meeting. These will be circulated.

Action Committee endorsed the DVM curriculum CLOs to be circulated amongst Staff (for curriculum mapping) and Students (aware of what is required)

8. DVM ULOS from workshop (attached)

Revised DVM Unit Learning Outcomes for approval by DVM Curriculum Committee and Veterinary Professional Education Committee

- **DVM 1 – approved at previous curriculum meeting**
- **DVM 2 – approved at previous curriculum meeting**
- **DVM 3 – approved at previous curriculum meeting**
- **DVM 4 – approved at previous curriculum meeting**
- The above unit learning outcomes were revised to ensure that the DVM curriculum satisfies all the current external competencies.
- The Committee would welcome students to supply feedback.
- Lecture and tutorial learning outcomes will need to align to the overall unit outcomes.
- Approved by the Committee pending minor amendments.

Action To be sent to all Students of the DVM for review and feedback

9. Professional staff development options for academics (attached)

- There are several workshops for reviewing teacher learning plans. These learning plans will need to be reviewed year by year. The next review period is the 22-24 November.
- Only changes can be made for 2020 and minor changes for 2019.

10. Unit of Study Coordinators – DVM4 intramural (attached)

Placement and Rotation Coordinators noted by the Committee

11. DVM Graduation Date (summary table attached)

- A vote was conducted amongst the Committee members and Representatives of each DVM year as to whether the graduation ceremony should be held in December or Mar. The March graduation date was overwhelmingly voted for.
- DVM 1 voted to have the date changed to December but only by the small margin.
- The reasons for keeping the date as March included:
 - student welfare as moving the date to December would lose a full week student vacation block.
 - There was a horrible bottleneck when this was done in the BVC and the workload was excessive.
 - It gives students an opportunity to make up rotations and remediate but also graduate with their cohort.
 - By keeping the graduation in March, students will not be held up in their ability to apply and start working. They will still have the opportunity to be registrable to practice in all states but Victoria via a Deans letter or confirmation from the School. Victoria require a testamur which is usually received at graduation, however, students can apply for a testamur in absentia and still come to graduation and receive a dummy.

Resolution The Committee voted in favour of keeping the Graduation Date in March.

12. DVM4 Final Examination

- The Committee discussed how to hold an end of course exam for students who finish outside the normal cycle and what the protocol around this is.
- An alternate date halfway through the year would probably be necessary as students shouldn't be completing the exam before they have completed all rotations.
- The Committee also discussed the protocol for special considerations and whether the exam can be sat earlier than the main cohort.
- A specific student has requested to sit the examination early as she will be leaving the country before the examination period. The Committee decided the student cannot do the exam early and she must attend the main exam with the rest of the cohort. Otherwise the student must formally apply for special considerations and have her situation assessed.

Action DVM Year 4 Exam to be sent to the DVM Assessment Subcommittee for discussion and decision.

13. VEA Exams - Result report from 2018 (attached)

- Pass rate is 77% which is below the expected minimum requirement. The School only had a total of 13 students sit against the thousands that take it in America. Optimise the pass rate of the few that take this exam.
- While the VEA examinations do not count towards student's marks, it is still run through the organisation and a great way to see how students compare to other schools.
- Lara would like to invite students from year 2 if they feel they are ready.

14 NAVLE

- Lara has spoken with the Year 1 and 2 about what is involved, study preparation and how to organise their final year.
- As Year 3 have already organised their rotations only 7 Students will be sitting the NAVLE in April, most will sit in November/December and a few students will sit in April 2020 after they graduate.
- Lara would like students to be more aware of the exam and to be preparing for it throughout the program. Suggestions on how to incorporate this include:
 - Monthly MCQs which students can work through in their own time. These MCQs would be in the NAVLE style (pattern recognition). MCQs could also be used in the final year 4 exams
 - Each month could target a specific area to help students know what areas they need to improve in. Could be done by species or a mix.
 - Start the process by speaking to individual academics to help with creating questions. Potential for Melbourne University would be interested in collaborating.
- School does not like the students taking the NAVLE in April. This is because it is a clinical exam and they will be better prepared by the end of the year.
- We have many students who do the NAVLE that aren't serious about it. While it is a mark for the individual it still reflects on the School.
- It would be great to think of a way to get more students interested in the VEA exam which is good practice before the NAVLE Exam.

**Action a. Imke to meet with Lara to analyse the results and work on how to present the data.
b. Investigate how to encourage more students to sit the VEA exam.**

15 Timetabling

Timetabling has nearly been completed, waiting on DVM3 timetable to be sent to the ESO to enter the timetabling unit.

16 Date for next meeting

Tuesday 4 December 2019 1:00-2:30pm

17 Other Business

No other business to discuss on the day.



THE UNIVERSITY OF
SYDNEY

Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	3.6

Non-Confidential

Author	Edwina Jones (School Manager, Psychology) and Cecily Oakley (Manager, Curriculum and Quality) – Faculty of Science
Reviewer/Approver	Pauline Ross (Associate Dean Education) and Veronica Boulton (Head, Education)
Proposal / Paper Title	Suspension of Bachelor of Advanced Studies (Psychology)
Proposed Year of Implementation	2021
Faculty Approval Date	Board of Interdisciplinary Studies – 13 May 2020 (<i>original proposal</i>) Board of Interdisciplinary Studies – 12 August 2020 (<i>noting of revised proposal</i>)
Purpose	To suspend admissions intake into the Psychology stream within the Bachelor of Advanced Studies
Proposal Presenter	Gary Muscatello

RECOMMENDATION

That the Undergraduate Studies Committee recommend the Academic Board:

1. *approve the proposal from the Faculty of Science to suspend admission into the Psychology stream of the Bachelor of Advanced Studies and the subsequent amendments to the course resolutions; and*
2. *recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The Bachelor of Advanced Studies (Psychology) (a stream within the Bachelor of Advanced Studies) was due to have its first admission intake and commence in 2021. The School of Psychology within the Faculty of Science has identified additional financial risks/drawbacks that require reconsideration prior to proceeding further in its operation.

In addition, with the COVID-19 pandemic has dominated workload and resources across the University, the Faculty strongly feel this is not a practical or realistic time to launch this in 2021.

This proposal to suspend intake within the BAdvStudies(Psych) is also supported by the Faculty of Science General Manager.

The proposal will be forward to the next Board of Interdisciplinary Studies on the 12 August 2020. The purpose of this, will be to ensure that the Board is aware of the changes that have occurred since the Board's approval in May.

ATTACHMENTS

1. Minor Course Amendment - Bachelor of Advanced Studies (Psychology);
2. Marked up Resolutions of the Senate for the Board of Interdisciplinary Studies;
3. Marked up Bachelor of Advanced Studies course resolutions;
4. Supporting documentation from the School of Psychology.

Minor Course Amendment Proposal

Faculty: Science

Contact person: Edwina Jones, Psychology School Manager

1. Name of award course

Bachelor of Advanced Studies (Psychology)

2. Purpose of proposal

To suspend admissions intake into the Psychology stream within the Bachelor of Advanced Studies from 2021.

3. Details of amendment

*Amendment to the Bachelor of Advanced Studies Course Resolutions
The following clauses have been amended to reflect the suspension of the admission intake in the Psychology stream within the Bachelor of Advanced Studies.*

*1(BPADVPSY-01) – deleted
3(2) – deleted
3(2)(a) – deleted
3(4) – deleted
5(2)(a) – deleted
5(2)(b) – deleted
5(2)(c) – deleted
5(2)(d) – deleted
5(2)(d)(i) – deleted
5(3) – amended
6(3)(b)(i-iii) – deleted
6(4) – amended
8(1) – deleted
11 – amended*

Amendment to the Resolutions of the Senate

(2) Degrees

~~BPADVPSY-01 Bachelor of Advanced Studies (Psychology)~~

4. Transitional arrangements

No transitional arrangements are required as the degree was not open for admission. Students wanting to complete the same program of units can do this through the Graduate Diploma in Psychology, followed by the Bachelor of Advanced Studies (Honours).

5. Other relevant information

6. Signature of Dean

Resolutions of the Senate for the Board of Interdisciplinary Studies

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Board of Interdisciplinary Studies

- (1) With the exception of the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Board of Interdisciplinary Studies. The Doctor of Philosophy is 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, 2021. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Board of Interdisciplinary Studies.

2 Degrees

Code	Course title and stream	Abbreviation	Credit points
BPADVSTU-01	Bachelor of Advanced Studies	BAdvStudies	144
BHADVSTH-01	Bachelor of Advanced Studies (Honours)	BAdvStudies (Hons)	144
BPADVMD-01	Bachelor of Advanced Studies (Media and Communications)	BAdvStudies (Media&Comm)	144
BPADVPSY-01	Bachelor of Advanced Studies (Psychology)	BAdvStudies (Psychology)	144
MAADUSTU-10	Master of Advanced Studies	MAdvStudies	72-96
	Doctor of Philosophy	PhD	Research

3 Awards outside the Australian Qualifications Framework

Code	Course title and stream	Abbreviation	Credit points
GSABTSH-01	Sydney Professional Certificate in Aboriginal and Torres Strait Islanders Health Promotion	SydProfCertAborigTorresStraitHlthProm	12
GSBISTHL-01	Sydney Professional Certificate in Biostatistics in Health	SydProfCertBiostatHlth	12
GSDTLTH-01	Sydney Professional Certificate in Data Literacy for Health Policymakers	SydProfCertDataLitHlthPolicy	12
GSHLTCMG-01	Sydney Professional Certificate in Health Technology Management	SydProfCertHlthTechnMgmt	12
GSLDRHLT-01	Sydney Professional Certificate in Leadership in Health	SydProfCertLeadshpHlth	12
GSQLHLTR-01	Sydney Professional Certificate in Qualitative Health Research	SydProfCertQualHlthRes	12
GSCMPHMD-01	Sydney Professional Certificate in Commercialisation of Pharmaceuticals & Medical Devices	SydProfCertCommrcPharmaMedDvcs	12
GSCMPMRG-01	Sydney Professional Certificate in Complementary Medicines Regulation	SydProfCertComplMedRegn	12
GSDIABMG-01	Sydney Professional Certificate in Diabetes Management	SydProfCertDiabMgmt	12
GSDGNEEG-01	Sydney Professional Certificate in Diagnostic Electroencephalography (EEG)	SydProfCertDiagEEG	12
GSFNDIMT-01	Sydney Professional Certificate in Fundamentals of Immunotherapy	SydProfCertFundmtlsImnThpy	12
GSINCRMD-01	Sydney Professional Certificate in Intensive Care Medicine	SydProfCertIntensCareMed	12
GSINOPNM-01	Sydney Professional Certificate in Intraoperative Neuromonitoring	SydProfCertIONM	12
GSMETBHL-01	Sydney Professional Certificate in Metabolic Health	SydProfCertMetabHlth	12
GSMETBMG-01	Sydney Professional Certificate in Metabolic Management	SydProfCertMetabMgmt	12
GSNRLELD-01	Sydney Professional Certificate in Neurological Electrodiagnosis	SydProfCertNeuroElectrodiagnosis	12
GSONBRSR-01	Sydney Professional Certificate in Oncoplastic Breast Surgery	SydProfCertOncoplBrstSurg	12
GSORFPSC-01	Sydney Professional Certificate in Orofacial Pain Science	SydProfCertOrofacialPainSc	12
GSPSYPAI-01	Sydney Professional Certificate in Psychology of Pain	SydProfCertPsycholPain	12



Bachelor of Advanced Studies and Bachelor of Advanced Studies (Honours)

Bachelor of Advanced Studies

Bachelor of Advanced Studies (Honours)

Bachelor of Advanced Studies (Media and Communications)

Course resolutions

1 Course codes

Code	Course title
BPADVSTU-01	Bachelor of Advanced Studies
BHADVSTH-01	Bachelor of Advanced Studies (Honours)
BPADVMD-01	Bachelor of Advanced Studies (Media and Communications)
BPADVPSY-01	Bachelor of Advanced Studies (Psychology)

2 Attendance pattern

Unless otherwise specified in the resolutions of the supervising faculty, the attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

- (1) For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (1) of these resolutions, the Bachelor of Advanced Studies is available in the following streams:
- (a) Media and Communications
- ~~(2) For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (2) of these resolutions, the Bachelor of Advanced Studies is available in the following streams:~~
- ~~(a) Psychology~~
- (2) For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5(1) of these resolutions, completion of a stream is not a requirement of the Bachelor of Advanced Studies.
- ~~(4) For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (2) of these resolutions, completion of a stream is a requirement of the Bachelor of Advanced Studies.~~

4 Faculty management

- (1) Candidates for the Bachelor of Advanced Studies without Honours will be under the supervision of the Faculty that administers the subject area or stream in which the candidate is enrolled.
- (2) Candidates undertaking Honours in the Bachelor of Advanced Studies will be under the supervision of the Faculty offering and supervising the Honours component in which the candidate is enrolled.
- (3) The Dean of the supervising Faculty shall exercise authority in any matter concerned with the Bachelor of Advanced Studies and the Bachelor of Advanced Studies with Honours not otherwise dealt with in these resolutions.

5 Admission to candidature

- (1) Admission to the Bachelor of Advanced Studies with 96 credit points reduction of volume of learning requires:
- (a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, including two majors, or study deemed by the supervising faculty referred to in Section 4 of these resolutions to be of comparable or appropriate depth; or
- (b) a bachelor degree from another university deemed by the relevant faculty to achieve comparable learning outcomes and standards with comparable or appropriate depth to that of a degree listed in clause 5 (1) (a); or
- (c) 144 credit points towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the student has not yet graduated, including a major from Table A for the relevant degree, or equivalent specialisation, a second major, the degree core, if any, and 12 credit points from the Open Learning Environment as specified in Table O of the Shared Pool for Undergraduate Degrees; and
- (d) for candidates undertaking an Honours component, a minimum Weighted Average Mark of at least 65 or equivalent or a higher mark or grade as specified by the faculty that administers the proposed Honours component; and
- (e) other requirements specified by the faculty that administers the proposed subject area (where appropriate), stream or Honours component.
- (i) Admission to the Media and Communications stream requires 144 credit points towards a Bachelor of Arts/Bachelor of Laws at the University of Sydney from which the candidate has not yet graduated, including a completed program in Media Studies as specified in Table A for the degree, 48 credit points of Combined Law compulsory units of study for Years 1, 2 and 3 of the combined Bachelor of Arts/Bachelor of Laws degree, the degree core, if any, and 12 credit points from the Open Learning Environment as specified in Table O of the Shared Pool for Undergraduate Degrees.
- ~~(2) Admission to the Bachelor of Advanced Studies with 48 credit points reduction of volume of learning is only available under defined stream(s) as specified in 3(2) and requires:~~
- ~~(a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, including two majors or study deemed by the supervising faculty referred to in Section 4 of these resolutions to be of comparable or appropriate depth; or~~



Bachelor of Advanced Studies and Bachelor of Advanced Studies (Honours)

- (b) ~~a degree from the University of Sydney not listed in 5 (2) (a) that the managing faculty as defined in Part 4 deems appropriate preparation to undertake the Bachelor of Advanced Studies; or~~
 - (c) ~~a bachelor degree from another university deemed by the relevant Faculty to achieve comparable learning outcomes and standards with comparable or appropriate depth to that of a degree listed in clause 5 (2) (a); and~~
 - (d) ~~other requirements specified by the faculty that administers the proposed subject area, stream and, for students seeking admission to Honours, the Honours component.~~
 - (i) Admission to the Psychology stream requires:
~~a Bachelor of Science, Bachelor of Arts, Bachelor of Economic and Social Sciences, Bachelor of Arts and Sciences, or Bachelor of Liberal Studies from the University of Sydney or equivalent qualification, provided the applicant has not previously completed a major in Psychology; and completion within the last ten years of twelve credit points of foundation units in psychology as specified in Table A or units of study taken at another university deemed by the relevant Associate Dean to be equivalent in content and standard to these units.~~
- (2) For candidates seeking direct admission with a 96 credit point reduction of learning as specified in 5 (1) to an embedded Honours component as specified in Clause 9, the major or equivalent referred to in clause (5) (1) (a)-(c), ~~or 5 (2) (a)-(c)~~ must be in a discipline area approved by the relevant faculty.
- (3) English language requirements as specified in the Coursework Policy 2014 must be met where these are not demonstrated by sufficient qualifications taught in English.

6 Requirements for award

- (1) The Bachelor of Advanced Studies with a reduced volume of learning may only be taken in conjunction with a partner bachelor award which may be:
- (a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated but towards which the candidate has completed 144 credit points, including:
 - (i) a major as specified in Table A for the relevant degree; and
 - (ii) 12 credit points from the Open Learning Environment as specified in Table O of the Shared Pool for Undergraduate Degrees; or
 - (b) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney from which the candidate has graduated; or
 - (c) a degree from another university deemed by the relevant faculty to achieve comparable learning outcomes and standards, and comparable or appropriate depth to the Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, from which the candidate has graduated.
- (2) The units of study that may be taken for the Bachelor of Advanced Studies are set out in:
- (a) Table A for the Bachelor of Advanced Studies;
 - (b) The 4000-level Elective Collection from Table S of the Shared Pool for Undergraduate Degrees;
- In these resolutions Table S means Table S as specified here.
- (3) To qualify for the award of the Bachelor of Advanced Studies, a candidate must complete 144 credit points, less any reduction in the volume of learning as specified in clause 5, comprising:
- (a) For candidates granted 96 credit point reduction in volume of learning:
 - (i) A minimum of 24 credit points in a single subject area at 4000-level from Table A including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points;
 - (ii) Elective units from Table S as specified in 6 (2);
 - ~~(b) For candidates granted 48 credit points reduction in volume of learning:
 - (i) 48 credit points of units from the Table A of a stream specified in section 3(2)
 - (ii) A minimum of 24 credit points in a single subject area at 4000-level from Table A, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points;
 - (iii) Elective units from Table A or Table S as specified in 6 (2);~~
- (4) Applicants may be granted a reduction in the volume of learning of ~~either 48 or~~ 96 credit points on the basis of a prior bachelor degree or equivalent qualification.

7 Streams, Honours Components and Subject Areas

- (1) By the completion of the Bachelor of Advanced Studies, students must have completed the requirements for the Stream, Honours Component or Subject Area as set out in 6.3.

8 Progression rules

- (1) ~~For candidates granted 48 credit points reduction in volume of learning, except with the permission of the relevant Associate Dean candidates must complete the 48 credit points specified for the stream in 6 (3) (b) (i) before progressing to 4000-level units.~~
- (1) For candidates undertaking a stream, or subject area, progression rules specified in any of the tables in 6 (3) for that stream or subject area apply.

9 Requirements for the Bachelor of Advanced Studies with Honours

- (1) An Honours component, involving a research project, is available to meritorious students in the Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Except with the permission of the Associate Dean from the relevant faculty, candidates undertaking an Honours component must complete the requirements full-time over two consecutive semesters. If the relevant faculty is satisfied that a student is unable to attempt Honours component on a full time basis and if the relevant Associate Dean so recommends, permission may be granted to undertake Honours part-time. Requirements and the class of award for Honours are as specified in the relevant resolutions of the faculty in which the component is undertaken.
- (2) Admission
Admission to the Honours component is by permission of the relevant Honours coordinator or head of department after the completion of 144 credit points, including at least one major in an area related to the intended Honours study and any degree or stream-specific core or equivalent as determined by the relevant faculty. Admission requires a Weighted Average Mark of at least 65 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed Honours component. Applicants for admission to an Honours component must also meet any requirements for Honours set by the relevant department, school or faculty as set out in the relevant resolutions.
- (3) Requirements
To qualify for the award of the Bachelor of Advanced Studies with Honours a candidate must complete 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 relevant table listed in 6 (2) (a). Honours subject areas and units of study for Honours are listed in the tables listed in 6 (2) (a).
- (4) The Honours mark
The grade of Honours will be determined by an Honours mark calculated from work in the embedded Honours component as specified in the relevant Faculty resolutions.

10 Award of the Bachelor of Advanced Studies

- (1) Candidates who successfully undertake the Bachelor of Advanced Studies with Honours and who entered the Bachelor of Advanced Studies on the basis of a completed bachelor degree, as specified in clauses 5 (1) (a) or (b) above, will be awarded the Bachelor of Advanced Studies (Honours).
- (2) Candidates who undertake the Bachelor of Advanced Studies without Honours and who entered the Bachelor of Advanced Studies on the basis of a completed bachelor degree, as specified in clauses 5 (1) (a) or (b) above, will be awarded the Bachelor of Advanced Studies.
- (3) Candidates who entered the Bachelor of Advanced Studies with or without Honours on the basis of 144 credit towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated, shall be awarded the Bachelor of Advanced Studies with or without Honours as appropriate.
- (4) Honours in the Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the table and rules specified in the resolutions of the relevant faculty in which the embedded Honours component is undertaken.
- (5) Candidates who complete the Bachelor of Advanced Studies with a stream will be awarded the Bachelor of Advanced Studies ([stream]).

11 Cross-institutional study

Cross-institutional study is not available for candidates entering the Bachelor of Advanced Studies on the basis of a completed bachelor degree as specified in clauses 5 (1) (a) or (b) ~~or 5 (2) (a), (b) or (c)~~.

12 International exchange

International exchange programs are available in the Bachelor of Advanced Studies under conditions specified in the resolutions of the relevant supervising faculty as specified in clause 4 of these resolutions.

13 Concurrent Study

- (1) Candidates who entered the Bachelor of Advanced Studies with or without Honours on the basis of 144 credit towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated; and
 - (a) who are enrolled in a combined or double degree; or
 - (b) have suspended enrolment in a combined or double degree; may:
 - (i) complete the Bachelor of Advanced Studies and then elect to complete the combined or double degree, subject to permission of the relevant faculty; or
 - (ii) abandon the Bachelor of Advanced Studies and elect to complete the combined or double degree in accordance with the resolutions governing that combined or double degree.

14 Credit for previous study

- (1) Credit may be granted subject to the provisions of the Coursework Policy 2014 and the resolutions of the supervising faculty, provided that a candidate completes a minimum of 48 credit points at the University of Sydney toward the degree.
- (2) Where a student is admitted to the Bachelor of Advanced Studies with a 96 credit point reduction in the volume of learning, no credit will be granted.

15 Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Resolutions of the Senate for the Board of Interdisciplinary Studies

Code	Course title and stream	Abbreviation	Credit points
GSRETRMD-01	Sydney Professional Certificate in Retrieval Medicine	SydProfCertRetrievalMed	12
GSFNDHIE-01	Sydney Professional Certificate in Foundations in Higher Education	SydProfCertFoundHigherEd	12

PROPOSAL TO PAUSE AND REVIEW VIABILITY OF THE BACHELOR OF ADVANCED STUDIES (PSYCHOLOGY)

1 April 2020

Edwina Jones, Cat Webb, Cate Parsons

The Bachelor of Advanced Studies (Psychology) (a stream within the BAS) is due to commence in 2021. Admissions and Academic Model team have begun contacting the School with some questions in order to complete the stream set-up in system. However, we have identified several risks/drawbacks (outlined below) that should be considered before proceeding, in conjunction with a comprehensive market analysis. In addition, with the COVID-19 pandemic dominating workload and resources across the University, we strongly feel this is not a practical or realistic time to commence this work.

Therefore, we are proposing to **pause all work** on this effective immediately, with a view to re-assess in a few months' time when there will be more capacity to undertake a proper analysis. This will effectively mean no intake until 2022. An alternative outcome will be to abandon/retire the stream altogether if it is not deemed viable.

Below we outline the background to the development of this degree, a timeline of events and decisions thus far, and a description of the risks and benefits that we have identified. Should this request to pause be approved, these benefits and risks would be properly investigated later in 2020.

The timeline for a final decision will be around February 2021, when preparation for new courses in 2022 would ordinarily commence. If we decide to retire the BAS (Psychology) this timeline will be determined by 2022 curriculum deadlines, and a decision may need to be made earlier.

This proposal is supported by:

- Veronica Boulton, Head Education, Faculty of Science
- Louise Atkins, Head of Recruitment, Science
- Frans Verstraten, Head of School, Psychology
- Damian Birney, A/H Education, Psychology

BACKGROUND

The BAS (Psych) is a stream within the Bachelor of Advanced Studies (BAS) resolutions, where students are admitted to the BAS with 48cp of 'Reduced volume of learning' (RVL), and then complete 96cp of study comprising 48cp of PSYC2xxx and PSYC3xxx, and 48cp of either PSYC4xxx honours, or advanced coursework. The BAS (Psych) is open to domestic graduates and acts as a bridging degree to achieve the accredited Psychology Program and Honours year.

Why it was created

The Psychology stream in the Bachelor of Advanced Studies was developed as a solution for the 10-year rule problem that was unearthed in late 2017, namely that our Graduate Diploma in Psychology (GDP) students with Bachelor degrees over 10 years old could not be allowed to take appended Honours. As the GDP is a bridging pathway for graduate students seeking registration as psychologists, and Honours is core part of the accredited pathway to registration, this undermined the utility of the GDP entirely. The BAS (Psych) solution was developed over 2018, specifically to deal with this problem, with help from DVC(E) team.

Why we put it on hold in 2020

Originally the School planned to launch BAS (Psych) in 2020, to align with the end point of the RVL workaround put in place to deal with future Honours applications of GDP students. However, we encountered major issues with accreditation in early 2019 that took significant work and time to resolve. The BAS (Psych) was not formally accredited until November 2019. By that time, for a variety of reasons, we deemed it was too late to market the degree for 2020 and decided to hold over until 2021 intake.

In addition, we realised we *no longer needed it*. The introduction of the standalone Bachelor of Advanced Studies for Honours has eliminated the need for the BAS (Psych), since the BAS has no such 10-year rule. Thus, students can enrol in the BAS (Honours) regardless of when they completed their UG degree. This was not known until November 2019.

Below listed are Benefits and Risks as we understand them now. A proper analysis later in 2020 will provide a framework for deciding the future of the BAS (Psych).

Benefits:

- As a Bachelor's degree the majority of places in the BAS (Psych) will be available as CSP. This is a benefit to students as it will be significantly cheaper than full domestic postgraduate fees.
- Students who are eligible for the Honours pathway do not need to graduate and then apply for Honours, they will simply progress to Honours. This is appealing to students who would otherwise have enrolled in the GDP and then Honours separately.
- Students do not need to complete the additional 12cp of 39xx or 4xxx PSYC units that are included in the GDP.

Risks:

FINANCIAL:

- As a Bachelor's degree, the majority of places in the BAS (Psych) will be available as CSP. This will reduce revenue for the University in comparison to the GDP which is majority DFEE.
- The attached spreadsheet shows the potential revenue impact over the next 5 years if we proceed and transition from the GDP to the BAS (Psych). Even without factoring in the cost of associated work time for many people, the Faculty/University will be at a loss.

STUDENT EXPERIENCE:

- In the BAS (Psych), students who do not progress to Honours must complete an advanced coursework year, whether they wish to or not. There is no accredited exit pathway after the UG sequence is completed. We consider this to be significantly off-putting to students. We anticipate many would simply attempt to transfer out to the GDP (while it is still active) so that they can at least complete the accredited UG sequence and study Honours elsewhere. This is because we know that most GDP students intend to progress through the accredited clinical pathway. This could cause reputational damage to the University.
- There is the potential that systems and processes, if not properly set up, will in themselves cause a poor student experience, particularly with the GDP running concurrently.

RECRUITMENT AND MARKETING

- With the GDP still running concurrently we run the risk of creating confusion amongst prospective students. Many bridging degrees in Psychology are called 'Graduate Diploma in Psychology', and we believe students are unlikely to easily find or understand a degree called 'Bachelor of Advanced Studies (Psychology)'.
- We believe the unresolved exit pathway issue will be highly problematic for recruitment and marketing.

LOGISTICS AND WORKLOAD

- A variety of stakeholders would have to dedicate significant time to the logistical side of activating the BAS (Psych), in particular Academic Model, Admissions and Faculty Services. Processes that remain unresolved include transfer pathways, credit transfers/limits, diet creation and progression processes (to either Honours or advanced coursework).
- Given the enormous impact of COVID-19 on University resources, if this is an *unnecessary* workload, it does not seem logical to proceed at this time.

Introduction of BAS Psych

Course	2021		2022		2023		2024		2025	
	Enrolments	Fees	Enrolments	Fees	Enrolments	Fees	Enrolments	Fees	Enrolments	Fees
Grad Dip Psychology										
Commencing CSP	2	40,700.00	1	21,978.00	0	-	0	-	0	-
Commencing DFEE	5	157,500.00	2	64,000.00	0	-	0	-	0	-
Continuing CSP	8	162,800.00	2	43,956.00	1	23,736.00	0	-	0	-
Continuing DFEE	8	252,000.00	5	160,000.00	2	65,000.00	0	-	0	-
BAS Psychology										
Commencing CSP	7	142,450.00	10	219,780.00	13	308,568.00	13	333,255.00	13	359,918.00
Commencing DFEE	0	-	0	-	0	-	0	-	0	-
Continuing CSP	0	-	7	153,846.00	10	237,360.00	13	333,255.00	13	359,918.00
Continuing DFEE	0	-	0	-	0	-	0	-	0	-
	30	755,450.00	27	663,560.00	26	634,664.00	26	666,510.00	26	719,836.00
GDP - no BAS Psych										
Commencing CSP	4	81,400.00	3	65,934.00	3	71,208.00	3	76,905.00	3	83,058.00
Commencing DFEE	10	315,000.00	10	320,000.00	10	325,000.00	10	330,000.00	10	335,000.00
Continuing CSP	8	162,800.00	4	87,912.00	3	71,208.00	3	76,905.00	3	83,058.00
Continuing DFEE	8	252,000.00	10	320,000.00	10	325,000.00	10	330,000.00	10	335,000.00
	30	811,200.00	27	793,846.00	26	792,416.00	26	813,810.00	26	836,116.00
Fee (losses)		(55,750.00)		(130,286.00)		(157,752.00)		(147,300.00)		(116,280.00)

Estimated Fees per student

CSP	20,350.00	21,978.00	23,736.00	25,635.00	27,686.00
DFEE	31,500.00	32,000.00	32,500.00	33,000.00	33,500.00

Assumptions:

- Enrolments for 2021 based on forecast completed pre Covid-19
- GDP will be phased out as BAS Psych introduced, finishing in 2020
- BAS Psych will take poach GDP enrolments as a CSP course
- CSP fees include Student contribution plus Commonwealth contribution



Submission To	Undergraduate Studies Committee
Date	18 August 2020
Item No	3.3

Non-Confidential

Proposal Title	Amendment to resolutions of the Bachelor of Engineering Honours and combined degrees
Recommendation	That the Undergraduate Studies Committee recommend that Academic Board: 1. approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering Honours and associated combined degrees and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.
Proposal Presenter	Professor TJ Lim
Consultation Pipeline	<pre> graph LR A[Engineering Courses Subcommittee] --> B[Engineering Faculty Board] B --> C[Undergraduate Studies Committee] C --> D[Academic Board] </pre>

EXECUTIVE SUMMARY

The Faculty of Engineering proposes to amend the Bachelor of Engineering Honours and combined degrees in order to:

- Introduce a Progression clause for Space Engineering to require students to achieve a specified mark in order to remain in the stream.
- Correct the clause on changes of BE Hons stream to reflect current process.
- Clarify the rules regarding Flexible First Year.
- Replace the clause on completion of two specialisations, with a clause specifying that only one specialisation may be awarded, reflecting how the course is constructed in Sydney Student.

Several amendments have been made at the request of OGC:

Bachelor of Engineering Honours resolutions
3(4), 3(5)(c), 6(2)(a), 6(2)(c) – removal of nominee provisions.
3(5)(c) – re-worded and 3(5)(d) correctly re-numbered

Bachelor of Engineering Honours combined resolutions
Addition of standard prefatory paragraph.
5(1) *Coursework Rule* corrected to refer to the *Coursework Policy*.

Approver	Prof TJ Lim, Associate Dean (Education), Faculty of Engineering
Faculty/Proposal Sponsor	A/Prof Tim Wilkinson, Associate Dean (Students), Faculty of Engineering

ATTACHMENTS

Attachment 1 Minor Course Amendment – Bachelor of Engineering Honours Resolutions

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Tim Wilkinson, Christine Lacey x40678

1. Name of award course:

Bachelor of Engineering Honours
Bachelor of Engineering Honours and Bachelor of Arts
Bachelor of Engineering Honours and Bachelor of Commerce
Bachelor of Engineering Honours and Bachelor of Design in Architecture
Bachelor of Engineering Honours and Bachelor of Laws
Bachelor of Engineering Honours and Bachelor of Project Management
Bachelor of Engineering Honours and Bachelor of Science

2. Purpose of proposal

It is proposed to amend the Bachelor of Engineering Honours and combined degrees in order to:

- Introduce a Progression clause for Space Engineering to require students to achieve a specified mark in order to remain in the stream.
- Correct the clause on changes of BE Hons stream to reflect current process.
- Clarify the rules regarding Flexible First Year.
- Replace the clause on completion of two specialisations, with a clause specifying that only one specialisation may be awarded, reflecting how the course is constructed in Sydney Student.

3. Details of amendment

Appendix 1: Bachelor of Engineering Honours Resolutions

Appendix 2: Bachelor of Engineering Honours Resolutions combined degree resolutions

4. Transitional arrangements

The changes will apply from 2021.

5. Other relevant information

Nil

6. Signature of Dean



Bachelor of Engineering Honours

Bachelor of Engineering Honours

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

The Bachelor of Engineering Honours provides students with advanced knowledge and special proficiency in the professional work of engineering.

1 Course codes

Code	Course title
BHENGINE	Bachelor of Engineering Honours

2 Attendance Pattern

The attendance pattern for this course is full-time or part-time. Part-time students must still satisfy 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 Streams

- (1) The Bachelor of Engineering Honours is available in the following streams:
 - (a) Aeronautical Engineering
 - (b) Biomedical Engineering
 - (c) Chemical and Biomolecular Engineering
 - (d) Civil Engineering
 - (e) Electrical Engineering
 - (f) Mechanical Engineering
 - (g) Mechatronic Engineering
 - (h) Software Engineering
 - (i) With Space Engineering
 - (j) Dalyell
- (2) Completion of a stream is a requirement of the course. Candidates who qualify for the Dalyell stream must complete another stream in conjunction with the Dalyell stream. Candidates who qualify for Space Engineering must complete another stream in conjunction with Space Engineering, chosen from Aeronautical, Mechanical, or Mechatronic. The requirements for the completion of each stream are as specified in the relevant degree tables and, in the case of the Dalyell stream, in Table D of the Shared Pool for Undergraduate Degrees.
- (3) Students may apply to change streams by direct application to the Student Centre. Approval is required from the relevant Associate Dean for any case. ~~Students will be assessed based on the Flexible First Year average mark criteria but will also be required to show that they have met progression requirements in their current degree or stream as specified by the school and that they will be able to complete the new stream in the normal time period.~~
- (4) Students are eligible to attempt Space Engineering based on either the admission pathway or on application at the end of two full-time-equivalent semesters having achieved an AAM approved by the Dean or ~~nominee~~ Associate Dean.
- (5) Flexible First Year
 - (a) Undergraduate students entering first year of the Bachelor of Engineering Honours degrees in Semester 1 may apply to undertake the Flexible First Year pathway, instead of choosing a particular stream.
 - (b) ~~The Flexible First Year pathway is not available to students who enter the degree with credit for previous study.~~
 - (c) The Flexible First Year pathway is listed in the Flexible First Year Table. At the end of Semester 1 students ~~may must~~ transfer into approved streams in the manner provided in subclause 3(5)(d). ~~as defined in the following clause or may choose to continue in the Flexible First Year pathway for Semester 2, though Semester 2 units may or may not count towards their course, depending on the final choice of stream.~~
 - (d) Those students who have met the requirements for first year entry (ATAR cut-off or equivalent) into a particular Engineering stream will be guaranteed approval to transfer into that stream even though they chose the Flexible First Year pathway. Students who did not meet the first year entry requirements for specific streams, but subsequently attained average marks in the Flexible First Year pathway that met or surpassed the specified requirements for those streams will also be eligible to apply for transfer into those streams. The transfer requirements will be approved by the Dean or ~~nominee~~ Associate Dean.

4 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, for 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 requirements are found in the Coursework Rule and 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 standard.



Bachelor of Engineering Honours

5 Requirements for Award

- (1) The units of study that may be taken for the course are set out in the following Tables:
 - (a) the Engineering Flexible First Year Table
 - (b) the Engineering Foundations Table
 - (c) the Engineering Projects (Single) Table
 - (d) the Engineering Stream (Single) Table
 - (e) the Engineering Specialisations Table
 - (f) Table S of the Shared Pool for Undergraduate Degrees
 - (g) for students in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees.
- (2) To qualify for the award of the Bachelor of Engineering Honours degree, a candidate must:
 - (a) successfully complete 192 credit points comprising:
 - (i) A minimum of 18 credit points from the Engineering Foundations Table, including all required units;
 - (ii) A minimum of 30 credit points from the Engineering Projects (Single) Table, including all required units;
 - (iii) A minimum of 138 credit points from the Engineering Stream (Single) Table pertaining to the stream being undertaken, including all required units;
 - (iv) A maximum of 6 credit points from Table S or any unit from within the Faculty of Engineering which is available to undergraduate students
- (b) Successfully complete the requirements of the Professional Engagement Program.
- (3) The class of Honours will be determined by the EIHWM.

6 Progression rules

- (1) *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 a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM 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.
 - (c) Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.
- (2) *Progression within Space Engineering*
 - (a) In order to remain in Space Engineering, candidates must maintain an Annual Average Mark (AAM) at a level determined by the Dean or Associate Dean and published in the handbook.
 - (b) Candidates enrolled in Space Engineering who do not satisfy the AAM requirement but who otherwise satisfy the requirements of the course in which they are enrolled may continue in their primary stream, Aeronautical, Mechanical or Mechatronic Engineering, but may not continue in Space Engineering.
 - (c) In well attested exceptional circumstances the Associate Dean, on the advice of the Head of the School of Aerospace, Mechanical and Mechatronic Engineering, may allow a student who has not met the required AAM, to remain in Space Engineering.

7 Level of Honours Awarded

- (1) The Bachelor of Engineering Honours degree is awarded in classes ranging from First Class to Third Class. The class of Honours awarded is based on a candidate's EIHWM.

Description	HWAM Range
Honours Class I	75 =< EIHWM
Honours Class II (Division 1)	70 =< EIHWM <75
Honours Class II (Division 2)	65 =< EIHWM <70
Honours Class III	EIHWM < 65

8 Engineering Specialisations

- (1) Majors are not available in the Bachelor of Engineering Honours
- (2) Availability of Engineering Specialisations:
 - (a) The available Engineering Specialisations are as listed in the Engineering Specialisation Table
 - (b) Engineering Specialisations may be available to students in one or more streams as defined in the Engineering Specialisation Table. The availability of an Engineering Specialisation does not mean that students will have sufficient free electives to complete the required units.
 - (c) **Students can complete multiple Engineering Specialisations where they satisfy the requirements for those Engineering Specialisations. When completing multiple Engineering Specialisations, no unit may be counted towards satisfying the requirements of more than one Engineering Specialisation.**
 - (c) There is no requirement to complete an Engineering Specialisation.
 - (d) A maximum of one Engineering Specialisation may be awarded.
 - (e) Students may not select or change specialisations if that requires them to exceed their degree credit point limit.
- (3) An Engineering Specialisation requires:
 - (a) the completion of the stipulated number of units chosen from those listed in the Table for that Engineering Specialisation including all required units.

9 Transitional Provisions

- (1) These resolutions will take effect from 1 January 2021.
- (2) Candidates who commenced prior to 1 January, 2021 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 2

Bachelor of Engineering Honours combined degrees

Bachelor of Engineering Honours combined degrees

Bachelor of Engineering Honours and Bachelor of Arts

Bachelor of Engineering Honours and Bachelor of Commerce

Bachelor of Engineering Honours and Bachelor of Design in Architecture

Bachelor of Engineering Honours and Bachelor of Laws

Bachelor of Engineering Honours and Bachelor of Project Management

Bachelor of Engineering Honours and Bachelor of 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 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

Code	Course title
BHENGART-03	Bachelor of Engineering Honours and Bachelor of Arts
BHENGCOM-03	Bachelor of Engineering Honours and Bachelor of Commerce
BHENGDAR-02	Bachelor of Engineering Honours and Bachelor of Design in Architecture
BHENGLAW-02	Bachelor of Engineering Honours and Bachelor of Laws
BHENGPRM-03	Bachelor of Engineering Honours and Bachelor of Project Management
BHENGSCI-03	Bachelor of Engineering and Bachelor of Science

2 Attendance Pattern

- (1) The attendance pattern for the following programs is full-time only.
 - (a) Bachelor of Engineering Honours and Bachelor of Design in Architecture
 - (b) Bachelor of Engineering Honours and Bachelor of Laws
- (2) The attendance pattern for all other Bachelor of Engineering Honours and combined courses is full time or part time.
- (3) Part time students must still satisfy 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 Streams

- (1) Completion of a stream is a requirement of the Bachelor of Engineering Honours combined degrees and students in combined degrees are subject to the stream requirements in the Bachelor of Engineering Honours course resolutions, with the exception that the Dalyell stream is not available in the following degrees:
 - (a) Bachelor of Engineering Honours and Bachelor of Design in Architecture
 - (b) Bachelor of Engineering Honours and Bachelor of Laws
 - (c) Bachelor of Engineering Honours and Bachelor of Project Management
- (2) Students in the Bachelor of Engineering Honours combined degrees can change the stream of the Bachelor of Engineering Honours portion of their combined degree in accordance with the requirements specified in the Bachelor of Engineering Honours resolutions.
- (3) Flexible First Year

Students gaining entry to any of the Bachelor of Engineering Honours combined degrees may choose to undertake the Flexible First Year pathway under the same requirements as specified in the Bachelor of Engineering Honours resolutions.
- (4) Within the Bachelor of Engineering Honours and Bachelor of Design in Architecture combined degree, the Bachelor of Engineering Honours is available only in the Civil Engineering stream. For all other Bachelor of Engineering Honours combined degrees, the streams available for the Bachelor of Engineering Honours are listed under the course resolution for the Bachelor of Engineering Honours.
- (5) The Bachelor of Science degree is available in the following streams:
 - (a) Health
 - (b) Medical Science
 - (c) Dalyell
- (6) The Bachelor of Arts degree is available in the following streams:
 - (a) Dalyell
- (7) The Bachelor of Commerce degree is available in the following streams:
 - (a) Dalyell
- (8) Completion of a stream is not a requirement of the Bachelor of Science, the Bachelor of Arts, or the Bachelor of Commerce. The requirements for the completion of each stream are as specified in Table A for the relevant degree, or, in the case of the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.



Bachelor of Engineering Honours combined degrees

- (9) Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.
(10) Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre.

4 Cross-Faculty Management

- (1) Candidates in the combined Engineering and Law courses will be under the general supervision of the Faculty of Engineering until the end of the semester in which they complete the requirements for the Bachelor of Engineering Honours. They will then be under the supervision of the University of Sydney Law School. Candidates in all other combined degree programs will be under the general supervision of the Faculty of Engineering for the duration of the combined program.
(2) The Dean of the Faculty of Engineering and the Dean of the Faculty hosting the associated combined degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to Candidature

- (1) Admission to these degrees 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 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 standard.

6 Requirements for Award

- (1) To qualify for the award of the combined degree:
- (a) For all Bachelor of Engineering Honours combined degrees except the Bachelor of Engineering Honours and Bachelor of Laws, a candidate must complete 240 credit points and satisfy any additional requirements specified in the following clauses.
(b) For the Bachelor of Engineering Honours and Bachelor of Laws combined degree, a candidate must complete 288 credit points and any additional requirements specified in the following clauses.
(c) Where the requirements specified in the following clauses account for less than the total required credit, candidates must complete additional units of study (not including general electives) from the relevant Bachelor of Engineering Honours specialist stream table subject to any conditions specified in that table as may be necessary to satisfy the requirements of the degree.
- (2) For the Bachelor of Engineering Honours component of a combined degree:
- (a) The units of study that may be taken for the Bachelor of Engineering Honours component of the combined degree are set out in the tables of units of study for the Bachelor of Engineering Honours single degree, except that the Engineering Stream (Single) Tables are replaced by the Engineering Stream (Combined) Tables, and the Engineering Projects (Single) Table is replaced by the Engineering Projects (Combined) Table;
(b) Except where varied by other clauses of these resolutions, all candidates must:
- (i) complete a minimum of 144 credit points comprising:
- (a) A minimum of 18 credit points from the Engineering Core Foundations Table, including all required units;
(b) A minimum 24 credit points from the Engineering Projects (Combined) Table, including all required units;
(c) A minimum of 102 credit points from the Engineering Stream (Combined) Table pertaining to the stream being undertaken, including all required units
- (ii) successfully complete the requirements of the Professional Engagement Program.
(c) The Faculty Board may approve, based on appropriate academic justification, a list of approved unit alternatives. These alternatives specify, for particular Engineering stream / combined degree combinations, units within the normal requirements for the Bachelor of Engineering Honours component of the combined degree that can be replaced by specified alternative units that would form part of the normal program for single degree students in that stream.
- (3) For the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component of a combined degree:
- (a) The units of study that may be taken are set out in Table A for the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce degrees, Table S, Table O, and, for students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.
(b) In these resolutions Table A refers to Table A of the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce according to the degree in which the candidate is enrolled as a component of one of the combined degrees, (respectively) Bachelor of Engineering Honours and Bachelor of Arts, Bachelor of Engineering Honours and Bachelor of Science, or Bachelor of Engineering Honours and Bachelor of Commerce; Table S, Table O and Table D refers to Table S, Table O and Table D as stated here.
(c) Candidates must complete 96 credit points in the Bachelor of Arts, or the Bachelor of Science or the Bachelor of Commerce including:
- (i) any required degree core units as set out in Table A of the degree in which the candidate is enrolled; and
(ii) a major (48 credit points) or a 3-year program with an embedded major from Table A of the degree in which the candidate is enrolled; and
- (iii) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
(iv) for students enrolled in the Dalyell stream:
a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
a minimum of 12 credit points of units of study as specified in Table D.
- (v) for students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study:
a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
(vi) where appropriate, additional electives from Table A of the degree in which the candidate is enrolled, Table S or, for students enrolled in the Dalyell stream, Table D;
(vii) If enrolled in a stream, complete the requirements for the stream as specified in Table A of the degree in which the candidate is enrolled or Table D.
- (4) *For the Bachelor of Design in Architecture component of a combined degree:*
- (a) Candidates must complete 96 credit points of units of study from the Bachelor of Engineering Honours (Civil) and Bachelor of Design in Architecture ~~Table~~.
(5) For the Bachelor of Laws component of a combined degree candidates must complete 144 credit points of Law units of study taken from the University of Sydney School of Law Undergraduate Table, comprising:
- (a) 102 credit points of compulsory units of study; and
(b) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.
(c) Students may apply to take up to a maximum of 24 credit points of LAWS6000/JURS6000 units of study as elective units of study:
(i) enrolment in LAWS6000/JURS6000 units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.

Bachelor of Engineering Honours combined degrees

- (ii) enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.
- (iii) students may only enrol in LAWS6000/JURS6000 units listed in the Bachelor of Laws Elective units of study Table.
- (6) For the Bachelor of Project Management component of a combined degree:
 - (a) Candidates must complete 96 credit points comprising:
 - (i) 84 credit points of core units as set out in the Bachelor of Project Management Unit of Study Table
 - (ii) 12 credit points of electives from the elective units set out in the Bachelor of Project Management Unit of Study Table

7 Majors, Specialisations and Programs

- (1) For the Bachelor of Engineering Honours component of a combined degree:
 - (a) Majors are not available in the Bachelor of Engineering Honours.
 - (b) The available Engineering Professional Specialisations are as listed in the Engineering Specialisation Table.
 - (c) All other conditions are as specified for the Bachelor of Engineering Honours single degree.
- (2) For the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component of a combined degree:
 - (a) Completion of a major or a program which contains a major from Table A of the degree in which the candidate is enrolled is a requirement. The majors and programs available and requirements for completing the majors and programs are as specified in Table A of the degree in which the candidate is enrolled.

8 Requirements for Honours

- (1) Honours in the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and taking an embedded honours component, after completing 240 credit points and satisfying requirements for the combined degree.
- (2) For candidates completing the Bachelor of Arts, Bachelor of Commerce or Bachelor of Science in a combined degree with the Bachelor of Engineering Honours who subsequently undertake the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be deemed to be met by the 144 credit points of Engineering units specified in 6 (2) above.
- (3) Honours in the Bachelor of Project Management, the Bachelor of Design in Architecture and the Bachelor of Laws is available to meritorious candidates. The requirements for honours are detailed in the resolutions of the Bachelor of Project Management, the Bachelor of Design in Architecture and the Bachelor of Laws.

9 Award of the Degrees

- (1) Candidates will be awarded a separate testamur for the Bachelor of Engineering Honours and for the partner bachelor degree.
- (2) The award grades, and the criteria for the grades, are as defined in the resolutions for the constituent degrees.

10 Course Transfer

- (1) For the Bachelor of Engineering Honours combined with Bachelor of Arts, Bachelor of Science, Bachelor of Design in Architecture and Bachelor of Project Management, a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the associated combined degree in accordance with the resolutions governing that degree.
- (2) For the Bachelor of Engineering Honours combined with Bachelor of Laws, a candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Engineering Honours, by written application to the Faculty of Engineering, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.
- (3) For the Bachelor of Engineering Honours combined with Bachelor of Commerce a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the Bachelor of Commerce in accordance with the resolutions governing that degree. Transfer from a combined degree to the Bachelor of Commerce is also conditional on the student having met the entry requirements of the Bachelor of Commerce in force at the time of their enrolment in the combined degree.
- (4) Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.
- (5) A candidate who has enrolled in the Bachelor of Advanced Studies to complete requirements for an embedded honours component or a stream may abandon the Bachelor of Advanced Studies and return to the combined degree.

11 Progression Rules

- (1) General progression rules for the combined degrees are covered by the resolutions of the Faculty of Engineering.
- (2) Candidates in a combined law program:
 - (a) must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study;
 - (b) except with permission of the Dean of the University of Sydney Law School, candidates must complete the requirements for the Bachelor of Engineering Honours before proceeding to Year Five of the Bachelor of Laws.
- (3) *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 a Cross-Semester Mark (CSAM) 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 a CSAM 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.
 - (c) Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with approval from the Associate Dean.
- (4) *Progression within the Bachelor of Science (Medical Science) Stream*
Students in this stream will be required to meet the progression requirements for the stream.
- (5) *Progression within Space Engineering*
Students in the Space Engineering stream must meet the progression requirements for Space Engineering specified in the Bachelor of Engineering Honours resolutions.

12 Transitional Provisions

- (1) These resolutions apply to students who commenced their candidature on or after 1 January 2021.
- (2) Students who commenced their candidature prior to 1 January 2021 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. For the Bachelor of Science, Bachelor of Commerce and Bachelor of Arts, transitional arrangements will be as specified in the relevant set of resolutions.



Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	3.9

Non-Confidential

Proposal Title	Engineering Faculty Resolutions amendment
Recommendation	That the Undergraduate Studies Committee recommend that Academic Board approve the proposal from the Faculty of Engineering to amend the Faculty Resolutions, with effect from 1 January 2021.
Proposal Presenter	TJ Lim
Consultation Pipeline	<pre> graph LR A[Engineering Courses Subcommittee] --> B[Engineering Faculty Board] B --> C[Undergraduate Studies Committee] C --> D[Academic Board] </pre>

EXECUTIVE SUMMARY

The Faculty of Engineering proposes to amend the Faculty Resolutions for the Faculty of Engineering in order to:

- Clarify the calculation of Honours WAM for BE Hons students in combined degrees
- Align with the Coursework Policy in terms of how DF and AF grades count toward Honours WAM calculation.
- Remove provisions which conflict with what is enforced in Sydney Student such as the semester credit point enrolment limit.
- Alter or remove provisions which do not align with what happens in practice, such as the attendance clause.

Upon the recommendation of OGC, additional changes were made to clauses 4, 7, 10, and the previous references to "the Dean or delegate" were amended to "the Dean or Associate Dean".

Approver	Prof TJ Lim, Associate Dean (Education), Faculty of Engineering
Faculty/Proposal Sponsor	A/Prof Tim Wilkinson, Associate Dean (Students), Faculty of Engineering

ATTACHMENTS

Attachment 1 Minor Course Amendment – Engineering Faculty Resolutions

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Tim Wilkinson, Christine Lacey x40678

1. Name of award course:

Faculty of Engineering Faculty Resolutions

2. Purpose of proposal

It is proposed to amend the Faculty Resolutions for the Faculty of Engineering in order to:

- Clarify the calculation of Honours WAM for BE Hons students in combined degrees.
- Align with the Coursework Policy in terms of how DF and AF grades count toward Honours WAM calculation.
- Remove provisions which conflict with what is enforced in Sydney Student such as the semester credit point enrolment limit.
- Alter or remove provisions which do not align with what happens in practice, such as the attendance clause.

3. Details of amendment

Appendix 1: Faculty of Engineering Faculty Resolutions

4. Transitional arrangements

The changes will apply from 2021.

5. Other relevant information

Nil

6. Signature of Dean



Resolutions of the Faculty of Engineering

Resolutions of the Faculty of Engineering 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), 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>.

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~~ Program Director, 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;~~
 - (a) 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;
 - (b) A student shall enrol in lower year level core units of study ~~as a priority above~~ before any higher year level units of study irrespective of meeting any prerequisite requirements of the higher year units.
 - ~~(c) Any student subject to the requirements of the Professional Engagement Program (PEP) shall successfully complete each required stage of the Program prior to enrolling in units that could extend their completed credit points past the specified level for that stage.~~
 - (c) A student on the academic progression register may enroll in a maximum of 24 credit points in a given teaching period.

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 Associate 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) The provisions of the Coursework Rule apply to the time limits for undergraduate and postgraduate programs, unless otherwise stated in the course resolutions; with the following clarification:
 - (a) For a course within an embedded sequence, the time limit commences at the time of first enrolment in the sequence.

4 Suspension, Discontinuation and ~~Lapse~~ Termination 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 or their delegate for permission, supplying detailed reasons and evidence to support the request.~~ The Rule and Policy also define the circumstances when candidature may be terminated, including for failure to re-enrol without formal suspension. A student whose candidature has been terminated must make a fresh application for admission.

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 Advanced Computing degree or Bachelor of Advanced Computing combined degrees is 96 credit points;
 - (b) the maximum credit that may be granted to the Bachelor of Computing 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 Program Director ~~(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



Resolutions of the Faculty of Engineering

- (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 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. The requirements for approval of exchange and other outbound mobility study, and the manner in which credit may be obtained for them, are set out in the *Outbound Student Mobility Policy 2018*.~~

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.~~ Students are expected to attend and actively engage in all timetabled activities of a unit of study.

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.

10 Concessional Pass

~~In this Faculty the grade PCON (Concessional Pass) is not awarded.~~

10 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

11 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.

12 Award of the Bachelor's Degree with Honours

Honours is available to students as either appended honours, embedded honours, or integrated honours. Admission, requirements and award for the honours courses are in accordance with the relevant course resolutions.

13 Faculty of Engineering Specific Weighted Average Mark Indicators

- (1) The Weighted Average Mark (WAM) is calculated by the formula:

Formula
$WAM = \frac{CPI \times Mi}{CPI}$

where

- (a) CPI 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:

Formula
$EIHWAM = \frac{Wi \times CPI \times Mi}{Wi \times CPI}$

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) CPI 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. All attempts at units of study where a numerical mark is awarded are included. Units where no numerical mark is awarded are not included in the calculation, such as units of study assessed on a pass/fail basis; units of study with a grade of DC or DF; and credited units of study from other institutions. For combined degree students, units of study taken as part of the second degree are included in the calculation.~~

14 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, ~~2019~~ 2021.
- (2) Students who commenced prior to 1 January, ~~2019~~ 2021 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.



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	3.10

Author	Louise Harrison
Reviewer/Approver	Professor Robyn Ward (Executive Dean Faculty Medicine and Health)
Paper title	New unit proposals and variations for the Bachelor of Nursing (full-time and part-time).
Purpose	The purpose of this proposal is to seek approval of the Undergraduate Studies Committee to submit new units and UoS variation proposals in the Bachelor of Nursing degree.
Consultation Pipeline	<pre> graph LR A[FMH Education Committee 2 July, 2020] --> B[FMH Board 16 July 2020] B --> C[Undergraduate Studies Committee] C --> D[Academic Board] </pre>

RECOMMENDATION

That the Undergraduate Studies Committee endorse the recommend that Academic Board approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Nursing, and the subsequent amendments to units of study arising from the proposal, with effect from Semester 1 2021, as a an outcome of the recent application for accreditation to Australian Nursing and Midwifery Accreditation Council (ANMAC).

EXECUTIVE SUMMARY

Reviewing and contemporising the BN(AS) program in line with the new ANMAC Standards for accreditation has necessitated several changes in the content and naming of units of study in the BN(AS) program. This has led to name changes for many units, sequencing across semester and years and, editing of content and delivery and some professional experience placement changes.

This proposal pertains to the new unit proposals in the Bachelor of Nursing (Advanced Studies) degree to support the content and codes changes required as part of this process.

A full summary of the new UoS and variations are included below and outlined in the supporting UoS table:

Code	Name	Sessions offered	Handbook Description	Classes	Assessment	Other details
NURS2009	Promoting Well-being and Mental Health	-	-	-	-	New unit that replaces NURS2004, due to the addition of 80 hours of clinical placement and assessment changes.
NURS2011	Managing Chronic Conditions	-	-	-	-	New unit that replaces NURS3010. New code change to accurately reflect where the unit is offered on the table.
NURS3018	Paediatric Child and Youth Nursing	-	-	-	-	New unit replacing NURS2002. Code and name change to accurately reflect where the unit is offered on the table.
NURS3019	Complexities of care	-	-	-	-	New unit replacing NURS3011 due to significant content and assessment changes.
NURS2010	Clinical Practice in Mental Health	-	-	-	-	New unit replacing NURS2007 due to significant assessment changes and the removal of 40 hours of clinical placements.
NURS3012	Life Limiting Conditions and Palliation	Yes	Yes	-	-	Changing from semester 2 to semester 1
NURS3007	Nursing the Critically Ill Person	Yes	Yes	-	-	Changing from semester 1 to semester 2
Units that have name changes only						
NURS1001	Health and Human Biology Human Physiology	-	-	-	-	-



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NURS1003	Population Health to Personal Healthcare Population Health	-	-	-	-	-
NURS1005	Interruptions to Normal Physiology Human Pathophysiology	-	-	-	-	-
NURS2001	Introduction to Pharmacology Pharmacology and Therapeutics 1	-	-	-	-	-
NURS2005	Pharmacology, People and Practice Pharmacology and Therapeutics 2	-	-	-	-	-
NURS2008	Indigenous People, Health and Care Aboriginal and Torres Strait Islander Health (BN[AS])	-	-	-	-	-
NURS3017	Frameworks for Nursing Practice Frameworks for Practice (BN[AS])	-	-	-	-	-
NURS3011	First Line Intervention Complexities of Care	-	-	-	-	-

Note: To ensure the 2021 Year 3 cohort complete all necessary clinical hours, NURS3016 will be replaced by a new unit in 2022 that will remove 40 hours of clinical placement.

It is also to be noted that certain units include the acronym BN(AS) within its name, which is to indicate the unit belongs to the Bachelor of Nursing (Advanced Studies). This naming convention has become standard practice within the School of Nursing because there are similarly named units in the Master of Nursing courses. Therefore, this naming convention helps students differentiate the units appropriately.

BACKGROUND / CONTEXT

Sydney Nursing School is in the process of renewing our accreditation of the pre-registration nursing programs through ANMAC. This review process has brought about some minor changes to the programs we intend to deliver. The changes to the program will take place from S1, 2021. Our aim is to format any documentation and forward it for consideration by FMH Education Committee as soon as possible.

This amendment is critical, as the current ANMAC accreditation for the pre-registration programs expires on the 31st December 2020, and without it Sydney Nursing School will not be able to run the pre-registration programs in 2021.

CONSULTATION

Consultation was between the School Management Committee, Curriculum Subcommittee, L&T Committee, as well as internal and external advisory panels.

Additional consultation has been made with Academic Modelling and DVC-E.

On the 2nd of July the proposal was put forward to the Education Committee. Following endorsement of the proposal it is now being recommended to the Faculty Board for approval on the 16th of July.

On the 16th of July the proposal was put forward to the FMH Faculty Board. Following approval of the proposal it is now put forward to Undergraduate Studies Committee for endorsement on the 28th of July.

IMPLEMENTATION

Changes will be required in Sydney Courses and the FMH Handbook.

COMMUNICATION

Changes will be required in Sydney Courses and the FMH Handbook.



THE UNIVERSITY OF
SYDNEY

Non-Confidential

Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	3.10

ATTACHMENTS

- Minor course amendment proposal
- UoS Table
- New and changed UoS proposals
- Study plan

Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Ms Louise Harrison

1. **Name of award course**

Bachelor of Nursing

2. **Purpose of proposal**

Nursing is in the process of renewing our accreditation of the pre-registration nursing programs through ANMAC. This review process has brought about some minor changes to the programs we intend to deliver. The changes to the program will take place from S1, 2021. There have been changes to several of the units in the Bachelor of Nursing (BN).

New unit proposals have been completed to capture the changes to the units.

3. **Details of amendment**

Provide specific references from the relevant Resolutions of the Faculty or Course Resolutions and clearly indicate where the proposed change is being made. Underline proposed additions and strikethrough proposed deletions.

NURS20042009 Understanding Mental Health and Illness Promoting Well-being and Mental Health

Some minor additions to content. Change from ~~theory only unit~~ to a clinical unit (80 hours of attached clinical placement hours). Experiential Learning

NURS3040 NURS2011 Managing Chronic Conditions

This unit was originally a third-year unit and has swapped places with NURS2002. We are requesting a change in course code to NURS2XXX to accurately reflect where the unit is offered on the table.

NURS2002 Child and Adolescent Care and Health

NURS3018 Paediatric, Child and Youth Nursing

This unit was initially offered in the 2nd year of the program, and has since been moved to a 3rd year unit. We request a change of the course code to NURS3XXX to accurately reflect where the unit is offered on the table.

NURS3011 First line intervention

NURS3019 Complexities of care

Content changes: Whilst still including the original content in line with triage and 1st line intervention, this unit as a final semester unit of study, now incorporates more critical thinking and problem-solving activities to prepare students for the realities of nursing work, There will be no mass casualty exercise.

NURS2007 NURS2010 Clinical Practice in Mental Health

Clinical placements has been reduced by 40 hours, this is part of the clinical placement that is now part of Promoting Well-being and Mental Health (NURS20042010) clinical placement (+20-80-hrs)

NURS3012 Life Limiting Conditions and Palliation

Unit is changing from semester 2 to semester 1

NURS3007 Nursing the Critically Ill Person

Unit is changing from semester 1 to semester 2

4. Transitional arrangements

The preferred option is to enable students to transition into the newly accredited program. Nursing would like to comply with this and introduce the complete study pattern from 2021. Progression should not be impacted for the majority of currently enrolled students as the changes to the study pattern are minor. Students who fail one of the units that have been revised will be managed on an individualised basis and the most practical solution for ensuring progression will be mapped out. As there is no significant change to the structure of the program and all units are core to the degree, students who fail units in the program are managed as out of pattern in the current curriculum, and this will be managed in the same way under the new curriculum.

5. Other relevant information

6. Signature of Dean



Unit of study

**Credit
points**

**A: Assumed knowledge P:
Prerequisites C: Corequisites N:
Prohibition**

Session

Bachelor of Nursing (Advanced Studies)

Students must complete:

(a) 144 credit points of core units of study set out in the table below; and

(b) clinical experience as prescribed.

Full-time enrolment

Year 1

NURS1001 Health and Human Biology Human <u>Physiology</u>	6		Semester 1
NURS1002 Health Assessment	6	C NURS1004. Students unable to take NURS1002 and NURS1004 concurrently are advised to attempt NURS1004 before undertaking NURS1002.	Semester 1
NURS1003 Population Health to Personal Healthcare Population Health	6		Semester 1
NURS1004 Nursing Knowledge, Practice and Policy	6	C NURS1002. Students unable to take NURS1002 and NURS1004 concurrently are advised to attempt NURS1004 before undertaking NURS1002.	Semester 1
NURS1005 Interruptions to Normal Physiology Human <u>Pathophysiology</u>	6	P NURS1001	Semester 2

NURS1006 Understanding Experiences of Illness	6	P NURS1002	Semester 2
NURS1007 Health Research	6		Semester 2
NURS1008 Acute Care Nursing Practice	6	P NURS1002	Semester 2
Year 2			
NURS2001 Introduction to Pharmacology <u>Pharmacology and Therapeutics 1</u>	6	P 36 Year 1 credit points <u>of 1000 level units</u> including NURS1001 and NURS1005	Semester 1
NURS2003 Contexts of Health and Disease	6	P 36 Year 1 credit points <u>of 1000 level units</u>	Semester 1
NURS2004 Understanding Mental Health and Illness	6	P 36 Year 1 credit points including NURS1008	Semester 4
<u>NURS2009</u> <u>Promoting Well-being and Mental Health</u>	<u>6</u>	P <u>36 credit points of 1000 level units including NURS1008</u> <u>N</u> <u>NURS2004</u>	<u>Semester 1</u>
NURS2006 Ageing, Health and Care	6	P 36 Year 1 credit points <u>of 1000 level units</u> including NURS1008	Semester 1
NURS2005 Pharmacology, People and Practice <u>Pharmacology and Therapeutics 2</u>	6	P 36 Year 1 credit points <u>of 1000 level units</u> including and NURS2001	Semester 2
NURS2007 Clinical Practice in Mental Health	6	P 36 Year 1 credit points including NURS2004 <u>C</u> <u>NURS2005</u>	Semester 2

<u>NURS2010</u> <u>Clinical Practice in Mental Health</u>	<u>6</u>	<u>P 36 credit points of 1000 level units including and NURS2004 or NURS2009</u> <u>N NURS2007</u>	<u>Semester 2</u>
<u>NURS2008</u> <u>Indigenous People, Health and Care Aboriginal and Torres Strait Islander Health (BN[AS])</u>	6	<u>P 36 Year 1 credit points of 1000 level units including NURS1003</u> <u>N HSBH3001</u>	Semester 2
<u>NURS3010</u> <u>Managing Chronic Conditions</u>	6	<u>P 36 Year 1 credit points including NURS2006</u>	Semester 2
<u>NURS2011</u> <u>Managing Chronic Conditions</u>	<u>6</u>	<u>P 36 credit points of 1000 level units and NURS2006</u> <u>N NURS3010</u>	<u>Semester 2</u>
Year 3			
<u>NURS2002</u> <u>Child and Adolescent Health and Care</u>	6	<u>P 48 Year 1 credit points and 36 Year 2 credit points, including NURS3010</u>	Semester 4
<u>NURS3018</u> <u>Paediatric, Child and Youth Nursing</u>	<u>6</u>	<u>P 48 credit points of 1000 level units and 36 credit points of 2000 level units, including NURS3010 or NURS2011 and NURS2005</u> <u>N NURS2002</u>	<u>Semester 1</u>
<u>NURS3007</u> <u>Nursing the Critically Ill Person</u>	6	<u>P 48 credit points of 1000 level units and 36 credit points of 2000 level units, NURS3010 or NURS2011</u>	Semester 4 <u>Semester 2</u>
<u>NURS3008</u> <u>Community Health Nursing</u>	6	<u>P 48 Year 1 credit points of 1000 level units and 36 Year 2 credit points of 2000 level units, including NURS3010 or NURS2011</u>	Semester 1
<u>NURS3017</u> <u>Frameworks for Nursing Practice Frameworks for Practice (BN[AS])</u>	6	<u>P 48 Year 1 credit points of 1000 level units and 36 Year 2 credit points of 2000 level units including NURS2006</u> <u>N NURS3009</u>	Semester 1

NURS3011 First Line Intervention	6	P 48 Year 1 credit points and 36 Year 2 credit points and NURS3007	Semester 2
<u>NURS3019 Complexities of Care</u>	<u>6</u>	<u>P 48 credit points of 1000 level units and 36 credit points of 2000 level units including NURS3010 or NURS2011 and NURS3008</u> <u>N NURS3011</u>	<u>Semester 2</u>
NURS3012 Life Limiting Conditions and Palliation	6	P 48 Year 1 credit points of 1000 level units and 36 Year 2 credit points of 2000 level units including NURS3010 or NURS2011	Semester 2 <u>Semester 1</u>
NURS3015 Australian Health Care System	6	P 48 Year 1 credit points of 1000 level units and 36 Year 2 of 2000 level units credit points	Semester 2
NURS3016 Professional Practice (BN[AS])	6	P 48 Year 1 credit points of 1000 level units and 36 Year 2 of 2000 level units credit points (including NURS2006 and NURS2007 or NURS2010 and NURS2002 or <u>NURS3018, NURS3007 and NURS3010 or NURS2011</u>	Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
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Bachelor of Nursing (Advanced Studies)

Students must complete:

(a) 144 credit points of core units of study set out in the table below; and

(b) clinical experience as prescribed.

Part-time enrolment

Note for part-time enrolment, "Year" refers to the consecutive year of study if two units were undertaken per semester.

Year 1

NURS1001 Health and Human Biology <u>Human Physiology</u>	6		Semester 1
NURS1004 Nursing Knowledge, Practice and Policy	6	C NURS1002. Students unable to take NURS1002 and NURS1004 concurrently are advised to attempt NURS1004 before undertaking NURS1002.	Semester 1
NURS1005 Interruptions to Normal Physiology <u>Human Pathophysiology</u>	6	P NURS1001	Semester 2
NURS1007 Health Research	6		Semester 2

Year 2

NURS1002 Health Assessment	6	C NURS1004. Students unable to take NURS1002 and NURS1004 concurrently are advised to attempt NURS1004 before undertaking NURS1002.	Semester 1
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NURS1003 Population Health to Personal Healthcare <u>Population Health</u>	6		Semester 1
NURS1006 Understanding Experiences of Illness	6	P NURS1002	Semester 2
NURS1008 Acute Care Nursing Practice	6	P NURS1002	Semester 2
Year 3			
NURS2001 Introduction to Pharmacology <u>Pharmacology and Therapeutics 1</u>	6	P 36 Year 4 credit points of 1000 level units including NURS1001 and NURS1005	Semester 1
NURS2003 Contexts of Health and Disease	6	P 36 Year 4 credit points of 1000 level units	Semester 1
NURS2005 Pharmacology, People and Practice <u>Pharmacology and Therapeutics 2</u>	6	P 36 Year 4 credit points of 1000 level units and NURS2001	Semester 2
NURS2008 Indigenous People, Health and Care <u>Aboriginal and Torres Strait Islander Health (BN[AS])</u>	6	P 36 Year 4 credit points of 1000 level units including NURS1003 N HSBH3001	Semester 2
Year 4			
NURS2004	6	P 36 Year 1 credit points including NURS1008	Semester 4

Understanding Mental Health and Illness			
<u>NURS2009 Promoting Well-being and Mental Health</u>	<u>6</u>	<u>P 36 credit points of 1000 level units including NURS1008</u> <u>N NURS2004</u>	<u>Semester 1</u>
NURS2006 Ageing, Health and Care	6	<u>P 36 Year 1 credit points of 1000 level units including NURS1008</u>	Semester 1
NURS2007 Clinical Practice in Mental Health	6	P 36 Year 1 credit points including NURS2004 C NURS2005	Semester 2
<u>NURS2010 Clinical Practice in Mental Health</u>	<u>6</u>	<u>P 36 credit points of 1000 level units including NURS2004 or NURS2009</u> <u>N NURS2007</u>	<u>Semester 2</u>
NURS3010 Managing Chronic Conditions	6	P 36 Year 1 credit points including NURS2006	Semester 2
<u>NURS2011 Managing Chronic Conditions</u>	<u>6</u>	<u>P 36 credit points of 1000 level units and NURS2006</u> <u>N NURS3010</u>	<u>Semester 2</u>
Year 5			
NURS2002 Child and Adolescent Health and Care	6	P 48 Year 1 credit points and 36 Year 2 credit points, including NURS3010	Semester 4
<u>NURS3018 Paediatric, Child and Youth Nursing</u>	<u>6</u>	<u>P 48 credit points of 1000 level units and 36 credit points of 2000 level units, including NURS3010 or NURS2011</u> <u>N NURS2002</u>	<u>Semester 1</u>
NURS3007 Nursing the Critically Ill Person	6	P 48 Year 1 credit points (including NURS1008) and 36 Year 2 credit points	

NURS3007 Nursing the Critically Ill Person	6	P 48 Year 1 credit points of 1000 level units and 36 Year 2 credit points of 2000 level units including NURS3010 or NURS2011	Semester 4 <u>Semester 2</u>
NURS3012 Life Limiting Conditions and Palliation	6	P 48 Year 1 credit points of 1000 level units and 36 Year 2 credit points of 2000 level units including NURS3010 or NURS2011	Semester 2 <u>Semester 1</u>
NURS3015 Australian Health Care System	6	P 48 Year 1 credit points of 1000 level units and 36 Year 2 credit points of 2000 level units	Semester 2
Year 6			
NURS3008 Community Health Nursing	6	P 48 Year 1 credit points of 1000 level units and 36 Year 2 credit points of 2000 level units , including NURS3010 or NURS2011	Semester 1
NURS3017 Frameworks for Nursing Practice Frameworks for Practice (BN(AS))	6	P 48 Year 1 credit points of 1000 level units and 36 Year 2 credit points of 2000 level units N NURS3009	Semester 1
NURS3011 First Line Intervention	6	P 48 Year 1 credit points and 36 Year 2 credit points and NURS3007	Semester 2
<u>NURS3019 Complexities of Care</u>	<u>6</u>	P <u>48 credit points of 1000 level units and 36 credit points of 2000 level units including NURS3010 or NURS2011 and NURS3008</u> N <u>NURS3011</u>	<u>Semester 2</u>
NURS3016 Professional Practice - (BN[AS])	6	P 48 Year 1 credit points of 1000 level units and 36 Year 2 credit points of 2000 level units including NURS2006 and NURS2007 or NURS2010 and NURS2002 or NURS3018 and NURS3007 and NURS3010 or <u>NURS2011</u>	Semester 2

Faculty of Medicine and Health
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form)

1. Unit of Study Name:

Max 45 Characters including spaces
Do not include ampersands (&)
Avoid abbreviations

Promoting Well-being and Mental Health

2. Faculty, School and Discipline:

FMH, Sydney Nursing School

3. Unit of Study Preferred Code:

4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002

NURS2009

4. ASCED Code:

List of codes available at: <http://www.planning.usyd.edu.au/pubs.htm>

060305

5. Credit Point Value:

IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.

6

6. Session(s) Offered:

Refer to guidelines for list of available sessions

Semester 1

7. Delivery Mode:

Refer to guidelines for list of available delivery modes

ND - Normal

8. Course(s) Associated With this Unit of Study:

name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)

Bachelor of Nursing (FT and PT)

9. Description of Course for Handbook:

No more than 200 words and no lists

This unit of study is based on the understanding that well-being is a multifaceted construct composed of various elements related to physical and mental health, as well as social determinants of health. Most people will experience challenges to their well-being during their lifetime, and almost half the population will experience a mental health issue at some point. This unit of study addresses the principle that knowledge of psychosocial well-being and mental health is essential for all nurses, regardless of their practice setting or the populations with whom they work.

The unit is underpinned by a biopsychosocial approach, incorporates a well-being framework and is informed by the determinants of health. Students will be introduced to the broad construct of well-being while also exploring mental health and mental health issues across the lifespan (perinatal, child and adolescent, adult, older person), and in relation to different cultural groups (e.g. Aboriginal and Torres Strait Islander peoples; CALD groups). Using the context of a whole-person and network/community in partnership approach, students will explore the role of the nurse in promoting well-being and mental health and supporting people to manage the effects of compromised mental health. Promotion of and threats to well-being broadly, and mental health more specifically, are also explored through healthcare principles and practices related to quality and safety and co-design.

	<p>Students will develop understanding about the elements of well-being, including mental health, and how to promote them. They will also develop foundation knowledge about the characteristics of a range of mental health issues and conditions and will become informed about practices to support people in their recovery. Students will learn about and practice core clinical skills that will prepare them to provide well-being focused and culturally safe nursing care. These skills include effective interpersonal communication with people across the life span, culturally safe interactions with Aboriginal and Torres Strait Islander peoples and people from diverse cultural backgrounds, and development of therapeutic relationships.</p>
<p>10. Classes: All lowercase characters and very abbreviated, with no full stops</p>	<p>13x2-hr lectures, 7x2-hr tutorials, 5x2-hr clinical simulation labs, and professional experience placement (80-hrs)</p>
<p>11. Assessment: All lowercase characters and very abbreviated, with no full stops</p>	<p>Essay 30%, presentation 20%, written exam 50%, mental status exam s/us, therapeutic communication skills s/us, professional experience placement s/us</p>
<p>11A. Assessment Markscheme: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)</p>	<p>UOSM01</p>
<p>12. Unit Coordinator(s): Titles, names separated by commas and no full stops (for the handbook)</p>	<p>Sophie Isobel</p>
<p>12 A. Unit Coordinator (1 x only) Contact Name and Staff ID (for Sydney Student queries)</p>	<p>Sophie Isobel 1174534 -</p>
<p>13. Textbook(s): Please end with a full stop.</p>	
<p>14. Prerequisites: Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.</p>	<p><u>36 credit points of 1000 level units including NURS1008</u></p>
<p>15. Co-requisites: As for prerequisite units of study.</p>	
<p>16. Prohibition: As for prerequisite units of study.</p>	<p>NURS2004</p>
<p>17. Departmental Permission required: if YES, provide a reason.</p>	
<p>18. Additional Information:</p>	<p>Experiential Learning, PI – Placement or internship Replacing NURS2004</p>

19. Assumed Knowledge:

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20. Departmental Share:

Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%

Sydney Nursing School 100%

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Approvals

Head of School/Discipline or delegated authority:

Associate Dean (Education):

Name:

Name:

Signature:

Signature:

Date:

Date:

Your contact details:

Name:

Phone:

Fax:

Email:

Faculty of Medicine and Health
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form)

<p>1. Unit of Study Name: Max 45 Characters including spaces Do not include ampersands (&) Avoid abbreviations</p>	<p>Paediatric, Child and Youth Nursing</p>
<p>2. Faculty, School and Discipline:</p>	<p>FMH, Sydney Nursing School</p>
<p>3. Unit of Study Preferred Code: 4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002</p>	<p>NURS3018</p>
<p>4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm</p>	<p>060301</p>
<p>5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.</p>	<p>6</p>
<p>6. Session(s) Offered: Refer to guidelines for list of available sessions</p>	<p>Semester 1</p>
<p>7. Delivery Mode: Refer to guidelines for list of available delivery modes</p>	<p>ND - Normal</p>
<p>8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)</p>	<p>Bachelor of Nursing (FT and PT)</p>
<p>9. Description of Course for Handbook: No more than 200 words and no lists</p>	<p>This unit of study introduces students to children and young peoples' nursing. Essential skills and knowledge required for paediatric, child and youth health nursing across a variety of clinical and community settings will prepare students for critical thinking and problem solving within this field. The content of the unit focuses on contemporary issues impacting the health of children, young people, and their families. In doing so, students will be provided with the opportunity to examine interventions and strategies aimed at improving health outcomes.</p>
<p>10. Classes: All lowercase characters and very abbreviated, with no full stops</p>	<p>8x2-hr lectures, 7x2-hr tutorials, 5x2-hr clinical simulation labs, and professional experience placement (80-hrs)</p>
<p>11. Assessment: All lowercase characters and very abbreviated, with no full stops</p>	<p>Written assignment 50%, written exam 50%, professional experience placement s/us</p>
<p>11A. Assessment Markscheme: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)</p>	<p>UOSM01</p>
<p>12. Unit Coordinator(s): Titles, names separated by commas and no full stops (for the handbook)</p>	<p>Jennifer Fraser</p>
<p>12 A. Unit Coordinator (1 x only) Contact Name and Staff ID (for Sydney Student queries)</p>	<p>Jennifer Fraser 1117702 -</p>

13. Textbook(s):
Please end with a full stop.

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14. Prerequisites:
Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.

48 credit points of 1000 level units and 36 credit points of 2000 level units, including NURS3010 or NURS2011 and NURS2005
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15. Co-requisites:
As for prerequisite units of study.

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16. Prohibition:
As for prerequisite units of study.

NURS2002

17. Departmental Permission required: if YES, provide a reason.

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18. Additional Information:

Experiential Learning, PI – Placement or internship Replacing NURS2002

19. Assumed Knowledge:

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20. Departmental Share:
Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%

Sydney Nursing School 100%

Approvals

Head of School/Discipline or delegated authority:

Associate Dean (Education):

Name:

Name:

Signature:

Signature:

Date:

Date:

Your contact details:

Name:

Phone:

Fax:

Email:

Faculty of Medicine and Health
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form)

1. Unit of Study Name:

Max 45 Characters including spaces
Do not include ampersands (&)
Avoid abbreviations

Life-Limiting Conditions and Palliation

2. Faculty, School and Discipline:

FMH, Sydney Nursing School

3. Unit of Study Preferred Code:

4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002

NURS3012

4. ASCED Code:

List of codes available at: <http://www.planning.usyd.edu.au/pubs.htm>

060301

5. Credit Point Value:

IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.

6

6. Session(s) Offered:

Refer to guidelines for list of available sessions

Semester 1 Semester 2

7. Delivery Mode:

Refer to guidelines for list of available delivery modes

ND - Normal

8. Course(s) Associated With this Unit of Study:

name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)

Bachelor of Nursing (FT and PT)

9. Description of Course for Handbook:

No more than 200 words and no lists

This unit of study focuses on the meaning and management of life-limiting illness, palliation and end-of-life care. Recognising that palliative care is a concept of care that is relevant in many different healthcare contexts, students undertaking this unit will examine the use of a palliative approach together with end-of-life care, in the community and across a variety of healthcare settings. A lifespan approach with an emphasis on person-centred care and the importance of effective communication in managing life-limiting conditions will be used, and the notion of dignity as a core component of the nurse's therapeutic relationship with patients and their families explored.

The most common life-limiting conditions will be identified and evidence-based best practice guidelines for palliation and symptom management used both nationally and internationally will be examined. The role nurses play as members of the interdisciplinary healthcare team delivering person-centred care, and their relationships with patients, families as partners in care will also be addressed in this unit. Students will also explore the concepts of dying, death, loss, grief and bereavement from different cultural and social perspective

10. Classes:

All lowercase characters and very abbreviated, with no full stops

10x2-hr lectures, 15hr tutorials

0545

<p>11. Assessment: All lowercase characters and very abbreviated, with no full stops</p>	<p>In class quizzes 20%, presentation and peer evaluation 25%, written report 55%</p>
<p>11A. Assessment Markscheme: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)</p>	<p>UOSM01</p>
<p>12. Unit Coordinator(s): Titles, names separated by commas and no full stops (for the handbook)</p>	<p>Peta McVey</p>
<p>12 A. Unit Coordinator (1 x only) Contact Name and Staff ID (for Sydney Student queries)</p>	<p>Peta McVey 1051555</p>
<p>13. Textbook(s): Please end with a full stop.</p>	
<p>14. Prerequisites: Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.</p>	<p>48 Year 1 credit points <u>of 1000 level units</u> and 36 Year 2 credit points <u>of 2000 level units</u> including NURS3010 or NURS2011</p>
<p>15. Co-requisites: As for prerequisite units of study.</p>	
<p>16. Prohibition: As for prerequisite units of study.</p>	
<p>17. Departmental Permission required: if YES, provide a reason.</p>	
<p>18. Additional Information:</p>	
<p>19. Assumed Knowledge:</p>	
<p>20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%</p>	<p>Sydney Nursing School 100%</p>

Approvals

<p>Head of School/Discipline or delegated authority:</p>	<p>Associate Dean (Education):</p>
<p>Name:</p>	<p>Name:</p>
<p>Signature:</p>	<p>Signature:</p>
<p>Date:</p>	<p>Date:</p>

Your contact details:

Name:	
Phone:	
Fax:	
Email:	

Faculty of Medicine and Health
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form)

1. Unit of Study Name:

Max 45 Characters including spaces
Do not include ampersands (&)
Avoid abbreviations

Nursing the Critically Ill Person

2. Faculty, School and Discipline:

FMH, Sydney Nursing School

3. Unit of Study Preferred Code:

4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002

NURS3007

4. ASCED Code:

List of codes available at: <http://www.planning.usyd.edu.au/pubs.htm>

060301

5. Credit Point Value:

IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.

6

6. Session(s) Offered:

Refer to guidelines for list of available sessions

Semester 1 Semester 2

7. Delivery Mode:

Refer to guidelines for list of available delivery modes

ND - Normal

8. Course(s) Associated With this Unit of Study:

name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)

Bachelor of Nursing (FT and PT)

9. Description of Course for Handbook:

No more than 200 words and no lists

This unit of study introduces students to the concept of critical care nursing and the impact critical illness has on those close to the ill, injured or recovering person. Critical care nurses are often required to function in an environment that is high stress and to provide care for patients whose clinical instability is often life threatening. Whilst focusing on the adult patient who is critically unstable, this unit concentrates on efficient nursing assessment, diagnosis and nursing interventions required as well as the importance of an interdisciplinary approach for comprehensive care. Documentation and communication for safety are essential elements that will be a focus of this unit. Clinical application of theoretical content will include pathophysiology, pharmacology and management modalities. As the critical care environment contains many forms of technology that aid the care of these patient, this unit will explore the role of digital health technology in the continuous monitoring of critical care patients, recognising and responding to acute deterioration, and the importance of using assessment data to guide ongoing care planning.

~~Critical care nurses provide care for patients whose clinical instability is life threatening. This unit of study introduces students to the concept of critical care nursing and the impact a critical illness has on those close to the ill or recovering person. While focusing on the adult patient who is critically unstable, this unit concentrates on the nursing assessment, diagnosis and nursing interventions required in their management. Clinical application of theoretical content will include pathophysiology, pharmacology and management modalities. This unit also explores how technology~~

<p>10. Classes: All lowercase characters and very abbreviated, with no full stops</p>	<p>can assist in the continuous monitoring of patients in these environments. It advances previously learned knowledge and clinical decision making skills gained in first and second year units of study, and in particular: Health Assessment, Acute Care and Nursing Practice and Pharmacology, People and Practice.</p>
<p>11. Assessment: All lowercase characters and very abbreviated, with no full stops</p>	<p>9x2-hr lectures, 7x2-hr tutorials, 6x2-hr clinical simulation labs, 80hrs professional experience placement</p>
<p>11A. Assessment Markscheme: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)</p>	<p>Essay 50%, written exam 50%, professional experience placement s/us</p>
<p>12. Unit Coordinator(s): Titles, names separated by commas and no full stops (for the handbook)</p>	<p>UOSM01</p>
<p>12 A. Unit Coordinator (1 x only) Contact Name and Staff ID (for Sydney Student queries)</p>	<p>TANEAL WISEMAN</p>
<p>13. Textbook(s): Please end with a full stop.</p>	<p>TANEAL WISEMAN 1150305</p>
<p>14. Prerequisites: Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.</p>	<p></p>
<p>15. Co-requisites: As for prerequisite units of study.</p>	<p>48 Year 1 credit points and 36 Year 2 credit points <u>NURS2011 or NURS3010</u></p>
<p>16. Prohibition: As for prerequisite units of study.</p>	<p></p>
<p>17. Departmental Permission required: if YES, provide a reason.</p>	<p></p>
<p>18. Additional Information:</p>	<p></p>
<p>19. Assumed Knowledge:</p>	<p></p>
<p>20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%</p>	<p>Sydney Nursing School 100%</p>

Approvals

<p>Head of School/Discipline or delegated authority:</p>	<p>Associate Dean (Education):</p>
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Name:	Name:
Signature:	Signature:
Date:	Date:

Your contact details:

Name:	
Phone:	
Fax:	
Email:	

Faculty of Medicine and Health
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form)

1. Unit of Study Name:
Max 45 Characters including spaces
Do not include ampersands (&)
Avoid abbreviations

Clinical Practice in Mental Health

2. Faculty, School and Discipline:

FMH, Sydney Nursing School

3. Unit of Study Preferred Code:
4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002

NURS2010

4. ASCED Code:
List of codes available at: <http://www.planning.usyd.edu.au/pubs.htm>

060305

5. Credit Point Value:
IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.

6

6. Session(s) Offered:
Refer to guidelines for list of available sessions

Semester 2

7. Delivery Mode:
Refer to guidelines for list of available delivery modes

ND - Normal

8. Course(s) Associated With this Unit of Study:
name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)

Bachelor of Nursing (FT and PT)

9. Description of Course for Handbook:
No more than 200 words and no lists

This practice-focused unit of study is the second mental health nursing unit in the BN(AS) program and builds on the foundational knowledge and skills gained in *NURS2XXX Promoting Wellbeing and Mental Health*. Using a scaffolded approach, this unit provides students with an opportunity to extend their understanding of mental health problems and to explore a range of complex mental health issues across the lifespan. The mental health needs of specific populations are explored, including infants, children, adolescents and older persons. Issues inherent to perinatal and maternal mental health are also examined. A focus on therapeutic approaches used in mental health, including specific individual and group evidence-based interventions, will provide students with the opportunity to further develop their knowledge and skills in this area.

The unit aims to strengthen students' fundamental knowledge and skills to ensure they are well equipped to provide evidence-based interventions and contribute to service developments that promote socially inclusive mental healthcare for individuals, families and communities. Comprehensive and holistic approaches that will be examined include recovery focused and supportive interventions, in which nurses partner with consumers to enable them to take control of their own mental health and wellbeing.

10. Classes:
All lowercase characters and very abbreviated, with no full stops

13x2-hr lectures, 7x2hr tutorials, x2hr Clinical Simulation Labs, 80hr Professional Experience Placement

<p>11. Assessment: All lowercase characters and very abbreviated, with no full stops</p>	<p>presentation 20%, brief report 30%, exam 50%, clinical performance appraisal s/u, professional experience placement s/u</p>
<p>11A. Assessment Markscheme: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)</p>	<p>UOSM01</p>
<p>12. Unit Coordinator(s): Titles, names separated by commas and no full stops (for the handbook)</p>	<p>TBC</p>
<p>12 A. Unit Coordinator (1 x only) Contact Name and Staff ID (for Sydney Student queries)</p>	<p>TBC</p>
<p>13. Textbook(s): Please end with a full stop.</p>	
<p>14. Prerequisites: Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.</p>	<p><u>36 credit points of 1000 level units and NURS2004 or NURS2009</u></p>
<p>15. Co-requisites: As for prerequisite units of study.</p>	
<p>16. Prohibition: As for prerequisite units of study.</p>	<p>NURS2007</p>
<p>17. Departmental Permission required: if YES, provide a reason.</p>	
<p>18. Additional Information:</p>	<p>Replacing NURS2007 Has experiential learning</p>
<p>19. Assumed Knowledge:</p>	
<p>20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%</p>	<p>Sydney Nursing School 100%</p>

Approvals

<p>Head of School/Discipline or delegated authority:</p>	<p>Associate Dean (Education):</p>
<p>Name:</p>	<p>Name:</p>
<p>Signature:</p>	<p>Signature:</p>
<p>Date:</p>	<p>Date:</p>

Your contact details:

Name:

Phone:

Fax:

Email:

Faculty of Medicine and Health
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form)

1. Unit of Study Name:

Max 45 Characters including spaces
Do not include ampersands (&)
Avoid abbreviations

Complexities of Care

2. Faculty, School and Discipline:

FMH, Sydney Nursing School

3. Unit of Study Preferred Code:

4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002

NURS3019

4. ASCED Code:

List of codes available at: <http://www.planning.usyd.edu.au/pubs.htm>

060301

5. Credit Point Value:

IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.

6

6. Session(s) Offered:

Refer to guidelines for list of available sessions

Semester 2

7. Delivery Mode:

Refer to guidelines for list of available delivery modes

ND - Normal

8. Course(s) Associated With this Unit of Study:

name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)

Bachelor of Nursing (FT and PT)

9. Description of Course for Handbook:

No more than 200 words and no lists

This final semester unit of study prepares students for the realities of nursing work, focusing on best nursing practice and the decision-making skills required to care for multiple patients with complex care needs. Students will build on and consolidate theoretical and practical knowledge gained from other units in the degree program and will have the opportunity to think critically about the clinical, social and organisational complexities they will face as registered nurses.

A critical enquiry approach will be used to identify contextual factors that influence decision making in the context of contemporary practice and health service delivery. Students will explore critical issues and challenges affecting nursing practice and healthcare. These include the rate, pace and scope of change in contemporary health care settings, most common 'ways of working' in nursing today, the challenge of integrating high levels of automation with person centred care, the impact of the digital revolution and emerging artificial intelligence, the complexities of interdisciplinary teamwork in highly charged work environments, the increasing emphasis on patient self-management and associated role of family carers and supporters, and the

	<p>importance of discharge planning, prioritisation and patient advocacy.</p> <p>Underpinning the unit is a framework that places the patient and their family front and centre whatever the setting, recognising them as partners in care and incorporating appropriate communication, time management and critical reflection strategies.</p>
<p>10. Classes: All lowercase characters and very abbreviated, with no full stops</p>	<p>7x2-hr lectures, 8x2-hr tutorials, 4x3-hr clinical labs</p>
<p>11. Assessment: All lowercase characters and very abbreviated, with no full stops</p>	<p>Group presentation 20%, project 30%, written assessment 50%</p>
<p>11A. Assessment Markscheme: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)</p>	<p>UOSM01</p>
<p>12. Unit Coordinator(s): Titles, names separated by commas and no full stops (for the handbook)</p>	<p>Amanda Jane Currie</p>
<p>12 A. Unit Coordinator (1 x only) Contact Name and Staff ID (for Sydney Student queries)</p>	<p>Amanda Jane Currie 1125374 -</p>
<p>13. Textbook(s): Please end with a full stop.</p>	
<p>14. Prerequisites: Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.</p>	<p><u>48 credit points of 1000 level units and 36 credit points of 2000 level units including NURS3010 or NURS2011 and NURS3008</u></p>
<p>15. Co-requisites: As for prerequisite units of study.</p>	
<p>16. Prohibition: As for prerequisite units of study.</p>	<p>NURS3011</p>
<p>17. Departmental Permission required: if YES, provide a reason.</p>	
<p>18. Additional Information:</p>	<p>Replacing NURS3011</p>
<p>19. Assumed Knowledge:</p>	
<p>20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%</p>	<p>Sydney Nursing School 100%</p>

Approvals

Approvals	
Head of School/Discipline or delegated authority:	Associate Dean (Education):
Name:	Name:
Signature:	Signature:
Date:	Date:
Your contact details:	
Name:	
Phone:	
Fax:	
Email:	

Faculty of Medicine and Health
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form)

1. Unit of Study Name:

Max 45 Characters including spaces
Do not include ampersands (&)
Avoid abbreviations

Managing Chronic Conditions

2. Faculty, School and Discipline:

FMH, Sydney Nursing School

3. Unit of Study Preferred Code:

4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002

NURS2011

4. ASCED Code:

List of codes available at: <http://www.planning.usyd.edu.au/pubs.htm>

060301

5. Credit Point Value:

IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.

6

6. Session(s) Offered:

Refer to guidelines for list of available sessions

Semester 2

7. Delivery Mode:

Refer to guidelines for list of available delivery modes

ND - Normal

8. Course(s) Associated With this Unit of Study:

name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)

Bachelor of Nursing (FT and PT)

9. Description of Course for Handbook:

No more than 200 words and no lists

Central to this unit of study is the concept of self-management of chronic conditions and the principles and practices that support such management. The overall framework of the unit of study is the patient as partner approach, although a range of other frameworks for improving care of people with chronic conditions will be also explored.

The unit focuses on the role that nurses play in partnering with consumers who are living in the community with chronic conditions. The role of nurses in health promotion and early intervention within an interdisciplinary team will be explored. A lifespan approach will be used when discussing the occurrence of chronic conditions in the community and strategies that make self-management interventions sustainable for individuals from diverse social and cultural backgrounds will be examined. Students will learn about the most common chronic conditions and co-morbidities in the Australian population and the diverse range of factors and social determinants of health that increase the likelihood of people developing chronic conditions. The management of common chronic co-morbidities among Aboriginal and Torres Strait people will also be addressed.

<p>10. Classes: All lowercase characters and very abbreviated, with no full stops</p>	<p>The unit also recognises that for effective management of chronic conditions there is a need for clinical governance, safety and quality systems. This includes the use of digital health technology to facilitate effective communication across multiple settings within the healthcare system.</p>
<p>11. Assessment: All lowercase characters and very abbreviated, with no full stops</p>	<p>13x2-hr lectures, 6x2-hr tutorials, 6x2-hr clinical simulation labs, and clinical placement (80-hrs)</p>
<p>11A. Assessment Markscheme: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)</p>	<p>Care plan 50%, written exam 50%, CPA s/us, prof experience placement s/us</p>
<p>12. Unit Coordinator(s): Titles, names separated by commas and no full stops (for the handbook)</p>	<p>UOSM01</p>
<p>12 A. Unit Coordinator (1 x only) Contact Name and Staff ID (for Sydney Student queries)</p>	<p>Tebbin Koo</p>
<p>13. Textbook(s): Please end with a full stop.</p>	<p>Tebbin Koo 1033605-</p>
<p>14. Prerequisites: Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.</p>	<p></p>
<p>15. Co-requisites: As for prerequisite units of study.</p>	<p><u>36 credit points of 1000 level units and NURS2006</u></p>
<p>16. Prohibition: As for prerequisite units of study.</p>	<p></p>
<p>17. Departmental Permission required: if YES, provide a reason.</p>	<p>NURS3010</p>
<p>18. Additional Information:</p>	<p></p>
<p>19. Assumed Knowledge:</p>	<p>Experiential Learning, PI – Placement or internship Replacing NURS3010</p>
<p>20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%</p>	<p></p> <p>Sydney Nursing School 100%</p>

Approvals

Head of School/Discipline or delegated authority:		Associate Dean (Education):	
Name:		Name:	
Signature:		Signature:	
Date:		Date:	
Your contact details:			
Name:			
Phone:			
Fax:			
Email:			

Study plans for Bachelor of Nursing (Advanced Studies)

As changes to the program are minimal, our preferred option is to transition all current students into the newly accredited program as from Semester 1, 2021, the only exclusion being students in their final semester of third year who will enrol in the *NURS3016 Professional Practice* unit in 2021.

NURS3016 Professional Practice unit requires teach-out arrangements as the current unit has 120 hours of clinical placement and students will need to meet the required 880 hours of clinical placement. In 2022 this unit will be replaced with the new *NURS3XXX Transition to Practice (BN[AS])* unit (80 hours of clinical placement). A cohort of 4 part-time students, who are currently in Year 4, will enrol in *NURS3XXX Transition to Practice (BN[AS])* in 2022. As they will be affected by this teach-out arrangement they will be required to do one extra week (40 hours) of clinical placement in *NURS3XXX Transition to Practice (BN[AS])*.

Teach-out arrangement scenarios for out of pattern students

Scenario	Response
1. A student failed <i>NURS2004 Understanding Mental Health and Illness</i> in 2020	They would enrol in <i>NURS2009 Promoting Well-being and Mental Health</i> . This unit is a replacement of <i>NURS2004</i> with the addition of 80 hrs of clinical placement and assessment changes.
2. A student failed <i>NURS2007 Clinical Practice in Mental Health</i> (120 hrs of clinical placement) in 2020	They would enrol in <i>NURS2010 Clinical Practice in Mental Health</i> (80 hrs of clinical placement) in 2021 and do one extra week (40 hours) of clinical placement in <i>NURS2010</i> to meet the 880 hours of clinical placement as per our accredited program. A student's clinical placement hours are carefully tracked through SONIA so this will trigger the student's need to complete more clinical hours.
3. A student failed <i>NURS3010 Managing Chronic Conditions</i> in 2020	They would enrol in <i>NURS2011 Managing Chronic Conditions</i> . This unit is a replacement of <i>NURS3010</i> with unit code and name change only.
4. A student failed <i>NURS2002 Child and Adolescent Health and Care</i> in 2020	They would enrol in <i>NURS3018 Paediatric, Child and Youth Nursing</i> . This unit is a replacement of <i>NURS2002</i> with unit code and name change only.
5. A student failed <i>NURS3011 First Line Intervention</i> in 2020	They would enrol in <i>NURS3019 Complexities of Care</i> . This unit is similar to <i>NURS3011 First Line Intervention</i> , just renamed and more complex case studies included.
6. A student failed <i>NURS3016 Professional Practice (BN[AS])</i> (120 hrs of clinical placement) in 2021	They would enrol in <i>NURS3XXX Transition to Practice (BN[AS])</i> in 2022 and do one extra week (120 hours in total) of clinical placement to meet the 880 hours of clinical placement as per our accredited program. A student's clinical placement hours are carefully tracked through SONIA so this will trigger the student's need to complete more clinical hours.
7. A student completed <i>NURS2004 Understanding Mental Health and Illness</i> and <i>NURS2007 Clinical Practice in Mental Health</i> (120 hrs of clinical placement) and was unable to enrol <i>NURS3016 Professional Practice (BN[AS])</i> (120 hrs of clinical placement) in 2021	They would enrol in <i>NURS3XXX Transition to Practice (BN[AS])</i> in 2022 and do one extra week (120 hours in total) of clinical placement to meet the 880 hours of clinical placement as per our accredited program. A student's clinical placement hours are carefully tracked through SONIA so this will trigger the student's need to complete more clinical hours.



THE UNIVERSITY OF
SYDNEY

Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	3.11

Non-Confidential

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Nanoscience and Nanotechnology program
Proposed Year of Implementation	2021
Faculty Approval Date	30 June 2020
Purpose	To amend the Nanoscience and Nanotechnology program unit of study table to reduce the 4000-level core and increase selective choice.
Proposal Presenter	Professor Pauline Ross

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board approve the proposal from the Faculty of Science to amend the unit of study table A for Nanoscience and Nanotechnology with effect from 1 January 2021.

EXECUTIVE SUMMARY

The proposed change includes:

- Changing the requirement of 12cp 4000-level core, to 6cp of 4000-level core, with the remaining 6cp being chosen from the selective list
- Introducing a second list of 4000-level selectives which opens choice into units that complement the program: PHYS4015, PHYS4016, PHYS4017, SCIE4001, SCIE4002, SCIE4003 and SCIE5004
- The inclusion of new units, foreshadowed in previous proposals, but now with their final codes and names: NANO4001 Modern Nanoscience, NANO4888 Applied Nanotechnology Project, NANO4103-6 Nanoscience and Nanotechnology Honours A
- The inclusion of a new unit from Engineering into the 4000-level or higher selective list BMET5911 Advanced Instrumentation for Nanotechnology
- The inclusion of BMET thesis units BMET411 and BMET4112

CONSULTATION

The Faculty of Engineering have formally endorsed the proposed amendment. The Academic Model Team have been consulted and are prepared to execute the changes in the proposal.

The proposal was approved by the Board of Interdisciplinary Studies via circulation. Additional changes arising from this meeting include:

- An update to the table to remove statement 'Advanced coursework project' as it is redundant from 2021
- The addition of BMET thesis units (BMET4111 and BMET4112) upon request of the Faculty of Engineering

During the circulation, a member queried the design purpose of having program selective lists 1 and 2 and the differential factors between the two lists. It was clarified that List 1 contains units that have Nano content, and List 2 are other 4000-level units that may assist in a students future career plans but do not contain Nano content. A similar model is used in several of the other Science Honours areas.



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	28 July 2020
Item No	3.11

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Nanoscience and Nanotechnology unit of study table

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager, Curriculum and Quality

1. **Name of award course**

Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Engineering Honours/Bachelor of Science

2. **Purpose of proposal**

To amend the table of units of study for the Nanoscience and Nanotechnology program to update the 4000-level units.

3. **Details of amendment**

*Nanoscience and Nanotechnology program
A program in Nanoscience and Nanotechnology requires 108 credit points from this table including:*

- (i) A 48 credit point major in Chemistry or Physics*
- (ii) 12 credit points of 1000-level program core units*
- (iii) 12 credit points of 2000-level program core units*
- (iv) 12-6 credit points 4000-level program core units*
- (v) 24-30 credit points of 4000-level or higher units according to the following rules:*
 - (a) For students undertaking advanced coursework in the Nanoscience and Nanotechnology: 12 credit points of 4000-level project units, and 12 credit points of 4000-level program selective List 1 units and 6 credit points of program selective List 1 or List 2 units*
 - (b) For students undertaking honours in Nanoscience and Nanotechnology: 24 credit points of 4000-level honours project units (by departmental permission only) and 6 credit points of program selective List 1 units; or*
 - (c) For students in the Bachelor of Engineering Honours/Bachelor of Science: 12 credit points of 4000-level Engineering thesis units, and 12 credit points of 4000-level program selective List 1 units and 6 credit points of program selective List 1 or List 2 units*

*4000-level units of study
Add NANO4001 to Program Core
Add NANO4888 to Project
Add NANO4103-6 and SCIE4999 to Honours project
Rename selective list to "Program Selective – List 1"; add BMET5911
Add BMET4111 and BMET4112 to Engineering Honours thesis
Create "Program Selective – List 2" and add PHYS4015, PHYS4016, PHYS4017, SCIE4001, SCIE4002, SCIE4003, SCIE5004*

4. **Transitional arrangements**

The students currently enrolled in the Nanoscience program (30 in total) will have this new structure applied to them. None of the students are currently in their "fourth" year; and only one student will be in 2021.

5. **Other relevant information**

While it was anticipated during the curriculum renewal process that two core coursework units would be developed for the Nanoscience and Nanotechnology program, at the point of unit proposal and development it was decided to offer only one core and open up opportunities for students to access more of the selective units.

6. **Signature of Dean**



Professor Iain M Young
Dean, Faculty of Science
03.07.2020

NANOSCIENCE AND NANOTECHNOLOGY

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<p>NANOSCIENCE AND NANOTECHNOLOGY</p>			
<p>Advanced coursework and projects will be available in 2021 for students who complete this stream.</p>			
<p>Nanoscience and Nanotechnology program</p>			
<p>A program in Nanoscience and Nanotechnology requires 108 credit points from this table including:</p>			
<p>(i) A 48 credit point major in Chemistry or Physics</p>			
<p>(ii) 12 credit points of 1000-level program core units</p>			
<p>(iii) 12 credit points of 2000-level program core units</p>			
<p>(iv) 42 <u>6</u> credit points 4000-level program core units</p>			
<p>(v) 24 <u>30</u> credit points of 4000-level <u>or higher</u> units according to the following rules:</p>			
<p>(a) For students undertaking advanced coursework in the Nanoscience and Nanotechnology: 12 credit points of 4000-level project units, and 12 credit points of 4000-level program selective <u>List 1 units and 6 credit points of program selective List 1 or List 2 units</u></p>			
<p>(b) For students undertaking honours in Nanoscience and Nanotechnology: 24 credit points of 4000-level honours project units (by departmental permission only) <u>and 6 credit points of program selective List 1 units</u>; or</p>			
<p>(c) For students in the Bachelor of Engineering Honours/Bachelor of Science: 12 credit points of 4000-level Engineering thesis units, and 12 credit points of 4000-level program selective <u>List 1 units and 6 credit points of program selective List 1 or List 2 units</u></p>			
<p>4000-level units of study</p>			
<p>Program Core</p>			
<p><u>NANO4001</u> <u>Modern</u> <u>Nanoscience</u></p>	<p><u>6</u></p>	<p><u>TBC</u></p>	<p><u>Semester 1</u></p>
<p>Project</p>			

<u>NANO4888</u> <u>Applied</u> <u>Nanotechnology</u> <u>Project</u>	<u>12</u>	<u>TBC</u>	<u>Semester 2</u>
Honours project			
<u>NANO4103</u> <u>Nanoscience and</u> <u>Nanotechnology</u> <u>Honours A</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u> <u>Semester 2</u>
<u>NANO4104</u> <u>Nanoscience and</u> <u>Nanotechnology</u> <u>Honours B</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u> <u>Semester 2</u>
<u>NANO4105</u> <u>Nanoscience and</u> <u>Nanotechnology</u> <u>Honours C</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u> <u>Semester 2</u>
<u>NANO4106</u> <u>Nanoscience and</u> <u>Nanotechnology</u> <u>Honours D</u>	<u>6</u>	<u>TBC</u>	<u>Semester 1</u> <u>Semester 2</u>
<u>SCIE4999</u> <u>Final Honours Mark</u>	<u>0</u>	<u>TBC</u>	<u>Semester 1</u> <u>Semester 2</u>
Engineering Honours thesis			
AMME4111 Thesis A	6	P 36 cp of any 3000- or higher level Engineering units of study N AMME4010 or AMME4122 or AMME4121 or BMET4111 or BMET4112 OR BMET4010 <i>Prospective students in Thesis A are expected to have consulted with supervisors and selected a topic of interest at the end of third year, guided by the advertised list of suggested thesis topics and supervisors. Availability of topics is limited and students should undertake to speak with prospective supervisors as soon as possible. Students who are unable to secure a supervisor and topic will be allocated a supervisor by the unit coordinator. Alternatively, students may do a thesis with a supervisor in industry or in another university department. In this case, the student must also find a second supervisor within the School of AMME.</i>	Semester 1 Semester 2

AMME4112 Thesis B	6	P 36 cp of any 3000- or higher level Engineering units of study N AMME4121 or AMME4010 or AMME4122 or BMET4111 or BMET4112 OR BMET4010	Semester 1 Semester 2
<u>BMET4111</u> Thesis A	<u>6</u>	P 36 cp of any 3000- or higher level units of study N <u>BMET4010 or AMME4111 or AMME4112 or AMME4010</u>	<u>Semester</u> <u>1</u> <u>Semester</u> <u>2</u>
<u>BMET4112</u> Thesis B	<u>6</u>	P 36 cp of any 3000- or higher level units of study N <u>BMET4010 or AMME4111 or AMME4112 or AMME4010</u>	<u>Semester</u> <u>1</u> <u>Semester</u> <u>2</u>
CHNG4811 Thesis A	6	A CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. Enrolment in this unit of study assumes that all core 3000 level chemical engineering units have been successfully completed. P CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. N CHNG4813 OR CHNG4814 OR CHNG4203 <i>Note: Department permission required for enrolment in the following sessions:Semester 2 This unit is available to only those students who have gained an entry to the Honours degree. School permission required for enrolment in semester 2.</i>	Semester 1 Semester 2
CHNG4812 Thesis B	6	A CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. Enrolment in this unit of study assumes that Honours Thesis A and all (six) core chemical engineering units of study in third year have been successfully completed C CHNG4811 N CHNG4813 OR CHNG4814 OR CHNG4203 <i>Note: Department permission required for enrolment in the following sessions:Semester 1 This unit is available to only those students who have gained an entry to the Honours degree. School permission required for enrolment in semester 1.</i>	Semester 1 Semester 2
CIVL4022 Thesis A	6	P 30 credit points of any 3000- or higher level units of study. N CIVL4203 <i>Note: Department permission required for enrolment in the following sessions:Semester 2 It is expected that the Thesis will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of Thesis coordinator and School's Director of Learning and Teaching and will only be</i>	Semester 1 Semester 2

		<i>allowed where there are good reasons for doing so. Students considering this option should discuss it with the Thesis coordinator at least one semester before they intend to start.</i>	
CIVL4023 Thesis B	6	P 30 credit points of any 3000- or higher level units of study. N CIVL4203 <i>Note: Department permission required for enrolment in the following sessions:Semester 1</i>	Semester 1 Semester 2
ELEC4712 Thesis A	6	P 36 cp of 3000- or higher level units of study N ELEC4714 <i>Note: Department permission required for enrolment Note that students require permission from the HOS to do both A and B units in the same Semester, and will have an accelerated assessment schedule. Note also that entry to Honours Thesis is by permission.</i>	Semester 1 Semester 2
ELEC4713 Thesis B	6	N ELEC4714 <i>Note: Department permission required for enrolment Note that students require permission from the HOS to do both A and B units in the same Semester, and will have an accelerated assessment schedule. Note also that entry to Honours Thesis is by permission.</i>	Semester 1 Semester 2
Program Selective – List 1			
PHYS4126 Quantum Nanoscience	6	A A major in physics including third-year quantum physics and third-year condensed matter physics P An average of at least 65 in 144 cp of units	Semester 2
AMME5271 Computational Nanotechnology	6	A Understanding of basic principles of Newtonian mechanics, physics and chemistry, fluid mechanics and solid mechanics. <i>Note: Department permission required for enrolment</i>	Semester 2
<u>BMET5911 Advanced Instrumentation for Nanotechnology</u>	<u>6</u>	<u>A</u> <u>The students need to have assumed knowledge in calculus, linear differential equations, basic mechanics and electromagnetism.</u>	<u>Semester 1</u>
BMET5931 Nanomaterials in Medicine	6	A <u>[[BIOL1xxx OR MBLG1xxx) AND CHEM1xxx AND PHYS1xxx] OR [(AMME1961 OR BMET1961)] AND (MECH2901 OR BMET2901)]] AND (NANO2xxx OR</u>	Semester 1

		AMME1362) N AMME5931	
BMET5958 Nanotechnology in Biomedical Engineering	6	A (MECH3921 OR BMET3921 OR AMME5921 OR BMET5921) N AMME5958	Semester 2
CHNG5008 Nanotechnology in Chemical Engineering	6	A 12cp CHEM2xxx	Semester 2
Program Selective – List 2			
PHYS4015 Neural Dynamics and Computation	<u>6</u>	A First- and second-year physics P 144cp of units including (MATH1x01 or MATH1x21 or MATH1906 or MATH1931) and MATH1x02	<u>Semester 2</u>
PHYS4016 Bayesian Data Inference and Machine Learning	<u>6</u>	<u>TBC</u>	<u>Semester 2</u>
PHYS4017 Practitioner Physics	<u>6</u>	<u>TBC</u>	<u>Semester 1</u>
SCIE4001 Science Communication	<u>6</u>	A Completion of a major in a science discipline. Basic knowledge of other sciences is beneficial. Experience in communication such as delivering oral presentations and producing written reports. An awareness of science in a societal context, e.g., of disciplinary applications. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. <i>Mid-year honours students would take this unit of study in S1 (their second semester of study).</i>	<u>Semester 1</u>
SCIE4002 Experimental Design and Data Analysis	<u>6</u>	A Completion of units in quantitative research methods, mathematics or statistical analysis at least at 1000-level. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. N ENVX3002 or STAT3X22 or STAT4022 or STAT3X12	<u>Intensive March</u>
SCIE4003 Ethics in Science	<u>6</u>	A Successful completion of a Science major. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level	<u>Intensive August</u>

		<u>and 18 credit points of 3000- or 4000-level units from Science Table A</u> <u>N HSBH3004 or HPSC3107</u>	<u>Intensive</u> <u>March</u>
<u>SCIE5004</u> <u>Higher Education in</u> <u>STEM</u>	<u>6</u>	<u>TBC</u>	<u>Semester</u> <u>2</u>
<i>CHEM4XXX to be developed for offering in 2021</i>			



Non-Confidential

Submission To	Academic Board
Date	15 September 2020
Item No	9

Proposal Title	Report of the Graduate Studies Committee
Recommendation	<p>That the Academic Board note the report from the meeting of the Graduate Studies Committee held on 28 July 2020 and:</p> <ol style="list-style-type: none"> 1. approve the amended terms of reference of the HDR Scholarships Subcommittee to reflect the revised number of meetings per year, and note the confirmed schedule of dates for 2021 scholarship applications and award; 2. approve the proposal from the University of Sydney Business School to amend the Master of Commerce; Graduate Certificate in Commerce; Graduate Diploma in Commerce and Master of Commerce (Extension), and approve the amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021; 3. approve the proposal from the University of Sydney Business School to amend the course learning outcomes for the Master of Management, with effect from 1 January 2021; 4. approve the proposal from the Faculty of Science to amend the Course Learning Outcomes for the Doctor of Veterinary Medicine and the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine with effect from 1 January 2021; 5. approve the proposal from the Faculty of Engineering to amend the Master of Engineering and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022; 6. approve the proposal from the Faculty of Engineering to amend the Faculty Resolutions, with effect from 1 January 2021; 7. approve the proposal from the Faculty of Medicine and Health to amend the Master of Nursing (Pre-registration) and the subsequent amendments to the course resolutions, with effect from Semester 1 2021; 8. approve the proposal from the Sydney Law School to amend the Master of Laws by Coursework and Graduate Diploma in Law, and the subsequent amendments to the course resolutions arising from the proposal with effect from 1 January 2021; 9. approve the proposed changes to the Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the new Progress Planning and Review of Higher Degree by Research Students Procedures 2020; 10. approve the Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020; and 11. note the advice from the Faculty of Engineering regarding the correction to the Master of Complex Systems resolutions and unit of study tables, with effect from 1 January 2021.
Proposal Presenter	Associate Professor Michael Kertesz (Chair, Graduate Studies Committee)
Consultation Pipeline	<div style="display: inline-block; border: 1px solid black; padding: 5px; margin-right: 10px;">AB GSC</div> → <div style="display: inline-block; border: 1px solid black; background-color: #f08080; padding: 5px; margin-left: 10px;">AB</div>



Non-Confidential

Submission To	Academic Board
Date	15 September 2020
Item No	9

EXECUTIVE SUMMARY

This report summarises the business of the meeting of the Graduate Studies Committee on 28 July 2020.

ITEMS FOR APPROVAL

The Graduate Studies Committee endorsed and recommended for presentation to Academic Board the following proposals.

Higher Degree by Research Scholarships Subcommittee (HDRSSC)

- Terms of Reference

The University of Sydney Business School

- Master of Commerce; Graduate Diploma in Commerce; Graduate Certificate in Commerce; and Master of Commerce (Extension) unit of study tables
- Master of Management course learning outcomes

Faculty of Science

- Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, course learning outcomes

Faculty of Engineering

- Master of Engineering, suspension of major in Risk Management
- Faculty Resolutions (*see item 8.10*)

Faculty of Medicine and Health

- Master of Nursing (pre-registration), amendments to English language proficiency

Sydney Law School

- Master of Laws by Coursework, admission amendments

DVC Education Portfolio

- Progress Planning and Review for Higher Degree by Research Students Policy 2015 (*item 7.2*)
- Progress Planning and Review of Higher Degree by Research Students Procedures 2020 (*item 7.2*)
- Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020 (*item 7.3*)

ITEMS FOR NOTING

The Graduate Studies Committee also noted:

- the report of the Chair;
- the report of the Academic Board;
- the report of the HDRSSC and the confirmed schedule of dates for 2021 scholarship applications and award; and
- the proposal from the Faculty of Engineering to amend the Master of Complex Systems.

FURTHER INFORMATION

Full agenda papers are available from the Graduate Studies Committee [SharePoint](#).

Approver and Proposal Sponsor	Associate Professor Michael Kertesz (Chair, Graduate Studies Committee)
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Submission To	Academic Board
Date	15 September 2020
Item No	9

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ATTACHMENTS

- 9.1 **HDR Scholarships Subcommittee**: Report of the HDRSSC, 2021 Schedule and Terms of Reference
- 9.2 **University of Sydney Business School**: Master of Commerce; Graduate Certificate in Commerce; Graduate Diploma in Commerce and Master of Commerce (Extension)
- 9.3 **University of Sydney Business School**: Master of Management
- 9.4 **Faculty of Science**: Doctor of Veterinary Medicine and the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine
- 9.5 **Faculty of Engineering**: Master of Engineering
- 9.6 **Faculty of Engineering**: Faculty Resolutions (*see item 8.10*)
- 9.7 **Faculty of Medicine and Health**: Master of Nursing (Pre-registration)
- 9.8 **Sydney Law School**: Master of Laws by Coursework and Graduate Diploma in Law
- 9.9 **DVC Education Portfolio**: Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the new Progress Planning and Review of Higher Degree by Research Students Procedures 2020 (*see item 7.2*)
- 9.10 **DVC Education Portfolio**: Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020 (*see item 7.3*)
- 9.11 **Faculty of Engineering**: Master of Complex Systems



Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	2.3

Non-Confidential

Paper Title	Report of the HDR Scholarships Subcommittee
Recommendation	That the Graduate Studies Committee: <ol style="list-style-type: none"> 1. note the report of the meetings of the HDR Scholarships Subcommittee held on 19 June 2020 and 3 July 2020 2. note the confirmed schedule of dates for 2021 scholarship applications and award 3. recommend that the Academic Board approve the amended terms of reference of the HDR Scholarships Subcommittee to reflect the revised number of meetings per year.
Presenter	Professor Shae McCrystal, Chair of the HDR Scholarships Subcommittee
Consultation Pipeline	<pre> graph LR A[HDR Scholarships Subcommittee] --> B[Graduate Studies Committee] B --> C[Academic Board] </pre>

EXECUTIVE SUMMARY

This report summarises for the Graduate Studies Committee the business of the meetings of the HDR Scholarships Subcommittee held on 19 June 2020 and 3 July 2020.

REPORT OF THE HDR SCHOLARSHIPS SUBCOMMITTEE – 19 JUNE 2020

Determination of the award of RTPS Domestic and RTPS International

The HDRSSC resolved to:

- offer award of one AE & FAQ Stephens scholarship for 2020 admission to the highest ranked eligible applicant
- offer award of 30 RTP Domestic scholarships, pending confirmation of the availability of funding, to the next ranked applicants who have applied for scholarships to date.

At its meeting on 1 May 2020, the HDRSSC resolved to award 30 RTP domestic scholarships. These scholarships had not been offered to students due to uncertainty about the availability of funding. Pending confirmation of the availability of funding, it was agreed that all applicants for consideration at the June meeting be combined into a single ranked list with the applicants considered at the previous meeting to ensure equitable consideration of all applicants who had applied for scholarships to date.

Proposed dates for 2021 scholarship applications and award

The subcommittee discussed the proposed dates for 2021 scholarship applications and award. Concern was raised about the suitability of the dates for international students who are already on shore completing undergraduate studies. The Director, Student Operations and Head of Scholarships were asked to discuss the possibility of merging the proposed international round for students commencing in Research Period 3 of 2021 with the domestic round for students commencing in Research Period 2 of 2021 with the International Recruitment and Admissions teams.

Proposed changes to GIA for 2020

The HDR Scholarships Subcommittee endorsed a proposal to repurpose Grants in Aid funds for uses other than travel during 2020, where permitted by the Trust Conditions and donor wishes and subject to approval by the Trust Office.

The Director, Graduate Research, the Deputy Vice-Chancellor (Education) and the Deputy Vice-Chancellor (Research) were consulted regarding possible selection criteria for allocating the repurposed funds and agreed that the funds would be used to assist students in the completion of their degree. Potential recipients must have completed at least 12 months full-time equivalent of their PhD and could not be further than 3.5 years into their



Submission To	Graduate Studies Committee
Date	28 July 2020
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candidature. An application process would be required to meet the Trust Conditions. A business case is being compiled to request approval for the funds to be released.

REPORT OF THE HDR SCHOLARSHIPS SUBCOMMITTEE – 3 JULY 2020

Determination of the award of RTPS Domestic and RTPS International

The HDRSSC resolved to offer award of the following RTP Scholarships in the July round:

- 16 RTP Domestic scholarships for 2020 admissions
- 8 RTP International scholarships for 2020 admissions, including one to an international Indigenous applicant

The award of a further 46 domestic and 8 international RTP scholarships was approved by the UE Financial Performance committee on 24 June. The 30 scholarships awarded by the HDRSSC at its meeting on 19 June have been offered to applicants.

Members acknowledged that the University’s Indigenous Strategy does not discriminate between Indigenous Australians and Indigenous peoples of other countries and requested that the Scholarships Office follow up to ensure international candidates are provided with a clear opportunity to identify as Indigenous when submitting an application, as are domestic candidates.

Schedule of dates for 2021 scholarship applications and award

Following concerns raised at the June meeting about the suitability of the proposed dates for international students who are already on shore completing undergraduate studies, consultation was undertaken with the Student Recruitment and Admissions teams and the Director, Graduate Studies to discuss the possibility of merging the proposed international round for students commencing in Research Period 3 of 2021 with the domestic round for students commencing in Research Period 2 of 2021. Members agreed to implement the proposed solution of merging the two rounds for 2021 admissions and to review the effectiveness of the approach at a later date before determining dates for 2022 admissions.

The HDRSSC resolved to recommend that the Graduate Studies Committee endorse for Academic Board approval the amended terms of reference of the HDR Scholarships Subcommittee to reflect the revised number of meetings per year.

ATTACHMENTS

- Attachment 1** Schedule of dates for 2021 scholarship applications and award
- Attachment 2** Amended HDR Scholarships Subcommittee terms of reference



Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	2.3 Attachment 1

Non-Confidential

Paper Title	Schedule of dates for 2021 scholarship applications and award
Recommendation	That the Graduate Studies Committee note the confirmed schedule of dates for 2021 scholarship applications and award.
Proposal Presenter	Professor Shae McCrystal, Chair, HDR Scholarships Subcommittee
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">HDRSSC Working Group</div> → <div style="border: 1px solid black; padding: 5px; text-align: center;">HDR Scholarships Subcommittee</div> → <div style="border: 1px solid black; padding: 5px; text-align: center; background-color: #f08080;">Graduate Studies Committee</div> → <div style="border: 1px solid black; padding: 5px; text-align: center;">Academic Board</div> </div>

EXECUTIVE SUMMARY

Following the Academic Board’s approval of the faculty-based allocation model for HDR scholarships, a Working Group was established to determine the future operation of the HDR Scholarships Subcommittee (HDRSSC) in light of the new model.

The Working Group determined that there would be four scholarship award rounds per year—two domestic rounds and two international rounds—to enable scholarship offers to align with the admissions process, and proposed a schedule of dates for these rounds.

The HDRSSC discussed the proposed schedule of dates and raised concerns about the suitability of the proposed dates for international students who are already on shore completing undergraduate studies. Further consultation was undertaken with the Student Recruitment and Admissions teams and the Director, Graduate Studies.

The following schedule of dates was confirmed by the HDRSSC at its meeting on 3 July 2020:

Round type	Application Open	Application Close	Committee date	Offer Issue	Commencement Research Period
International	1 August 2020	30 September 2020	24 November 2020	25 November 2020	Research Period 2, 2021
Domestic	1 October 2020	4 December 2020	3 February 2021	4 February 2021	Research Period 2, 2021
International					Research Period 3, 2021
Domestic	1 February 2021	30 March 2021	31 May 2021	1 June 2021	Research Period 3, 2021

To facilitate this schedule, the terms of reference of the HDRSSC have been amended to reflect the revised number of meetings per year.

IMPLEMENTATION

Following endorsement by the Graduate Studies Committee on 28 July 2020, the amended terms of reference will be presented to the Academic Board on 15 September 2020.

The schedule of dates will be published on the scholarships website and communicated to faculties and schools.



TERMS OF REFERENCE

COMMITTEE	HIGHER DEGREE BY RESEARCH SCHOLARSHIPS SUBCOMMITTEE
PURPOSE	The HDR Scholarships Subcommittee advises the Graduate Studies Committee about policy and procedures relating to the award of Research Training Program Scholarships, University of Sydney Postgraduate Awards, travelling scholarships, grants-in-aid and other University-wide post-graduate awards, and makes decisions in accordance with the University of Sydney (Delegations of Authority) Rule 2020 .
TERMS OF REFERENCE	<p>The purpose of HDR Scholarships Subcommittee is:</p> <ol style="list-style-type: none"> 1. To decide on, and advise the Graduate Studies Committee on policy, procedures and selection criteria relating to, the award of University-wide postgraduate scholarships, which are: <ul style="list-style-type: none"> • funded by Commonwealth (e.g. Research Training Program (RTP) Scholarship, Research Training Program (International) (RTPI) Scholarship); • funded by the University (e.g. University of Sydney Postgraduate Award (UPA), University of Sydney International Scholarship (USyDIS)); or • awarded by the Academic Board as specified in the relevant scholarship or prize conditions (e.g. travelling scholarships). 2. On behalf of the Academic Board, to determine University nominations for postgraduate scholarships required by external organisations. 3. To oversee and monitor the effective implementation of policy and good practice relating to the award of University-wide postgraduate scholarships. 4. To exercise all reasonable means to provide and receive advice from the University Executive and its relevant subcommittees. 5. To provide regular reports on its activities under its terms of reference to the Graduate Studies Committee. 6. To consider and report on any matter referred to it by the Academic Board, the Vice-Chancellor, the Graduate Studies Committee or the Chair of the Academic Board.
CHAIR	Chair of the Graduate Studies Committee, or nominee
MEMBERSHIP	On the nomination of the Chair of the Graduate Studies Committee, the Chair of the Academic Board shall biennially appoint one academic staff member from each faculty and one academic staff member to represent the University schools.
ALTERNATES	If any member is unable to attend a meeting of the subcommittee, they may nominate an alternate to attend in their stead by providing notice to the Chair and Secretary at least two days before the scheduled meeting.
VOTING	All members (and alternates where they are representing an absent member) have one deliberative vote. The Chair has one casting vote, in addition to a deliberative vote, if there is a tied vote.
QUORUM	A quorum for a meeting of the subcommittee shall be four (4) members.

HDR Scholarships Subcommittee Terms of Reference

SECRETARIAT	University Secretariat
MEETINGS	The subcommittee shall meet monthly <u>at least four times per year.</u>
REPORTING	The HDR Scholarships Subcommittee reports to the Graduate Studies Committee.
MINUTES	Resolutions and actions. Available on SharePoint .



Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	3.1

Non-Confidential

Author	Kate Munro (Manager, Curriculum & Quality)
Reviewer/Approver	Teresa Davis (Program Director, Master of Commerce)
Paper title	Master of Commerce – minor course amendment proposal
Purpose	To propose minor amendments to the Master of Commerce (and embedded programs) and Master of Commerce (Extension) approved for implementation in 2021
Proposal presenter	Teresa Davis (Program Director, Master of Commerce)

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
 (1) approve the proposal from the University of Sydney Business School to amend the Master of Commerce (and embedded programs) and Master of Commerce (Extension); and
 (2) approve amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

EXECUTIVE SUMMARY

This proposal outlines minor amendments to the Tables of units of study for the new postgraduate Commerce programs to be implemented in 2021 (i.e. amendments to the original course proposal). Changes proposed relate to unit of study titles and rules and year of delivery (from 2021 to 2022 and vice versa) (to facilitate student progression through pathways). In addition, the following new (12) and existing (1) units are also proposed for inclusion in the revitalised curriculum:

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Delivery Year or 2021 Session
<u>CLAW6038</u> Global Tax Strategy in Digital Economy	<u>6</u>	-	<u>2022</u>
<u>FINC6032</u> International Banking	<u>6</u>	<u>N BANK6005</u>	<u>S2C</u>
<u>MKTG6006</u> Creating Persuasive Communications	<u>6</u>	<u>P MKTG5001</u> <u>N MKTG3121</u>	<u>S1C</u>
<u>QBUS5015</u> Foundations of Health and Civic Analytics	<u>6</u>	-	<u>S1C</u>
<u>QBUS5016</u> Responsible Analytics	<u>6</u>	<u>A No knowledge is assumed, although students will benefit from first taking the Responsible and Business Mindsets portion of the Core MCom module.</u>	<u>2022</u>
<u>QBUS5017</u> People Analytics in 4th Industrial Revolution	<u>6</u>	<u>A Core units in (1) Analytic and Creative Mindsets and (2) Responsible and Business Mindsets</u>	<u>S1C</u>



Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	3.1

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<u>QBUS6950</u> <u>Advanced Machine Learning and AI for Business</u>	<u>6</u>	<u>P QBUS6810</u> <u>C QBUS6850</u> <u>A The unit assumes knowledge of statistics, machine learning and Python programming in working with data.</u>	<u>2022</u>
<u>QBUS6951</u> <u>Advanced Health Analytics and Management</u>	<u>6</u>	<u>P QBUS5001 and QBUS6002;</u> <u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>
<u>QBUS6952</u> <u>Behavioural and Experimental Data Science</u>	<u>6</u>	<u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>
<u>QBUS6953</u> <u>Data and Risk Analytics in Insurance</u>	<u>6</u>	<u>P QBUS5001 and QBUS6002;</u> <u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>S2C</u>
<u>QBUS6954</u> <u>Stochastic Frontier Analysis</u>	<u>6</u>	<u>P QBUS5001</u> <u>A Knowledge of basic statistical concepts as well as basic ability to code is assumed.</u>	<u>2022</u>
<u>QBUS6955</u> <u>Text Analytics for Business</u>	<u>6</u>	<u>P BUSS6002 and QBUS6810</u> <u>C QBUS6840 or QBUS6850</u> <u>A The unit assumes knowledge of statistics and some knowledge of machine learning.</u>	<u>2022</u>
<u>QBUS6956</u> <u>Business Analytics for Cybersecurity</u>	<u>6</u>	<u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>

ENDORSEMENT HISTORY

Governance Body	Meeting Date	Conditional/ Unconditional Endorsement	Feedback addressed
Programs Committee	4 June 2020	Unconditional	Amendment to year of implementation for QBUS6953 Data and Risk Analytics in Insurance. Note: Title for FINC6001 approved by the UoS Subcommittee 7 July 2020)
Faculty Board	23 June 2020	Unconditional	Additional information provided in executive summary to highlight type of changes proposed. QBUS5012 – 5017 added to the elective collection (in addition to availability in the selective collection) for the MCom and MCom (Ext)
Graduate Studies Committee	28 July 2020		
Academic Board	15 September		

ATTACHMENTS

Attachment 1. Minor course amendment proposal

Attachment 2. Table A for the Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce



Non-Confidential

Attachment 1. Minor Course Amendment Proposal

Faculty: Business School

Contact person: Kate Munro

1. Name of award courses

- Master of Commerce (Extension)
- Master of Commerce
- Graduate Diploma in Commerce
- Graduate Certificate in Commerce

2. Purpose of proposal

In addition, the following new (12) and existing (1) units are also proposed for inclusion in the revitalised curriculum:

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Delivery Year or 2021 Session
<u>CLAW6038</u> <u>Global Tax Strategy in Digital Economy</u>	<u>6</u>	-	<u>2022</u>
<u>FINC6032</u> <u>International Banking</u>	<u>6</u>	<u>N BANK6005</u>	<u>S2C</u>
<u>MKTG6006</u> <u>Creating Persuasive Communications</u>	<u>6</u>	<u>P MKTG5001</u> <u>N MKTG3121</u>	<u>S1C</u>
<u>QBUS5015</u> <u>Foundations of Health and Civic Analytics</u>	<u>6</u>	-	<u>S1C</u>
<u>QBUS5016</u> <u>Responsible Analytics</u>	<u>6</u>	<u>A No knowledge is assumed, although students will benefit from first taking the Responsible and Business Mindsets portion of the Core MCom module.</u>	<u>2022</u>
<u>QBUS5017</u> <u>People Analytics in 4th Industrial Revolution</u>	<u>6</u>	<u>A Core units in (1) Analytic and Creative Mindsets and (2) Responsible and Business Mindsets</u>	<u>S1C</u>
<u>QBUS6950</u> <u>Advanced Machine Learning and AI for Business</u>	<u>6</u>	<u>P QBUS6810</u> <u>C QBUS6850</u> <u>A The unit assumes knowledge of statistics, machine learning and Python programming in working with data.</u>	<u>2022</u>
<u>QBUS6951</u> <u>Advanced Health Analytics and Management</u>	<u>6</u>	<u>P QBUS5001 and QBUS6002;</u> <u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>
<u>QBUS6952</u> <u>Behavioural and Experimental Data Science</u>	<u>6</u>	<u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>



Non-Confidential

<u>QBUS6953</u> <u>Data and Risk</u> <u>Analytics in Insurance</u>	<u>6</u>	<u>P QBUS5001 and QBUS6002:</u> <u>A The unit assumes knowledge of statistics and confidence in</u> <u>working with</u> <u>data.</u>	<u>S2C</u>
<u>QBUS6954</u> <u>Stochastic Frontier</u> <u>Analysis</u>	<u>6</u>	<u>P QBUS5001</u> <u>A Knowledge of basic statistical concepts as well as basic</u> <u>ability to code is</u> <u>assumed.</u>	<u>2022</u>
<u>QBUS6955</u> <u>Text Analytics for</u> <u>Business</u>	<u>6</u>	<u>P BUSS6002 and QBUS6810</u> <u>C QBUS6840 or QBUS6850</u> <u>A The unit assumes knowledge of statistics and some</u> <u>knowledge of machine</u> <u>learning.</u>	<u>2022</u>
<u>QBUS6956</u> <u>Business Analytics for</u> <u>Cybersecurity</u>	<u>6</u>	<u>A The unit assumes knowledge of statistics and confidence in</u> <u>working with</u> <u>data.</u>	<u>2022</u>

3. Details of amendment

See **Attachment 2.** Table A for the Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce

4. Transitional arrangements

N/A

5. Other relevant information

Changes to units of study and allocation to collections will be provided by the Business School to the Academic Model Team with the annual UoS collection (no workload impact).

6. Signature of Dean

25 June 2020

Attachment 2. Table A for the Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce

MASTER OF COMMERCE GRADUATE DIPLOMA IN COMMERCE GRADUATE CERTIFICATE IN COMMERCE

Award requirements
<i>Master of Commerce</i>
To qualify for the award of the Master of Commerce, a candidate must complete 72 credit points, comprising:
(i) 12 credit points of Table A - Core units of study
(ii) a minimum of 6 and a maximum of 12 credit points of Table A - Foundational units of study
(iii) a specialisation selected from Table A-Commerce areas of specialisation
(iv) 6 credit points selected from Table A - Capstone units of study
(v) a minimum of 18 credit points selected from Table A – Selective units of study
(vi) any additional units of study from Table A – Elective units of study required to make 72 credit points in total.
<i>Graduate Diploma in Commerce</i>
To qualify for the award of the Graduate Diploma in Commerce, a candidate must complete 48 credit points, comprising:
(i) 12 credit points of Table A - Core units of study
(ii) a minimum of 6 and a maximum of 12 credit points of Table A - Foundational units of study
(iii) additional units of study selected from Table A - Elective units of study required to make 48 credit points in total.
<i>Graduate Certificate in Commerce</i>
To qualify for the award of the Graduate Certificate in Commerce, a candidate must complete 24 credit points, comprising:
(i) 12 credit points of Table A - Core units of study
(ii) a minimum of 6 and a maximum of 12 credit points of Table A - Foundational units of study
(iii) any additional units of study selected from Table A - Elective units of study required to make 24 credit points in total.
Table A - Specialisations
The available specialisations in the Master of Commerce are:
<ul style="list-style-type: none"> • Accounting • Data Analytics for Business • Digital Business • Economics • Finance • Global Logistics • Marketing • Strategy, Innovation and Management

The requirements for the completion of specialisations are set out in the specialisation tables.

Table A for the Graduate Certificate in Commerce, Graduate Diploma in Commerce and Master of Commerce

Course level units of study

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
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Table A - Core units of study

(for all Commerce courses)

BUSSXXXX <u>BUSS5221</u> Analytic and Creative Mindsets	6		S1C S2C
BUSSXXXX <u>BUSS5220</u> Responsible and Business Mindsets	6		S1C S2C

Table A - Foundational units of study*

* Note that foundational units count to both the Foundational units of study for the course and the specialisation for the Master of Commerce

(for all Commerce courses)

ACCT5001 Foundation in Accounting	6		S1C S2C
ECON5040 Foundation in Economics	6		S1C S2C
FINC5001 Foundation in Finance	6		S1C S2C
INFS5002 Foundation in Digital Business	6		S1C S2C
ITLS5XXX <u>ITLS5250</u> Foundation in Global Logistics	6	N ITLS5000 TPTM6155 TPTM5001	S1C S2C
MKTG5001 Foundation in Marketing	6		S1C S2C
QBUS5001 Foundation in Data Analytics for Business	6		S1C S2C
SIEN5XXX <u>SIEN5001</u> Foundation in Strategy, Innovation and Mgt	6		S1C S2C

Table A - Capstone units of study

(for Master of Commerce)

ACCTXXXX Accounting Capstone	6	P ACCT5001	<u>2022</u>
ECONXXXX Economics Capstone	6	P ECON5040	<u>2022</u>
FINC6600 Finance Capstone	6	P FINC5001	<u>2022</u>
INFS6100 Digital Business	6	P INFS5002	<u>2022</u>

Capstone ITLSXXXX Global Logistics Capstone	6	P ITLS5250	<u>2022</u>
MKTG6003 Marketing Capstone	6	P MKTG5001	<u>2022</u>
QBUSXXXX Data Analytics for Business Capstone	6	P QBUS5001	<u>2022</u>
SIENXXX <u>Strategy,</u> <u>Management and</u> <u>Innovation</u> Innovation <u>and Management</u> Capstone	6	P SIEN5001	<u>2022</u>

Table A – Selective units of study
(for Master of Commerce)

BUSS6104 Business Practicum	6	P Completion of at least 48 credit points; A A sound understanding of business and strong written and oral communication skills	S1C S2C
BUSS6500 Industry Placement	6	P 48 credit points with a minimum WAM of 60%; A A sound understanding of business and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	S1CIJA S1CIFE S2C
BUSS6503 USA Industry Placement	6	P 48 credit points with a minimum WAM of 60%; A A sound understanding of business and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	S1CIFE
BUSS6504 Europe Industry Placement	6	P 48 credit points with a minimum WAM of 60%; A A sound understanding of business and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	S2CIJL
BUSS6506 China Industry Placement	6	P 48 credit points with a minimum WAM of 60%; A A sound understanding of business and strong written and oral communication skills. Fluent Chinese (writing and oral) as well as working rights for China <i>Departmental permission required for enrolment</i>	S1CIFE
BUSS6514 Student Self-Sourced Placement Program	6	P 48 credit points <u>at least 24 credit points</u> A A sound understanding of business	S1C S2C

		and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	
BUSS6515 Leadership and Collaboration Study Tour	6	P 24 credit points with a minimum WAM of 50%; A A sound understanding of business and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	S2CIDE
CLAWXXXX Digital Information Regulation CLAW6888 Regulation of Fintech and Digital Information	6		S2C
CLAW6031 International Financial Crime	6		S1C S2C
CLAW6038 Global Tax Strategy in Digital Economy	<u>6</u>		<u>2022</u>
ECON6034 Global Economic History	6		S1C S2C
IBUS5003 Global Business	6	N IBUS5001	S1C
IBUS6002 Cross-Cultural Management	6		S1C
FINC6032 International Banking	<u>6</u>	<u>N BANK6005</u>	<u>S2C</u>
IBUS6020 Enterprise Management in China	6	N CHSC6902	S1C
INFSXXXX Digital, Data and Decisions	6		S2C <u>2022</u>
INFSXXXX INFS6071 Project Management in Business	6		S1C S2C
MKTGXXXX MKTG6998 Social Media Analyses for Marketing	6	N MKTG6999	S1C S2C
MKTGXXXX Small Business Marketing	6		S1C S2C <u>2022</u>
QBUSXXXX QBUS5010 Introduction to Dashboarding / Data Visuals Dashboarding and Visual Analytics	6		S1C S2C
QBUSXXXX QBUS5011 Introduction to	6		S1C S2C

Programming			
QBUSXXXX QBUS5012 Thinking with Data	6		S1C S2C
QBUSXXXX QBUS5013 Data and Business Efficiency and Productivity	6		S1C S2C
QBUS5015 Foundations of Health and Civic Analytics	6		S1C
QBUS5016 Responsible Analytics	6	A No knowledge is assumed, although students will benefit from first taking the Responsible and Business Mindsets portion of the Core MCom module.	2022
QBUS5017 People Analytics in 4th Industrial Revolution	6	A Core units in (1) Analytic and Creative Mindsets and (2) Responsible and Business Mindsets	S1C
QBUS6320 Management Decision Making	6	A Basic Algebra, Probability, and Statistics P QBUS5001 or QBUS5002	S1C S2C
SIENXXXX SIEN6006 The Foundations Fundamentals of Entrepreneurship	6		S1C
SIENXXX SIEN6007 Entrepreneurial Startups Entrepreneurship: Lean Startup	6	Departmental permission required for enrolment	S1C S2C
WORK5003 Management and Organisations	6		S1C
WORK6026 Organisational Change and Development	6		S1C S2C
WORK6115 Managing Diversity and Inclusion at Work	6		S1C S2C
WORK6118 Managing Communication in Organisations	6		S1C

Table A – Elective units of study

(For all courses)

ACCT6001 Intermediate Financial Accounting	6	P ACCT5001	S1C S2C
ACCT6002 International Accounting	6	P ACCT6001 A Accounting standards and their application	S1C S2C
ACCT6003 Fundamental Analysis for Equity Investment	6	P ACCT5001	S1C S2C
ACCT6006 Advanced Managerial Accounting	6	P ACCT5002 or ACCT6008	S1C

ACCT6007 Contemporary Issues in Auditing	6	P ACCT6001	S1C S2C
ACCT6008 Managerial Accounting and Decision Making	6		S1C S2C
ACCT6010 Advanced Financial Reporting	6	P ACCT6001	S1C S2C
ACCT6014 Designing Accounting Systems	6	P ACCT5001	S1C S2C
ACCT6015 Extended Performance Reporting	6	P ACCT5001 C ACCT6001	S2C
BUSS6002 Data Science in Business	6		S1C S2C
ECMT5001 Principles of Econometrics	6		S1C S2C
ECON5002 Macroeconomics Theory	6		S1C S2C
ECON5004 Communication in Economics	6		S1C S2C
ECON5006 Economics of Law and Public Policy	6		S2C
ECON5007 The Economics of Financial Markets	6	P ECON5001 or ECON5040	S2C
ECON5008 Behavioural Economics	6	P ECON5001 or ECON5040	S2CiSE
ECON5026 Strategic Business Relationships	6		S2C
ECON6008 International Money and Finance	6	P ECON5001 or ECON5040	S2C
ECON6016 Trade and Development	6	P ECON5001 or ECON5040	S2C
ECON6018 Environmental Economics	6	P ECON5001 or ECON5040	S1C
ECON6024 Private Equity	6	P ECON5001 or ECON5040	S1C
ECON6029 Health Economics and Policy Evaluation	6	P (ECON5001 or ECON5040) and ECMT5001	S2C
ECON6031 International Finance and Globalisation	6	P ECON5001 or ECON5040	S1CIAP
ECON6034 Global Economic History	6		S1C S2C
FINCXXXX	6	<u>C FINC5001</u>	S1C

FINC5090 Financial Markets and Institutions Finance in the Global Economy			S2C
FINCXXXX <u>FINC6031</u> TBC—Banking unit Financial Intermediary Management	6	P FINC5001 N <u>BANK6002</u>	<u>2022</u>
<u>FINC6032</u> International Banking	<u>6</u>	<u>N BANK6005</u>	<u>S2C</u>
FINC6000 Quantitative Finance	6	P FINC5001	S1C
FINC6001 Intermediate Corporate Finance Finance: Theory and Applications	6	P FINC5001	S1C S2C
FINC6005 Advanced Asset Pricing	6	P FINC5001	S1C
FINC6009 Portfolio Theory and its Applications	6	P FINC5001	S2C
FINC6010 Derivative Securities	6	P FINC5001	S2C
FINC6013 International Business Finance	6	P FINC5001	S1C
FINC6014 Fixed Income Securities	6	P FINC5001	S2C
FINC6015 Trading in Modern Financial Markets	6	P FINC5001	S2C
FINC6017 Mergers and Acquisitions	6	P FINC5001	S2C
FINC6021 Corporate Valuation	6	P FINC5001	S1C
FINC6023 Financial Risk Management			S1C
FINC6024 Real Estate Finance and Investment	6	P FINC5001	S1C
FINC6025 Entrepreneurial Finance	6	P FINC5001	S1C
IBUS6004 International Business Alliances	6		S1C
IBUS6019 Strategy and Emerging Markets	6		S2C
IBUSXXXX <u>IBUS6000</u> Advanced International Business Strategy	6		S2C
INFSXXXX <u>INFS6060</u>	6	<u>C INFS5002</u>	S1C

Digital Work Practices			
INFS6004 Digital Business Transformation	6	<u>C INFS5002 or COMP5206</u>	S1C
INFS6012 Digital Information Infrastructures	6	<u>C INFS5002, COMP5206</u>	S2C
INFS6015 Business Process Management	6		S2C
INFS6016 Digital Business Models	6	<u>C INFS5002 or COMP5206</u>	S2C
INFS6018 Managing Business Intelligence with <u>Information and Data</u>	6	<u>C INFS5002 or COMP5206 or QBUS5001</u>	S1C
INFS6023 Data Visualisation for Managers	6		S1C S2C
INFS6032 Agile Project Management Methods	6		S2C
INFS6066 Gadgets, Gods and Godzilla	6	<u>C INFS5002 or COMP5206</u>	S1C
INFS6XXX <u>INFS6024</u> Managing Data at Scale	6		S1C S2C
ITLSXXXX <u>ITLS6202</u> Sustainable Logistics and Procurement	6	<u>C ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001</u>	S1C S2C
ITLSXXXX <u>ITLS6201</u> Global Distribution Strategy	6	N ITLS6101 TPTM6440 <u>C ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001</u>	S1C S2C
ITLSXXXX <u>ITLS6203</u> Analytic Methods for Logistics	6	N ITLS5200 TPTM6495	S1C S2C
ITLSXXXX <u>ITLS6111</u> Spatial Analytics	6	N ITLS6107 TPTM6180	S2C
ITLSXXXX <u>ITLS6015</u> Managing Supply Chain Disruption	6		S1C
ITLSXXXX <u>ITLS6016</u> Logistics and Future Cities	6	N ITLS6301	S1CIJA
MKTG6001 Marketing Research	6		S1C S2C
MKTGXXXX <u>MKTG6998</u> Social Media Analyses for Marketing	6	<u>N MKTG6999</u>	S1C S2C
MKTG6004 New Product Development	6	P MKTG5001	S1C
MKTG6005 Marketing Media and	6	P MKTG5001	S2C

Communications for Marketing			
<u>MKTG6006</u> Creating Persuasive Communications	<u>6</u>	<u>P MKTG5001</u> <u>N MKTG3121</u>	<u>S1C</u>
MKTG6007 Consumer Behaviour	6	P MKTG5001	S1C S2C
MKTG6013 International and Global Marketing	6		S1C S2C
MKTG6015 Digital and Social Media Marketing	6	P MKTG5001	S1C S2C
MKTG6016 Brand Management	6	P MKTG5001	S1C
MKTG6018 Customer Analytics and Relationship Management	6		S1C S2C
MKTG6020 Business Marketing B2B Marketing	6		S1C
MKTG6023 Marketing Performance Analytics and Metrics	6	P MKTG5001	S2C
MKTG60XX <u>MKTG6024</u> Advanced Marketing Statistics and Research Marketing Analytics	6	P MKTG5001 and MKTG6001	<u>S1C</u> <u>S2C</u>
MKTG6104 The Psychology of Marketing Business Decisions	6	<u>P MKTG5001</u>	S2C
MKTGXXXX <u>MKTG6010</u> Machine Learning in Marketing	6	P QBUS5001 <u>P BUSS6002</u>	S1C S2C
MKTGXXXX <u>MKTG6999</u> Customer Social Data Analytical Tools	6	P QBUS5001 <u>P BUSS6002</u> <u>N MKTG6998</u>	S1C S2C
QBUSXXXX <u>QBUS5010</u> Introduction to Dashboarding / Data Visuals Dashboarding and Visual Analytics	6		S1C S2C
QBUSXXXX <u>QBUS5011</u> Introduction to Programming	6		S1C S2C
QBUSXXXX <u>QBUS5012</u> Thinking with Data	6		S1C S2C
QBUSXXXX <u>QBUS5013</u> Data and Business Efficiency and Productivity	6		S1C S2C
<u>QBUS5015</u> Foundations of Health and Civic Analytics	<u>6</u>		<u>S1C</u>
<u>QBUS5016</u> Responsible Analytics	<u>6</u>	<u>A No knowledge is assumed, although students will benefit from first taking the Responsible and Business Mindsets portion of the Core MCom module.</u>	<u>2022</u>

<u>QBUS5017</u> <u>People Analytics in 4th Industrial Revolution</u>	6	<u>A Core units in (1) Analytic and Creative Mindsets and (2) Responsible and Business Mindsets</u>	<u>S1C</u>
QBUS6310 Business Operations Analysis	6	P QBUS5001	S1C S2C
QBUS6810 Statistical Learning and Data Mining	6		S1C S2C
QBUS6820 Business Risk Management	6		S1C S2C
QBUS6830 Financial Time Series and Forecasting	6		S1C S2C
QBUS6840 Predictive Analytics	6	P QBUS6810	S1C S2C
QBUS6850 Machine Learning for Business	6	P QBUS6810	S1C S2C
QBUS6860 Visual Data Analytics	6		S1C S2C
<u>QBUS6950</u> <u>Advanced Machine Learning and AI for Business</u>	<u>6</u>	<u>P QBUS6810</u> <u>C QBUS6850</u> <u>A The unit assumes knowledge of statistics, machine learning and Python programming in working with data.</u>	<u>2022</u>
<u>QBUS6951</u> <u>Advanced Health Analytics and Management</u>	<u>6</u>	<u>P QBUS5001 and QBUS6002;</u> <u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>
<u>QBUS6952</u> <u>Behavioural and Experimental Data Science</u>	<u>6</u>	<u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>
<u>QBUS6953</u> <u>Data and Risk Analytics in Insurance</u>	<u>6</u>	<u>P QBUS5001 and QBUS6002;</u> <u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>S2C</u>
<u>QBUS6954</u> <u>Stochastic Frontier Analysis</u>	<u>6</u>	<u>P QBUS5001</u> <u>A Knowledge of basic statistical concepts as well as basic ability to code is assumed.</u>	<u>2022</u>
<u>QBUS6955</u> <u>Text Analytics for Business</u>	<u>6</u>	<u>P BUSS6002 and QBUS6810</u> <u>C QBUS6840 or QBUS6850</u> <u>A The unit assumes knowledge of statistics and some knowledge of machine learning.</u>	<u>2022</u>
<u>QBUS6956</u> <u>Business Analytics for Cybersecurity</u>	<u>6</u>	<u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>
SIENXXXX <u>SIEN6001</u> Business Negotiation	6		S2C
SIENXXXX <u>SIEN6002</u> <u>Managing Sustainability: Business and the Climate Crisis</u>	6		S1C

SIENXXXX SIEN6003 Management Consulting	6		S2C
SIENXXXX Managing Change	6		S2C <u>2022</u>
SIENXXXX SIEN6005 Social Entrepreneurship	6		S1C S2C
SIENXXXX SIEN6004 Sustainable Innovation Innovation Ecosystems	6		S2C
SIENXXXX SIEN6006 The Foundations Fundamentals of Entrepreneurship	6		S1C
SIENXXX SIEN6007 Entrepreneurial Startups Entrepreneurship: Lean Startup	6	<i>Departmental permission required for enrolment</i>	S1C S2C
WORK6001 Organisational Analysis and Behaviour	6		S1C
WORK6130 Leadership in Organisations	6		S1C

MASTER OF COMMERCE (EXTENSION)

Award requirements

Master of Commerce (Extension)

To qualify for the award of the Master of Commerce (Extension), a candidate must complete 96 credit points, comprising:

- (i) 12 credit points of Table A - Core units of study
- (ii) a minimum of 6 and a maximum of 12 credit points of Table A - Foundational units of study
- (iii) a specialisation (24 credit points in addition to the 6 credit point Foundational unit) selected from Table A-Commerce areas of specialisation
- (iv) 6 credit points selected from Table A - Capstone units of study
- (v) a minimum of 18 credit points selected from Table A – Selective units of study
- (vi) an additional specialisation (24 credit points) listed below and specified in Table A, dissertation (24 credit points) as specified in Table A - Research units or any additional units of study from Table A - Selective units of study or Table A - Elective units of study required to make 96 credit points in total.

Table A - Specialisations

The available specialisations in the Master of Commerce (Extension) are:

- Accounting
- Data Analytics for Business

- Digital Business
- Economics
- Finance
- Global Logistics
- Marketing
- Strategy, Innovation and Management

The requirements for the completion of specialisations are set out in the specialisation tables.

Table A for the Master of Commerce (Extension)

Course level units of study

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Table A - Core units of study			
BUSSXXXX <u>BUSS5221</u> Analytic and Creative Mindsets	6		S1C S2C
BUSSXXXX <u>BUSS5220</u> Responsible and Business Mindsets	6		S1C S2C
Table A - Foundational units of study*			
* Note that foundational units count to both the Foundational units of study for the course and the specialisation for the Master of Commerce (Extension)			
ACCT5001 Foundation in Accounting	6		S1C S2C
ECON5040 Foundation in Economics	6		S1C S2C
FINC5001 Foundation in Finance	6		S1C S2C
INFS5002 Foundation in Digital Business	6		S1C S2C
ITLS5XXX <u>ITLS5250</u> Foundation in Global Logistics	6	N ITLS5000 TPTM6155 TPTM5001	S1C S2C
MKTG5001 Foundation in Marketing	6		S1C S2C
QBUS5001 Foundation in Data Analytics for Business	6		S1C S2C
SIEN5XXX <u>SIEN5001</u> Foundation in Strategy, Innovation and Mgt	6		S1C S2C
Table A - Capstone units of study			
ACCTXXXX Accounting Capstone	6	P ACCT5001	<u>2022</u>
ECONXXXX Economics Capstone	6	P ECON5040	<u>2022</u>

FINC6600 Finance Capstone	6	P FINC5001	<u>2022</u>
INFS6100 Digital Business Capstone	6	P INFS5002	<u>2022</u>
ITLSXXXX Global Logistics Capstone	6	P ITLS5250	<u>2022</u>
MKTG6003 Marketing Capstone	6	P MKTG5001	<u>2022</u>
QBUSXXXX Data Analytics for Business Capstone	6	P QBUS5001	<u>2022</u>
SIENXXXX <u>Strategy, Management and Innovation</u> Innovation and Management Capstone	6	P SIEN5001	<u>2022</u>

Table A – Selective units of study

BUSS6104 Business Practicum	6	P Completion of at least 48 credit points; A A sound understanding of business and strong written and oral communication skills	S1C S2C
BUSS6500 Industry Placement	6	P 48 credit points with a minimum WAM of 60%; A A sound understanding of business and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	S1CIJA S1CIFE S2C
BUSS6503 USA Industry Placement	6	P 48 credit points with a minimum WAM of 60%; A A sound understanding of business and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	S1CIFE
BUSS6504 Europe Industry Placement	6	P 48 credit points with a minimum WAM of 60%; A A sound understanding of business and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	S2CIJL
BUSS6506 China Industry Placement	6	P 48 credit points with a minimum WAM of 60%; A A sound understanding of business and strong written and oral communication skills. Fluent Chinese (writing and oral) as well as working rights for China <i>Departmental permission required for enrolment</i>	S1CIFE

BUSS6514 Student Self-Sourced Placement Program	6	P 48 credit points <u>at least 24 credit points</u> A A sound understanding of business and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	S1C S2C
BUSS6515 Leadership and Collaboration Study Tour	6	P 24 credit points with a minimum WAM of 50%; A A sound understanding of business and strong written and oral communication skills <i>Departmental permission required for enrolment</i>	S2CIDE
CLAWXXXX CLAW6888 <u>Regulation of Fintech and Digital Information Regulation</u>	6		S2C
CLAW6031 International Financial Crime	6		S1C S2C
CLAW6038 <u>Global Tax Strategy in Digital Economy</u>	<u>6</u>		<u>2022</u>
ECON6034 Global Economic History	6		S1C S2C
IBUS5003 Global Business	6	N IBUS5001	S1C
IBUS6002 Cross-Cultural Management	6		S1C
<u>FINC6032</u> <u>International Banking</u>	<u>6</u>	<u>N BANK6005</u>	<u>S2C</u>
IBUS6020 Enterprise Management in China	6	N CHSC6902	S1C
INFSXXXX Digital, Data and Decisions	6		S2C <u>2022</u>
INFSXXXX INFS6071 Project Management in Business	6		S1C S2C
MKTGXXXX MKTG6998 Social Media Analyses for <u>Marketing</u>	6	<u>N MKTG6999</u>	S1C S2C
MKTGXXXX Small Business Marketing	6		S1C S2C <u>2022</u>
QBUSXXXX QBUS5012 Thinking with Data	6		S1C S2C
QBUSXXXX QBUS5013 Data and Business Efficiency and Productivity	6		S1C S2C

QBUSXXXX QBUS5011 Introduction to Programming	6		S1C S2C
QBUSXXXX QBUS5010 Introduction to Dashboarding / Data Visuals Dashboarding and Visual Analytics	6		S1C S2C
QBUS5015 Foundations of Health and Civic Analytics	<u>6</u>		<u>S1C</u>
QBUS5016 Responsible Analytics	<u>6</u>	<u>A No knowledge is assumed, although students will benefit from first taking the Responsible and Business Mindsets portion of the Core MCom module.</u>	<u>2022</u>
QBUS5017 People Analytics in 4th Industrial Revolution	6	<u>A Core units in (1) Analytic and Creative Mindsets and (2) Responsible and Business Mindsets</u>	<u>S1C</u>
QBUS6320 Management Decision Making	6	A Basic Algebra, Probability, and Statistics P QBUS5001 or QBUS5002	S1C S2C
SIENXXXX SIEN6006 Fundamentals of Entrepreneurship	6		S1C
SIENXXX SIEN6007 Entrepreneurial Startups Entrepreneurship: Lean Startup	6	<i>Departmental permission required for enrolment</i>	S1C S2C
WORK5003 Management and Organisations	6		S1C
WORK6026 Organisational Change and Development	6		S1C S2C
WORK6115 Managing Diversity and Inclusion at Work	6		S1C S2C
WORK6118 Managing Communication in Organisations	6		S1C

Table A - Research units of study

BUSS7000 Business Dissertation A	12	P 48 credit points of prior study in the Master of Commerce program with a grade average of at least 80%.	S1C S2C
BUSS7001 Business Dissertation B	12	P 48 credit points of prior study in the Master of Commerce program with a grade average of at least 80%.	S1C S2C
BUSS7002 Business Dissertation	24	P 48 credit points of prior study in the Master of Commerce program with a grade average of at least 80%.	S1C S2C

Table A – Elective units of study

ACCT6001	6	P ACCT5001	S1C
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Intermediate Financial Accounting			S2C
ACCT6002 International Accounting	6	P ACCT6001 A Accounting standards and their application	S1C S2C
ACCT6003 Fundamental Analysis for Equity Investment	6	P ACCT5001	S1C S2C
ACCT6006 Advanced Managerial Accounting	6	P ACCT5002 or ACCT6008	S1C
ACCT6007 Contemporary Issues in Auditing	6	P ACCT6001	S1C S2C
ACCT6008 Managerial Accounting and Decision Making	6		S1C S2C
ACCT6010 Advanced Financial Reporting	6	P ACCT6001	S1C S2C
ACCT6014 Designing Accounting Systems	6	P ACCT5001	S1C S2C
ACCT6015 Extended Performance Reporting	6	P ACCT5001 C ACCT6001	S2C
BUSS6002 Data Science in Business	6		S1C S2C
ECMT5001 Principles of Econometrics	6		S1C S2C
ECON5002 Macroeconomics Theory	6		S1C S2C
ECON5004 Communication in Economics	6		S1C S2C
ECON5006 Economics of Law and Public Policy	6		S2C
ECON5007 The Economics of Financial Markets	6	P ECON5001 or ECON5040	S2C
ECON5008 Behavioural Economics	6	P ECON5001 or ECON5040	S2CiSE
ECON5026 Strategic Business Relationships	6		S2C
ECON6008 International Money and Finance	6	P ECON5001 or ECON5040	S2C
ECON6016 Trade and Development	6	P ECON5001 or ECON5040	S2C
ECON6018 Environmental	6	P ECON5001 or ECON5040	S1C

Economics			
ECON6024 Private Equity	6	P ECON5001 or ECON5040	S1C
ECON6029 Health Economics and Policy Evaluation	6	P (ECON5001 or ECON5040) and ECMT5001	S2C
ECON6031 International Finance and Globalisation	6	P ECON5001 or ECON5040	S1CIAP
ECON6034 Global Economic History	6	P ECON5001	S1C S2C
FINCXXXX <u>FINC5090</u> Financial Markets and Institutions <u>Finance in the Global Economy</u>	6	<u>C FINC5001</u>	S1C S2C
FINCXXXX <u>FINC6031</u> TBC—Banking unit <u>Financial Intermediary Management</u>	6	P FINC5001 <u>N BANK6002</u>	<u>2022</u>
<u>FINC6032</u> <u>International Banking</u>	<u>6</u>	<u>N BANK6005</u>	<u>S2</u>
FINC6000 Quantitative Finance	6	P FINC5001	S1C
FINC6001 Intermediate Corporate Finance <u>Finance: Theory and Applications</u>	6	P FINC5001	S1C S2C
FINC6005 Advanced Asset Pricing	6	P FINC5001	S1C
FINC6009 Portfolio Theory and its Applications	6	P FINC5001	S2C
FINC6010 Derivative Securities	6	P FINC5001	S2C
FINC6013 International Business Finance	6	P FINC5001	S1C
FINC6014 Fixed Income Securities	6	P FINC5001	S2C
FINC6015 Trading in Modern Financial Markets	6	P FINC5001	S2C
FINC6017 Mergers and Acquisitions	6	P FINC5001	S2C
FINC6021 Corporate Valuation	6	P FINC5001	S1C
FINC6023 Financial Risk Management			S1C
FINC6024 Real Estate Finance and Investment	6	P FINC5001	S1C
FINC6025 Entrepreneurial	6	P FINC5001	S1C

Finance			
IBUS6004 International Business Alliances	6		S1C
IBUS6019 Strategy and Emerging Markets	6		S2C
IBUSXXXX <u>IBUS6000</u> Advanced International Business Strategy	6		S2C
INFSXXXX <u>INFS6060</u> Digital Work Practices	6	<u>C INFS5002</u>	S1C
INFS6004 Digital Business Transformation	6	<u>C INFS5002 or COMP5206</u>	S1C
INFS6012 Digital Information Infrastructures	6	<u>C INFS5002, COMP5206</u>	S2C
INFS6015 Business Process Management	6		S2C
INFS6016 Digital Business Models	6	<u>C INFS5002 or COMP5206</u>	S2C
INFS6018 Managing Business Intelligence with Information and Data	6	<u>C INFS5002 or COMP5206 or QBUS5001</u>	S1C
INFS6023 Data Visualisation for Managers	6		S1C S2C
INFS6032 Agile Project Management Methods	6		S2C
INFS6066 Gadgets, Gods and Godzilla	6	<u>C INFS5002 or COMP5206</u>	S1C
INFS6XXX <u>INFS6024</u> Managing Data at Scale	6		S1C S2C
ITLSXXXX <u>ITLS6202</u> Sustainable Logistics and Procurement	6	<u>C ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001</u>	S1C S2C
ITLSXXXX <u>ITLS6201</u> Global Distribution Strategy	6	N ITLS6101 TPTM6440 <u>C ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001</u>	S1C S2C
ITLSXXXX <u>ITLS6203</u> Analytic Methods for Logistics	6	N ITLS5200 TPTM6495	S1C S2C
ITLSXXXX <u>ITLS6111</u> Spatial Analytics	6	N ITLS6107 TPTM6180	S2C
ITLSXXXX <u>ITLS6015</u> Managing Supply Chain Disruption	6		S1C
ITLSXXXX <u>ITLS6016</u> Logistics and Future	6	N ITLS6301	S1CIJA

Cities			
MKTG6001 Marketing Research	6		S1C S2C
MKTGXXXX MKTG6998 Social Media Analyses for Marketing	6	<u>N MKTG6999</u>	S1C S2C
MKTG6004 New Product Development	6	P MKTG5001	S1C
MKTG6005 Marketing Media and Communications for Marketing	6	P MKTG5001	S2C
<u>MKTG6006</u> <u>Creating Persuasive</u> <u>Communications</u>	<u>6</u>	<u>P MKTG5001</u> <u>N MKTG3121</u>	<u>S1C</u>
MKTG6007 Consumer Behaviour	6	P MKTG5001	S1C S2C
MKTG6013 International and Global Marketing	6		S1C S2C
MKTG6015 Digital and Social Media Marketing	6	P MKTG5001	S1C S2C
MKTG6016 Brand Management	6	P MKTG5001	S1C
MKTG6018 Customer Analytics and Relationship Management	6		S1C S2C
MKTG6020 Business Marketing B2B Marketing	6		S1C
MKTG6023 Marketing Performance Analytics and Metrics	6	P MKTG5001	S2C
MKTG60XX MKTG6024 Advanced Marketing Statistics and Research Marketing Analytics	6	P MKTG5001 and MKTG6001	<u>S1C</u> <u>S2C</u>
MKTG6104 The Psychology of Marketing Business Decisions	6	<u>P MKTG5001</u>	S2C
MKTGXXXX MKTG6010 Machine Learning in Marketing	6	P QBUS5001 <u>P BUSS6002</u>	S1C S2C
MKTGXXXX MKTG6999 Customer Social Data Analytical Tools	6	P QBUS5001 <u>P BUSS6002</u> <u>N MKTG6998</u>	S1C S2C
QBUSXXXX QBUS5010 Introduction to Dashboarding / Data Visuals Dashboarding and Visual Analytics	6		S1C S2C
QBUSXXXX QBUS5011 Introduction to Programming	6		S1C S2C
QBUSXXXX QBUS5012	6		S1C

Thinking with Data			S2C
QBUSXXXX QBUS5013 Data and Business Efficiency and Productivity	6		S1C S2C
QBUS5015 Foundations of Health and Civic Analytics	6		S1C
QBUS5016 Responsible Analytics	6	A No knowledge is assumed, although students will benefit from first taking the Responsible and Business Mindsets portion of the Core MCom module.	2022
QBUS5017 People Analytics in 4th Industrial Revolution	6	A Core units in (1) Analytic and Creative Mindsets and (2) Responsible and Business Mindsets	S1C
QBUS6310 Business Operations Analysis	6	P QBUS5001	S1C S2C
QBUS6810 Statistical Learning and Data Mining	6		S1C S2C
QBUS6820 Business Risk Management	6		S1C S2C
QBUS6830 Financial Time Series and Forecasting	6		S1C S2C
QBUS6840 Predictive Analytics	6	P QBUS6810	S1C S2C
QBUS6850 Machine Learning for Business	6	P QBUS6810	S1C S2C
QBUS6860 Visual Data Analytics	6		S1C S2C
QBUS6950 Advanced Machine Learning and AI for Business	6	P QBUS6810 C QBUS6850 A The unit assumes knowledge of statistics, machine learning and Python programming in working with data.	2022
QBUS6951 Advanced Health Analytics and Management	6	P QBUS5001 and QBUS6002; A The unit assumes knowledge of statistics and confidence in working with data.	2022
QBUS6952 Behavioural and Experimental Data Science	6	A The unit assumes knowledge of statistics and confidence in working with data.	2022
QBUS6953 Data and Risk Analytics in Insurance	6	P QBUS5001 and QBUS6002; A The unit assumes knowledge of statistics and confidence in working with data.	S2C
QBUS6954 Stochastic Frontier Analysis	6	P QBUS5001 A Knowledge of basic statistical concepts as well as basic ability to code is assumed.	2022
QBUS6955 Text Analytics for Business	6	P BUSS6002 and QBUS6810 C QBUS6840 or QBUS6850 A The unit assumes knowledge of	2022

		<u>statistics and some knowledge of machine learning.</u>	
<u>QBUS6956 Business Analytics for Cybersecurity</u>	<u>6</u>	<u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>
SIENXXXX <u>SIEN6001 Business Negotiation</u>	6		S2C
SIENXXXX <u>SIEN6002 Managing Sustainability: Business and the Climate Crisis</u>	6		S1C
SIENXXXX <u>SIEN6003 Management Consulting</u>	6		S2C
SIENXXXX <u>SIEN6004 Managing Change</u>	6		S2C <u>2022</u>
SIENXXXX <u>SIEN6005 Social Entrepreneurship</u>	6		S1C S2C
SIENXXXX <u>SIEN6004 Sustainable Innovation Innovation Ecosystems</u>	6		S2C
SIENXXXX <u>SIEN6006 Fundamentals The Foundations of Entrepreneurship</u>	6		S1C
SIENXXXX <u>SIEN6007 Entrepreneurial Startups Entrepreneurship: Lean Startup</u>	6	<i>Departmental permission required for enrolment</i>	S1C S2C
<u>WORK6001 Organisational Analysis and Behaviour</u>	6		S1C
<u>WORK6130 Leadership in Organisations</u>	6		S1C

Specialisation tables apply to both the Master of Commerce and Master of Commerce (Extension) and will be linked from the relevant Handbook section (as is the case now – titled [Commerce subject areas](#))

ACCOUNTING

Accounting
Achievement of a specialisation in Accounting requires a minimum of 30 credit points from this table comprising:
(i) 6 credit points of Table A- Foundational units of study*
(i) 24 credit points of Table A – Accounting selective units of study
Units of study

The units of study are listed below.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
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Table A - Foundational units of study*

* Note that foundational units count to both the Foundational units of study for the course and the specialisation

ACCT5001 Foundation in Accounting	6		S1C S2C
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Table A – Accounting

Selective units of study

ACCT6001 Intermediate Financial Accounting	6	P ACCT5001	S1C S2C
ACCT6002 International Accounting	6	P ACCT6001 A Accounting standards and their application	S1C S2C
ACCT6003 Fundamental Analysis for Equity Investment	6	P ACCT5001	S1C S2C
ACCT6006 Advanced Managerial Accounting	6	P ACCT5002 or ACCT6008	S1C
ACCT6007 Contemporary Issues in Auditing	6	P ACCT6001	S1C S2C
ACCT6008 Managerial Accounting and Decision Making	6		S1C S2C
ACCT6010 Advanced Financial Reporting	6	P ACCT6001	S1C S2C
ACCT6014 Designing Accounting Systems	6	P ACCT5001	S1C S2C
ACCT6015 Extended Performance Reporting	6	P ACCT5001 C ACCT6001	S2C

DATA ANALYTICS FOR BUSINESS

Data Analytics for Business

Achievement of a specialisation in Data Analytics requires a minimum of 30 credit points from this table comprising:

- (i) 6 credit points of Table A - Foundational units of study*
- (ii) 6 credit points of Table A – Business Analytics for Business core units of study
- (iii) 18 credit points of Table A- Business Analytics for Business selective units of study

Units of study

The units of study are listed below.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
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Table A - Foundational units of study*

* Note that foundational units count to both the Foundational units of study for the course and the specialisation

QBUS5001 Foundation in Data Analytics	6		S1C S2C
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Table A – Business Analytics for Business

Core units of study

BUSS6002 Introduction to Data Science	6		S1C S2C
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Selective units of study

INFS6018 Managing Business Intelligence with Information and Data	6	<u>C INFS5002 or COMP5206 or QBUS5001</u>	S1C S2C
INFS6023 Data Visualisation for Managers	6		S1C S2C
INFS6XXX <u>INFS6024</u> Managing Data at Scale	6		S1C S2C
ITLSXXXX Spatial Analytics	6	N ITLS6107, TPTM6180	S2C
MKTG6018 Customer Analytics and Relationship Management	6	P QBUS5001	S1C S2C
MKTGXXXX <u>MKTG6010</u> Machine Learning in Marketing	6	P QBUS5001 <u>P BUSS6002</u>	S1C S2C
MKTGXXXX <u>MKTG6999</u> Customer Social Data Analytical Tools	6	P QBUS5001 <u>P BUSS6002</u> N MKTG6998	S1C S2C
QBUS6310 Business Operations Analysis	6	P QBUS5001	S1C S2C

QBUS6810 Statistical Learning and Data Mining	6		S1C S2C
QBUS6820 Business Risk Management	6		S1C S2C
QBUS6830 Financial Time Series and Forecasting	6		S1C S2C
QBUS6840 Predictive Analytics	6	P QBUS6810	S1C S2C
QBUS6850 Machine Learning	6	P QBUS6810	S1C S2C
QBUS6860 Visual Data Analytics	6		S1C S2C
<u>QBUS6950 Advanced Machine Learning and AI for Business</u>	<u>6</u>	<u>P QBUS6810 C QBUS6850 A The unit assumes knowledge of statistics, machine learning and Python programming in working with data.</u>	<u>2022</u>
<u>QBUS6951 Advanced Health Analytics and Management</u>	<u>6</u>	<u>P QBUS5001 and QBUS6002; A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>
<u>QBUS6952 Behavioural and Experimental Data Science</u>	<u>6</u>	<u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>
<u>QBUS6953 Data and Risk Analytics in Insurance</u>	<u>6</u>	<u>P QBUS5001 and QBUS6002; A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>S2C</u>
<u>QBUS6954 Stochastic Frontier Analysis</u>	<u>6</u>	<u>P QBUS5001 A Knowledge of basic statistical concepts as well as basic ability to code is assumed.</u>	<u>2022</u>
<u>QBUS6955 Text Analytics for Business</u>	<u>6</u>	<u>P BUSS6002 and QBUS6810 C QBUS6840 or QBUS6850 A The unit assumes knowledge of statistics and some knowledge of machine learning.</u>	<u>2022</u>
<u>QBUS6956 Business Analytics for Cybersecurity</u>	<u>6</u>	<u>A The unit assumes knowledge of statistics and confidence in working with data.</u>	<u>2022</u>

DIGITAL BUSINESS

Digital Business

Achievement of a specialisation in Digital Business requires a minimum of 30 credit points from this table comprising:

- (i) 6 credit points of Table A - Foundational units of study*

(ii) 24 credit points of Table A – Digital Business selective units of study

Units of study

The units of study are listed below.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
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Table A - Foundational units of study*

* Note that foundational units count to both the Foundational units of study for the course and the specialisation

INFS5002 Foundation in Digital Business	6		S1C S2C
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Table A – Digital Business

Selective units of study

INFSXXXX INFS6060 Digital Work Practices	6	<u>C INFS5002</u>	S1C
INFS6004 Digital Business Transformation	6	<u>C INFS5002 or COMP5206</u>	S1C
INFS6012 Digital Information Infrastructures	6	<u>C INFS5002, COMP5206</u>	S2C
INFS6015 Business Process Management	6		S2C
INFS6016 Digital Business Models	6	<u>C INFS5002 or COMP5206</u>	S2C
INFS6018 Managing Business Intelligence with <u>Information and Data</u>	6	<u>C INFS5002 or COMP5206 or QBUS5001</u>	S1C
INFS6032 Agile Project Management Methods	6		S2C
INFS6066 Gadgets, Gods and Godzilla	6	<u>C INFS5002 or COMP5206</u>	S1C

ECONOMICS

Economics

Achievement of a specialisation in Economics requires a minimum of 30 credit points from this table comprising:

- (i) 6 credit points of Table A - Foundational units of study*
- (ii) 6 credit points of Table A – Economics core units of study
- (iii) 18 credit points of Table A – Economics selective units of study

Units of study

The units of study are listed below.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
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Table A - Foundational units of study*

* Note that foundational units count to both the Foundational units of study for the course and the specialisation

ECON5040 Foundation in Economics	6		S1C S2C
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Table A – Economics

Core units of study

ECON5002 Macroeconomics Theory	6		S1C S2C
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Selective units of study

ECON5004 Communication in Economics	6		S1C S2C
ECON5006 Economics of Law and Public Policy	6		S2C
ECON5007 The Economics of Financial Markets	6	P ECON5001 or ECON5040	S2C
ECON5008 Behavioural Economics	6	P ECON5001 or ECON5040	S2CiSE
ECON5026 Strategic Business Relationships	6		S2C
ECON6008 International Money and Finance	6	P ECON5001 or ECON5040	S2C
ECON6016 Trade and Development	6	P ECON5001 or ECON5040	S2C
ECON6018 Environmental Economics	6	P ECON5001 or ECON5040	S1C
ECON6024 Private Equity	6	P ECON5001 or ECON5040	S1C
ECON6029 Health Economics and Policy Evaluation	6	P (ECON5001 or ECON5040) and ECMT5001	S2C

ECON6031 International Finance and Globalisation	6	P ECON5001 or ECON5040	S1CIAP
ECMT5001 Principles of Econometrics	6		S1C S2C

FINANCE

Finance			
Achievement of a specialisation in Finance requires a minimum of 30 credit points from this table comprising:			
(i) 6 credit points of Table A - Foundational units of study*			
(ii) 24 credit points of Table A – Finance selective units of study			
Units of study			
The units of study are listed below.			
<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Table A - Foundational units of study*			
* Note that foundational units count to both the Foundational units of study for the course and the specialisation			
FINC5001 Foundation in Finance	6		S1C S2C
Table A - Finance			
Selective units of study			
FINCXXXX FINC5090 Financial Markets and Institutions <u>Finance in the Global Economy</u>	6	<u>C FINC5001</u>	S1C S2C
FINC6000 Quantitative Finance	6	P FINC5001	S1C
FINC6001 Intermediate Corporate Finance <u>Finance: Theory and Applications</u>	6	P FINC5001	S1C S2C
FINC6005 Advanced Asset Pricing	6	P FINC5001	S1C
FINC6009 Portfolio Theory and its Applications	6	P FINC5001	S2C
FINC6010 Derivative Securities	6	P FINC5001	S2C

FINC6013 International Business Finance	6	P FINC5001	S1C
FINC6014 Fixed Income Securities	6	P FINC5001	S2C
FINC6015 Trading in Modern Financial Markets	6	P FINC5001	S2C
FINC6017 Mergers and Acquisitions	6	P FINC5001	S2C
FINC6021 Corporate Valuation	6	P FINC5001	S1C
FINC6023 Financial Risk Management			S1C
FINC6024 Real Estate Finance and Investment	6	P FINC5001	S1C
FINC6025 Entrepreneurial Finance	6	P FINC5001	S1C
FINCXXXX FINC6031 TBC – Banking unit Financial Intermediary Management	6	P FINC5001 N BANK6002	<u>2022</u>

GLOBAL LOGISTICS

Global Logistics			
Achievement of a specialisation in Global Logistics requires a minimum of 30 credit points from this table comprising:			
(i) 6 credit points of Table A - Foundational units of study*			
(ii) 12 credit points of Table A – Global Logistics core units of study			
(iii) 12 credit points of Table A – Global Logistics selective units of study			
Units of study			
The units of study are listed below.			
Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Table A – Foundational units of study*			
* Note that foundational units count to both the Foundational units of study for the course and the specialisation			
ITLS5XXX ITLS5250 Foundation in Global Logistics	6	N ITLS5000 TPTM6155 TPTM5001	S1C S2C

Table A – Global Logistics				
Core units of study				
ITLSXXXX ITLS6202 Sustainable Logistics and Procurement	6	C ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001		S1C S2C
ITLSXXXX ITLS6201 Global Distribution Strategy	6	N ITLS6101 TPTM6440 C ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001		S1C S2C
Selective units of study				
ITLSXXXX ITLS6203 Analytic Methods for Logistics	6	N ITLS5200 TPTM6495		S1C S2C
ITLSXXXX ITLS6111 Spatial Analytics	6	N ITLS6107 TPTM6180		S2C
ITLSXXXX ITLS6015 Managing Supply Chain Disruption	6			S1C
ITLSXXXX ITLS6016 Logistics and Future Cities	6	N ITLS6301		S1CIJA

MARKETING

Marketing			
Achievement of a specialisation in Marketing requires a minimum of 30 credit points from this table comprising:			
(i) 6 credit points of Table A - Foundational units of study*			
(ii) 6 credit points of Table A – Marketing core units of study			
(iii) 18 credit points of Table A – Marketing selective units of study			
Units of study			
The units of study are listed below.			
<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Table A – Foundational units of study			
* Note that foundational units count to both the Foundational units of study for the course and the specialisation			
MKTG5001 Foundation in Marketing	6		S1C S2C
Table A - Marketing			
Core units of study			
MKTG6001 Marketing Research	6		S1C S2C

Selective units of study			
MKTG60XX <u>MKTG6000</u> Advanced Marketing Statistics and Research <u>Marketing Analytics</u>	6	P <u>MKTG5001</u> and MKTG6001	<u>S1C</u> <u>S2C</u>
MKTGXXXX <u>MKTG6998</u> Social Media Analyses for Marketing	6	<u>N MKTG6999</u>	<u>S1C</u> <u>S2C</u>
MKTG6004 New Product Development	6	P <u>MKTG5001</u>	<u>S1C</u>
MKTG6005 Marketing <u>Media and</u> Communications <u>for Marketing</u>	6	P <u>MKTG5001</u>	<u>S2C</u>
<u>MKTG6006</u> <u>Creating Persuasive</u> <u>Communications</u>	<u>6</u>	<u>P MKTG5001</u> <u>N MKTG3121</u>	<u>S1C</u>
MKTG6007 Consumer Behaviour	6	P <u>MKTG5001</u>	<u>S1C</u> <u>S2C</u>
MKTG6013 International and Global Marketing	6		<u>S1C</u> <u>S2C</u>
MKTG6015 Digital and Social Media Marketing	6	P <u>MKTG5001</u>	<u>S1C</u> <u>S2C</u>
MKTG6016 Brand Management	6	P <u>MKTG5001</u>	<u>S1C</u> <u>S2C</u>
MKTG6018 Customer Analytics and Relationship Management	6		<u>S1C</u> <u>S2C</u>
MKTG6020 Business Marketing <u>B2B Marketing</u>	6		<u>S1C</u>
MKTG6023 Marketing Performance Analytics and Metrics	6	P <u>MKTG5001</u>	<u>S2C</u>
MKTG6104 The Psychology of <u>Marketing</u> Business Decisions	6	<u>P MKTG5001</u>	<u>S2C</u>

STRATEGY, INNOVATION AND MANAGEMENT

Strategy, Innovation and Management
Achievement of a specialisation in Strategy, Innovation and Management requires 30 credit points from this table comprising:
(i) 6 credit points of Table A – Foundational units of study*
(ii) 24 credit points of Table A – Strategy, Innovation and Management selective units of study
Units of study

The units of study are listed below.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Table A – Foundational units of study*			
* Note that foundational units count to both the Foundational units of study for the course and the specialisation			
SIEN5XXX <u>SIEN5001</u> Foundation in Strategy, Innovation and Mgt	6		S1C S2C
Selective units of study			
IBUSXXXX <u>IBUS6000</u> Advanced International Business Strategy	6		S2C
IBUS6004 International Business Alliances	6		S1C
IBUS6019 Strategy and Emerging Markets	6		S2C
SIENXXXX <u>SIEN6001</u> Business Negotiation	6		S2C
SIENXXXX <u>SIEN6002</u> Managing Sustainability: Business and the Climate Crisis	6		S1C
SIENXXXX <u>SIEN6003</u> Management Consulting	6		S2C
SIENXXXX Managing Change	6		S2C <u>2022</u>
SIENXXXX <u>SIEN6005</u> Social Entrepreneurship	6		S1C S2C
SIENXXXX <u>SIEN6004</u> Sustainable Innovation <u>Innovation Ecosystems</u>	6		S2C
WORK6001 Organisational Analysis and Behaviour	6		S1C
WORK6130 Leadership in Organisations	6		S1C



Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	3.2

Non-Confidential

Author	Sophia Davidson Gluyas
Reviewer/Approver	Betina Szkudlarek
Paper title	Revised Course Learning Outcomes for the Master of Management
Purpose	To revise the course learning outcomes for the Master of Management
Presenter	Betina Szkudlarek

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board approve the proposed amendments to the course learning outcomes for the Master of Management, with effect from 2021; and endorse the minor course amendment proposal and AQF compliance submission.

EXECUTIVE SUMMARY

A comprehensive review of the Master of Management (MMgt) was conducted between August and November 2018 led by the Program Director, Associate Professor Betina Szkudlarek. A revised set of core and elective units were subsequently proposed and implemented in 2020. During 2019, A Steering Committee, Chaired by Program Director, Associate Professor Betina Szkudlarek was convened to oversee the successful implementation of the review recommendations. Part of the body of work this group undertook was to draft a revised set of course learning outcomes which map directly to the University’s graduate qualities. These course learning outcomes were further refined by the Program Director in consultation with Lilia Mantai (Academic Lead, Course Enhancement). Each course learning outcome interprets a corresponding graduate quality into specific, course level outcomes for a Master of Management graduate, ensuring the Schools graduates are in the best position to succeed in a range of complex management landscapes.

ENDORSEMENT HISTORY

Governance Body	Meeting Date	Conditional/ Unconditional Endorsement	Feedback addressed
Programs Committee	4 June 2020	Unconditional	
Faculty Board	23 June 2020	Unconditional	
Graduate Studies Committee	28 July 2020		
Academic Board	15 September		

CONSULTATION

Consultee	Role	Faculty
Dr Lilia Mantai	Academic Lead, Course Enhancement	Business School
Associate Professor Betina Szkudlarek	Program Director, Master of Management; Chair, MMgt Steering Committee	Business School
Professor Suresh Cuganesan	Associate Dean (Student Success & Mobility); Member, MMgt Steering Committee	Business School



Submission To	Graduate Studies Committee
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Associate Professor Rachael Hains-Wesson	Director, Work Integrated Learning; Member, MMgt Steering Committee	Business School
Associate Professor Elaine Huber	Academic Director, Business Co-Design; Member, MMgt Steering Committee	Business School
Megan Davis	Teaching staff; Member, MMgt Steering Committee	Business School
Associate Professor Stefan Meisiek	Teaching staff; Member, MMgt Steering Committee	Business School
Lance Graham	Project Manager, Master of Management; Member, MMgt Steering Committee	Business School
Sophia Davidson Gluyas	Senior Project Officer (Curriculum Initiatives; Member, MMgt Steering Committee	Business School
Diego Rojas	Innovation & Curriculum Analyst; Member, MMgt Steering Committee	Business School

ATTACHMENTS

1. Minor Course Amendment Proposal, Master of Management
2. AQF Compliance Form, Master of Management



Non-Confidential

Attachment 1: Minor Course Amendment Proposal

Faculty: Business School

Contact person: Associate Professor Betina Szkudlarek

1. Name of award course

Master of Management

2. Purpose of proposal

The purpose of this proposal is to:

- (1) amend the course learning outcomes for the Master of Management;
- (2) demonstrate how the course learning outcomes map to the University's graduate qualities; and
- (3) demonstrate the manner in which the degree, in its current form, addresses in full the learning outcome standards required of a Level 9 qualification under the Australian Qualifications Framework.

3. Details of amendment

The current course learning outcomes, for the Master of Management, are as follows:

- ~~1. **Business Knowledge:** Our Master's programs develop each graduate to be a knowledgeable business practitioner leading to students who are able to demonstrate an integrated understanding of key concepts, techniques and trends in one or more fields of business practice and the challenges and opportunities involved in applying this knowledge in diverse contexts. (Assured in capstone unit).~~
- ~~2. **Critical Thinking:** Our Master's programs develop each graduate to be an autonomous and constructive critical thinker leading to students who are able to question, assess and respond independently and creatively to assumptions, propositions and debates within one or more fields of business practice. (Assured in capstone unit).~~
- ~~3. **Business Analysis and Problem Solving:** Our Masters programs develop each graduate to be a capable business analyst and strategic problem solver leading to students who are able to apply a range of quantitative and qualitative research skills to identify and diagnose complex and unfamiliar problems and to use the evidence and findings generated to formulate strategically appropriate solutions within one or more fields of business practice. (Assured in capstone unit).~~
- ~~4. **Communication:** Our Master's programs develop each graduate to be a persuasive communicator and negotiator leading to students who are able to use a range of communications strategies to reach agreement with others about appropriate responses to complex and unfamiliar problems within one or more fields of business practice. (Assured in capstone unit).~~
- ~~5. **Team Working:** Our Master's programs develop each graduate to be a capable team leader in work-related contexts leading to students who are able to influence others to work collaboratively to address complex and unfamiliar problems within one or more fields of business practice. (Assured in capstone unit).~~
- ~~6. **Ethical and Social Responsibility:** Our Master's programs develop each graduate to be an ethically and socially responsible professional leading to students who are able to demonstrate ethical and social awareness and responsibility in personal decision-making and behaviour within one or more fields of business practice. (Assured in capstone unit).~~

Proposed new course learning outcomes, from 2021 are as follows:

1. Integrate understanding of the key concepts, techniques and trends in one or more fields of business practice and the challenges and opportunities involved in applying this knowledge in diverse contexts.
2. Question, assess and respond independently and creatively to assumptions, propositions and debates within one or more fields of business practice and apply a range of quantitative and qualitative research skills to identify and diagnose complex and unfamiliar problems.



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3. Use a range of effective communications strategies to analyse, address and report on business challenges, as well as to reach agreement with others about appropriate responses to complex and unfamiliar problems within one or more fields of business practice.
4. Use appropriate tools and a wide array of resources to address business challenges. Apply various modes of communication as well as researched evidence to formulate strategies and solutions.
5. Identify and diagnose complex and unfamiliar problems and develop creative solutions to business challenges.
6. Work collaboratively with diverse others while integrating various cultural perspectives in communication, problem solving and teamwork.
7. Work collaboratively within multidisciplinary fields of expertise and effectively integrate diverse perspectives in communication, problem solving and teamwork.
8. Demonstrate ethical and social awareness and responsibility in personal decision-making and behaviour within one or more fields of business practice.
9. Influence others to work collaboratively to address complex and unfamiliar problems within one or more fields of business practice.

These proposed nine new course learning outcomes for the Master of Management map to the university's graduate qualities as follows:

Graduate quality	GQ1: Depth of Disciplinary Expertise	GQ2: Critical Thinking and Problem Solving	GQ3: Communication (Oral and Written)	GQ4: Information and Digital Literacy	GQ5: Inventiveness	GQ6: Cultural Competence	GQ7: Interdisciplinary Effectiveness	GQ8: An Integrated Personal, Professional and Ethical Identity	GQ9: Influence
Proposed course learning outcome	CLO1: Integrate understanding of the key concepts, techniques and trends in one or more fields of business practice and the challenges and opportunities involved in applying this knowledge in diverse contexts.	CLO2: Question, assess and respond independently and creatively to assumptions, propositions and debates within one or more fields of business practice and apply a range of quantitative and qualitative research skills to identify and diagnose complex and unfamiliar problems	CLO3: Use a range of effective communications strategies to analyse, address and report on business challenges, as well as to reach agreement with others about appropriate responses to complex and unfamiliar problems within one or more fields of business practice.	CLO4: Use appropriate tools and a wide array of resources to address business challenges. Apply various modes of communication as well as researched evidence to formulate strategies and solutions.	CLO5: Identify and diagnose complex and unfamiliar problems and develop creative solutions to business challenges.	CLO6: Work collaboratively with diverse others while integrating various cultural perspectives in communication, problem solving and teamwork.	CLO7: Work collaboratively within multidisciplinary fields of expertise and effectively integrate diverse perspectives in communication, problem solving and teamwork.	CLO8: Demonstrate ethical and social awareness and responsibility in personal decision-making and behaviour within one or more fields of business practice.	CLO9: Influence others to work collaboratively to address complex and unfamiliar problems within one or more fields of business practice

4. Transitional arrangements
NA

5. Other relevant information

The Business School to amend the 2021 Handbook and course learning outcomes and mapping in Sydney Curriculum.

6. Signature of Dean

25 June 2020



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Attachment 2: AQF Compliance Form

TEMPLATE for AQF COMPLIANCE for a MASTERS DEGREE (COURSEWORK) COURSE

NAME OF COURSE Master of Management **CODE** MAMANAGE-02

1. Purpose

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

- (a) Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma / Graduate Certificate / Honours) degree
- (b) Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for **professional practice or scholarship** and as a **pathway for further learning**.

Faculty response: (a) **Yes** (b) **Yes**

2. Learning Outcomes

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

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

The quality of the learning outcomes are assured by the Business School.

Students must complete 60 credit points in units of study, comprising:

- (i) 36 credit points in core units of study
- (ii) 12 credit points in elective units of study
- (iii) a 12 credit point capstone unit of study

Units of Study:

(i) *Students must complete all the following core units*

- MMGT6001 Strategy
- MMGT6012 Business Tools for Management
- MMGT6015 Digital Transformation
- MMGT6020 Leadership
- MMGT6688 The Future of Business

(ii) *Students must complete six credit points from the following core unit collection:*

- MMGT6016 Financial Management
- MMGT6017 Advanced Financial Management

(iii) *Students must complete 12 credit points in elective units of study*

- MMGT6004 Managing People and Organisations
- MMGT6008 Marketing
- MMGT6014 Business in China
- MMGT6018 Innovation and Entrepreneurship
- MMGT6019 Contemporary Topic in Management



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- (iv) *Students must complete a 12 credit point capstone unit of study*
- MMGT6101 MMGT Business Project

The Master of Management (10 units) achieves the following AQF Level 9 learning outcomes and Master of Management course learning outcomes with reference to the specific skills and body of knowledge that will be gained during the course as outlined below:

Level 9 Outcome	Relevant Course Learning Outcome	Course-Specific Skills and Knowledge	Core Units
Graduates:		Graduates will:	
Graduates at this level will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice.	CLO1 - Integrate understanding of the key concepts, techniques and trends in one or more fields of business practice and the challenges and opportunities involved in applying this knowledge in diverse contexts.	Understand the following disciplinary or practice developments (in Management):	
		1. Build a systematic approach to analyse contemporary management practice including: financial analysis, strategic planning, project management, organisational behaviour, innovation and marketing.	MMGT6001 MMGT6012 MMGT6688 MMGT6016 MMGT6017 MMGT6020 MMGT6004 MMGT6008 MMGT6018 MMGT6101
		2. Understand the managerial challenges related to changes in the business environment and sustainable business practices.	MMGT6688 MMGT6001 MMGT6019 MMGT6004 MMGT6015
		3. Acquire knowledge and competencies to systematically develop strategy to expand and compete successfully in local and global markets.	MMGT6001 MMGT6014 MMGT6101 MMGT6008
		4. Develop knowledge and competencies to manage operations in a wide range of markets.	MMGT6001 MMGT6014 MMGT6101
Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: research and apply established theories to a body of	CLO2 - Question, assess and respond independently and creatively to assumptions, propositions and debates within one or more fields of business practice and apply a range of quantitative and qualitative research skills to	Demonstrate knowledge of the following principles and methods (specific to management):	
		1. Case analysis	MMGT6001 MMGT6016 MMGT6017 MMGT6012 MMGT6008
		2. Applied business analytics	MMGT6012
		3. Problem/ issue identification and scoping	MMGT6101
		4. Project management skills	MMGT6101



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knowledge or practice.	identify and diagnose complex and unfamiliar problems.	5. Research essays	MMGT6101
		6. Consulting process	MMGT6101
		7. Consulting report	MMGT6101
Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.	CLO8 - Demonstrate ethical and social awareness and responsibility in personal decision-making and behaviour within one or more fields of business practice.	Demonstrate that they can:	
		1. Use theoretical frameworks to conceptualize and resolve issues relevant to Management.	MMGT6101 MMGT6001
		2. Apply theoretical knowledge into practical application through their consulting report; case analyses and/or classroom discussion.	MMGT6101 MMGT6001 MMGT6020 MMGT6004 MMGT6008 MMGT6018
		3. Evaluate different theoretical frameworks and assess their applicability in a particular international business context in their research essays, classroom discussion and/or consulting report.	MMGT6101 MMGT6001 MMGT6020 MMGT6004 MMGT6008 MMGT6018
		4. Be able to integrate conflicting and complementary theoretical knowledge in classroom discussion, consulting process and report.	MMGT6101 MMGT6001 MMGT6020 MMGT6004 MMGT6008 MMGT6018
Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: analyse critically, reflect on and synthesise complex information, problems, concepts and theories.	CLO4 - Use appropriate tools and a wide array of resources to address business challenges. Apply various modes of communication as well as researched evidence to formulate strategies and solutions.	Demonstrate that they can:	
		1. Collect relevant information from secondary sources such as online databases and web resources together with primary sources by interviewing managers, industry experts and other stakeholders for their consulting reports and /or research essays.	MMGT6101 MMGT6001 MMGT6008 MMGT6018 MMGT6688
		2. Evaluate the authenticity and validity of such information, their applicability and relevance to resolve issues facing management.	MMGT6101 MMGT6001 MMGT6008 MMGT6018 MMGT6688
		3. Develop skills to organize information in a consistent and logical manner.	MMGT6001 MMGT6012 MMGT6101 MMGT6016 MMGT6017
		4. Use information as evidence to support the arguments in their case study analysis, reports and class discussion and essays.	MMGT6101 MMGT6001 MMGT6020 MMGT6004 MMGT6008 MMGT6018 MMGT6015 MMGT6688 MMGT6014



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			MMGT6019
Can generate and evaluate complex ideas.	CLO5 - Identify and diagnose complex and unfamiliar problems and develop creative solutions to business challenges.	Demonstrate that they can:	
		1. Grasp the complexity of the issues facing management from multiple perspectives.	MMGT6001 MMGT6688 MMGT6020 MMGT6014
		2. Generate alternative approaches to address the issues and evaluate each approach rigorously to arrive at well-judged solutions.	MMGT6001 MMGT6101
Have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences.	CLO3 - Use a range of effective communications strategies to analyse, address and report on business challenges, as well as to reach agreement with others about appropriate responses to complex and unfamiliar problems within one or more fields of business practice. & CLO4 - Use appropriate tools and a wide array of resources to address business challenges. Apply various modes of communication as well as researched evidence to formulate strategies and solutions. & CLO6 - Work collaboratively with diverse others while	Demonstrate that they can:	
		1. Prepare professional consulting reports and presentation materials to present them to corporate managers, industry experts and other corporate stakeholders.	MMGT6101
		2. Present their case analysis, research reports and consulting reports to peers and academics.	MMGT6101, MMGT6001
		3. Communicate effectively with peers from different cultural backgrounds.	Program-wide
		4. Construct an effective argument and engage with peers and industry leaders on management issues.	MMGT6101



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	<p>integrating various cultural perspectives in communication, problem solving and teamwork.</p> <p>&</p> <p>CLO7 - Work collaboratively within multidisciplinary fields of expertise and effectively integrate diverse perspectives in communication, problem solving and teamwork.</p> <p>&</p> <p>CLO9 - Influence others to work collaboratively to address complex and unfamiliar problems within one or more fields of business practice</p>		
<p>Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.</p>	<p>CLO 8 - Demonstrate ethical and social awareness and responsibility in personal decision-making and behaviour within one or more fields of business practice.</p>	<p>Demonstrate, if completing an independent research project/ treatise/ capstone project:</p>	
		<p>1. They can identify key challenges faced by a real-life company (client).</p>	<p>MMGT6101</p>
		<p>2. Conduct several meetings with the client to produce a mutually agreed consulting brief.</p>	<p>MMGT6101</p>
		<p>3. Prepare a detailed timeline for the consulting report.</p>	<p>MMGT6101</p>
		<p>4. Conduct in-depth research from secondary sources to collect relevant information on country and industry specific factors which are relevant to address the challenges of the client.</p>	<p>MMGT6101</p>
		<p>5. Schedule and conduct interviews with corporate managers, industry experts, government officials and other stakeholders to collect information from primary sources.</p>	<p>MMGT6101</p>
<p>6. Analyse both primary and secondary information to generate alternative solutions to client's challenges.</p>	<p>MMGT6101</p>		



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		7. Arrive at an interim solution and discuss it with the client to receive feedback.	MMGT6101
		8. Conduct further analysis based on the feedback provided by the client.	MMGT6101
		9. Prepare consulting report for the client.	MMGT6101
		10. Present key findings and recommendations to the client.	MMGT6101

3. Volume of Learning

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

- (a) If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.
- (b) If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The course has the appropriate volume of learning to meet the learning outcomes: **Yes**

4. Disciplinary Similarity

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

Faculty Response: The Faculty can justify the volume of learning required where there is disciplinary dissimilarity between Levels 7 and 8 and Level 9: **Yes**

5. Research Project, Capstone or Piece of Scholarship

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

Faculty Response: MMGT6101 MMGT Business Project

6. Different Entry Pathways

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

Faculty Response: None required



THE UNIVERSITY OF
SYDNEY

Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	3.3

Non-Confidential

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine Course Learning Outcomes
Proposed Year of Implementation	2021
Faculty Approval Date	30 June 2020
Purpose	<i>To amend the Course Learning Outcomes for the Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine.</i>
Proposal Presenter	Bianca Waud

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- 1. Approve the proposal from the Faculty of Science to amend the Course Learning Outcomes for the Doctor of Veterinary Medicine with effect from 1 January 2021.*
- 2. Approve the proposal from the Faculty of Science to amend the Course Learning Outcomes for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The proposed Course Learning Outcomes changes involve:

- Enabling the Course to satisfy external competencies for accreditation purposes
- Addressing the School's education mission

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Draft Course Learning Outcomes
3. Current Course Learning Outcomes
4. Supporting committee minutes

Minor Course Amendment Proposal

Faculty: Science

Contact person: Jenny-Ann Toribio

1. **Name of award course**

Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine

2. **Purpose of proposal**

To amend Course Learning Outcomes for the Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine degrees.

3. **Details of amendment**

Please see attached

4. **Transitional arrangements**

None required

5. **Other relevant information**

6. **Signature of Dean**



Professor Iain M Young
Dean, Faculty of Science
03.07.2020



SSVS Committee Curriculum Coversheet

Author	Rosanne Taylor
Reviewer/Approver	Jenny-Ann Toribio
Paper title	Draft Course Learning Outcomes for BVB/DVM and DVM
Purpose <i>In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Content should be 1-2 sentences in length.</i>	To propose Course Learning Outcomes for approval by Education Committee

Background:

The current BVB/DVM and DVM Course Learning Outcomes were revised to:

- a. Articulate with the new University Generic Qualities (currently we are using Undergraduate Qualities as Postgraduate Coursework Qualities are not available)
- b. Enable the DVM to satisfy all the current external competencies, in readiness for Accreditation in 2019. These include RCVS, AVMA, OIE, AVBC and EAEVE, as well as AQF level 9.
- c. Accurately reflect the current DVM program, and address the School's education mission
- d. Reduce them to 8-10 in total, to enable entry in Sydney Curriculum for mapping to unit learning outcomes

Proposal:

The draft course learning outcomes for the BVB/DVM and DVM are attached, and have been in discussion over 3 months. Changes are on second page and were made due to feedback from Survey.

It is recommended that BVB/DVM and DVM Course Learning Outcomes be approved, with inclusion of this survey feedback. They will be used for DVM curriculum mapping.

No.	Course Learning Outcome	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality
1	Investigate, analyse and interpret data to generate knowledge and to make evidence-based decisions in veterinary science	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Interdisciplinary effectiveness				
2	Apply a professional, ethical and socially responsible approach to all aspects of veterinary professional activity to advocate for and improve animal health, welfare, production and performance	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence					
3	Integrate evidence and apply clinical reasoning skills to develop a diagnostic	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Influence		

	framework and formulate solutions to problems affecting animal health, welfare, production and performance									
4	Develop treatment, diagnostic and prognostic recommendations that consider animal and client needs, available resources, financial, legal and regulatory requirements and the social and cultural context	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Influence		
5	Promote wellness and preventative care, perform veterinary diagnostic, medical and surgical procedures and formulate post-treatment	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Influence		

	management strategies									
6	Design and implement prevention and control programs for common animal disorders	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Influence		
7	Identify and respond to issues at the human, animal and environment interface and contribute to one health, food security and biosecurity	Depth of disciplinary expertise	Information and digital literacy	Inventiveness	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence		
8	Attend to and promote the health, well-being and professional development of themselves and others in order to provide care of the highest standard	Depth of disciplinary expertise	Critical thinking and problem solving	Communication (oral and written)	Information and digital literacy	Inventiveness	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence

9	Communicate with, educate, collaborate and lead colleagues, clients and the public, effectively and with compassion, in diverse social and cultural contexts	Depth of disciplinary expertise	Communication (oral and written)	Information and digital literacy	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence		
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CURRENT LEARNING OUTCOMES

Bachelor of Veterinary Biology / Doctor of Veterinary Medicine*

On successful completion of the program students will be able to:

No.	Course Learning Outcome	Graduate Quality	Graduate Quality	Graduate Quality	Graduate Quality
1	Exhibit a deep understanding of principles and concepts in animal and veterinary biosciences and animal health and well being.	Depth of disciplinary expertise			
2	Exhibit a broad and coherent body of knowledge in animal nutrition, animal biotechnologies and animal genetics and apply this knowledge to improve animal health issues.	Depth of disciplinary expertise	Critical thinking and Problem solving	Information and Digital literacy	Integrated professional, ethical and personal identity
3	Integrate knowledge of animal body systems in evaluating animal responses to environmental stressors.	Depth of disciplinary expertise	Critical thinking and Problem solving	Integrated professional, ethical and personal identity	
4	Communicate concepts and findings in veterinary and animal biosciences to a range of audiences and collaborate with peers, clients and the public with empathy and compassion to promote and improve animal, human and environmental health.	Communication (oral and written)	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity	Influence
5	Evaluate the effects of environment on animal behaviour and welfare within society and assess practical concerns in society about the use of animals.	Critical thinking and Problem solving	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity
6	Address authentic problems and scenarios in animal and veterinary biosciences working professionally and responsibly within collaborative teams.	Communication (oral and written)	Inventiveness	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity
7	Investigate how ethical issues, practical welfare concerns and social contexts contribute to animal related industry and research scenarios.	Critical thinking and Problem solving	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity
8	Explore and evaluate the socio-economic importance of animals in a range of natural and anthropogenic environments across cultural settings.	Critical thinking and Problem solving	Cultural competence	Interdisciplinary effectiveness	Integrated professional, ethical and personal identity

* The DVM CLO's are the same

SSVS VETERINARY PROFESSIONAL EDUCATION COMMITTEE MEETING

1.00PM – 2.30PM Tuesday 06/11/2018

Camden: Camden Annison Room

Camperdown: Camperdown VSCC Board Room 201

Attendees (RSVP)

Christina Dart	Lara Boland
Katina Bosward	Jorge Meza
Rosanne Taylor	Madeleine Bromhead
Imke Tammen	Alexander Teh – DVM1
Merran Govendir	Robert Mraz – DVM2
Andrew Dart	

Apologies

Marisa Buskariol
Peter Bennett
Bianca Waud
Richa Kamrah
Richard Withers
David Emery

MINUTES

1. Chair Introduction

Apologies: Marisa Buskariol

Peter Bennett
Bianca Waud
Richa Kamrah
Richard Withers
David Emery

Introduction of new members:

- Maddy – new Education Support Officer who will provide secretariat support for this Committee
- Jorge – Executive Officer of SSVS
- Lara – New NAVLE coordinator
- Rosanne – work on all matters accreditation and will be part of the Committee until then.

2. Previous meeting action items

- Christina Dart to contact Mark Krockenberger for clarification on the format of the DVM4 end-of-semester exam (now complete)
 - The School wanted to incorporate 4 units of study that represent the main themes of the DVM. This exam would be MCQ format. The Faculty of Science only gave permission for 1 of the 4 units due to how the current course resolutions and UoS outlines are written. For 2018, the exam will be the Pathology Unit of Study (VETS6407) only in a short answer/essay format.
- Richard Withers to contact Student Records to confirm the timeline for the processing of DVM4 S2 2018 results in line with the Graduation timeline (now complete).
 - Because the DVM runs after the official exam time there was some questions as to whether they would be ready for students to graduate but this has now been confirmed and result timelines are in place and students will be able to graduate on time.
- Christina Dart to send an email to the DVM 3 cohort regarding the 2019 end-of-semester examination (when they will be in Year 4 – pending).

- This was completed at the beginning of the year. Mark Krockenberger is now organising the final details.
- Richard Withers to identify a place on Canvas for the assessment schedules for DVM Years 1-4 (pending).
 - Education Staff to follow up with Richard regarding the outcome.

3. Reports from Academic Programs

- 3.1 Report from DVM Year 1** – No report as Year Coordinator was not present.
- 3.2 Report from DVM Year 2** – Currently working on curriculum mapping for PoAD A and B. Year 2 are in the last week of semester. Everything is tracking well from a student perspective.
- 3.3 Report from DVM Year 3** – DVM 3 semester timetable draft is finished. It will now go to consultation with staff teaching but will be sent through to Education Support as soon as possible. Noted there is a very small gap between SSVS examiners meeting and the supplementary exams. Students will need to be informed as soon as possible after the meeting.
- 3.4 Report from DVM Year 4** – Currently external partners have no access to the VVC site and have to complete tasks offline. They also don't have access to see the students rotating to their sites.

Action: Jorge to follow up with Richa Kamrah to review the plan going forward to access to the VVC.

External partners will not be given access to the site due to security risks as there is no way to only give them access to certain sections. For now, this will be managed by the Placements team who will communicate with the External partners the information they require.

- 3.5 Report from BVSc Year 5 Coordinators** – Students appear to be going well. There should only be a few students who carry over into the next year.
- 3.6 Report from Honours Coordinator** – No representative at meeting.

Action: Roslyn Bathgate to be put on the invitation list for next meeting.

- 3.7 Report from VPH & Vet Studies** – No report as Coordinator was not present.
- 3.8 Report from Clinical Residency Program** – No report as Coordinator was not present.

4. Student Reports

4.1 Report from DVM1 Student Reps

- Students found this year challenging but rewarding.
- Placements:
 - They would like to thank Candy for all her hard work and assistance with sorting out all the placements.
 - Some students have significant concerns about the misbehaviour that occurred at certain placement sites that lead to their withdrawal from their partnership with the University. This including the lack of interest of some sites because students feel they are

4.2 Report from DVM2 Student Reps

- There are 4 issues DVM2 wanted to bring to the Committees attention
 - 100% attendance policy for tutorials.
 - Instructors showing up late or not at all to classes
 - USS reports
 - Timely grading of exams and assessments. Students believe this is affecting their mental health. This is due to the stress of grades coming out directly before or even after finals. Students would like the opportunity to go through the exam and therefore target their learning to weaker knowledge areas. Students are aware of the staffing workloads but are suggesting receiving marks within a month of the assessment/exam. At a minimum they would like feedback before progressing to the next module of semester.
 - Katrina commented that this is a hard problem to fix without specific examples. She assures this is a Staffing workload issue not because they don't think marks and feedback are important.

4.3 Report from DVM3 Student Reps – no representative present on the day.

4.4 Report from DVM4 Student Reps – no representative present on the day.

4.5 Report from BVSc Student Reps – no representative present on the day.

5. Quality Assurance, Accreditation and Student Evaluations

5.1 USS reports DVM years 1, 2 and 3 (attached).

- Results from USS reports have previously not been fed back to the students. This Semester, the School has implemented a new report form to assess the three highest and three lowest items (rated poorly 3.5 and below).
- Canvas could be a good place to put this information as students will see their feedback is being hear and used. This could also help increase the response rate.

Action: The Committee to decide where and how the results will be fed back to both new and current students.

5.2 DVM UoS Semester 1 reporting 2017-2018 (attached)

- This report presented the mean score for each UoS for Semester 1. Christina explained the key points and outcomes from the report:
 - The lowest mean score was for question “I have been guided by helpful feedback on my learning” which was 3.46
 - The overall satisfaction with the unit of studies has been very good and most units improved in satisfaction ratings from 2017. Equine and large animal had the biggest increase.
 - Research and enquiry was the exception which stayed below the 4 points mark.
 - VETS6201 went down in satisfaction between the years.
 - Placement of final exams for intensively taught units received the most negative feedback.
 - There was also negative feedback regarding e-learning resource management – no timely access to notes and recordings.
 - Feedback delivery – not provided with helpful or sufficient feedback to inform their learning.
 - There was a sense of frustration with staff not responding in a timely matter.
- It was noted that feedback is very important as it helps the academics improve the curriculum would like to encourage more students to provide feedback as low response rate means that we don't see a true reflection of the cohort's impressions.
- Christina would like to use the feedback for Staff development and use this information to advise the workshops offered to staff:
 - There was a big emphasis on receiving feedback in a timely manner. Need to look critically at the assessment schedule including what resources would be required to get feedback to the students within 2 weeks.
 - Ideas for improvements to feedback included a workshop on how to give timely feedback and a form for Academics to follow. This form could be centrally located on the intranet to make it easily accessible for all.
 - There needs to be a review of all the lecture content. Some lectures have too many slides and include too much information for one lecture.
 - In future all year coordinators should be copied into the email to unit coordinators regarding the USS reports.
 - Streamline the process for USS and get the unit coordinators to fix their reports before sending through to EO.

Action	<ol style="list-style-type: none">1. Katrina Walker to be given access to all USS reports.2. All content for 2019 to be endorsed by the year coordinator before going on the Canvas site – this step to be included on the standard operation form.3. A slide with the lecture's learning outcomes needs to be included on all lectures for 2019.
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5.2 Assessment Table for Large Animal Clinics A (Equine) Unit of Study 2018/2019 (attached)

- UoS coordinators have met over a couple of meetings to determine the assessment tables. It includes a list of placement specific skills students must be competent in to satisfy all requirements in a new streamline and uniform format.

5.3 DVM4 Clinical Skills List for 2019 (attached)

- All students by the end of year 4 will have to be competent in the attached list of skills.
- These will be uploaded on the skills tracker with each skill related to a major field.
- There was feedback in wanting an open field that is not related to a skill however this is not possible with the current system format.
- Extramural will not have a skills list as these are electives and there is too much variation between them.

5.4 Name changes due to accreditation outcomes:

- **OSCE** – term normally refers to a way of assessing a student's knowledge where they are presented a scenario and assess the way the student makes their way through it. This is different to the OSCE examinations in DVM where the student is given a defined skill that they must complete in a short timeframe. The Committee discussed options for changing the name so that it was clearer to students what is expected of them. The committee would like to keep skills and barrier in the name. E.g. Observed Skills Barrier Exam.
- **Clinical Skills Centre** – is not the same size or have the same equipment that is available at other Veterinary School Clinical Skills Centre. While not at the top of list, the skills centre is still very important to students and helpful for their learning. Possible suggestions from the Committee included changing the name to Learning Lab or Clinical Skills Lab.

Action Committee to come up with new names for the OSCE Examinations and Clinical Skills Centre.

6. Terms of Reference Review

6.1 Changes to VPEC terms of reference:

- New positions to be added to the VPEC Terms of Reference while the School is going through accreditation. Including Rosanne Taylor as the Learning Transformation and Quality Assurance and Imke Tammen as Chair of Outcomes Assessment Sub Committee.
- Student representatives present from each year (1-4). Each representative to provide a report but only discuss the most pertinent points during the meeting to save time. Should there be any confidential items discussed on the day, the representatives will be removed from the room.

Action The Following positions to be added to the VPEC Terms of Reference:

- **Learning Transformations and Quality Assurance (Rosanne Taylor)**
- **Chair of Outcomes Assessment Sub Committee (Imke Tammen)**
- **1 DVM Student representative from each year (1-4)**

Both Sub Committees were created to address the accreditation requirements and will work on behalf of this Committee.

6.2 SSVS Outcomes Assessment Sub-Committee ToR (attached)

- The DVM Outcomes Assessment Subcommittee will ensure the maintenance of the highest standards in the DVM program. It systematically monitors the quality of the School's DVM program, student and graduate outcomes, advises on iterative refinement and ensures the DVM program meets the requirements for accreditation and the Academic Board's standards for quality. The Subcommittee ensures the School conducts regular evaluations of teaching quality. It assists the School Executive with monitoring the adequacy of resources and facilities and the School's achievements against its mission, strategic and operating plan. DVMOAS oversees the development of appropriate survey

tools, the collection and analysis of data, produces reports and makes recommendations to the Veterinary Professional Education Committee and other SSVS Executive to ensure that deficits are addressed. Outcomes and Assessment will look at the overall quality assurance by consistently looking at data (e.g. trends in USS reports) and reviewing issues that arise.

6.3 DVM Assessment Sub-Committee ToR (attached)

- The DVM Assessment Subcommittee (DVMAS) will make recommendations to the Veterinary Professional Education Committee and other SSVS Committees on the planning, implementation, review, evaluation, and improvement of assessment in the DVM Program. This includes joint academic and professional coordination of matters including assessment and examinations, curriculum, intramural and extramural placements and professional experience, accreditation, outcome assessment, and liaison between staff and students, as well as interface with Faculty-level strategies, governance and reporting.

7. DVM Curriculum Committee CLO submission (attached)

- All programs within the DVM must have Course Learning Outcomes. Previously the University changed how they would like these to be completed and the School of Vet has only recently revise them.
- The Course Learning Outcomes were approved at the previous meeting. These will be circulated.

Action Committee endorsed the DVM curriculum CLOs to be circulated amongst Staff (for curriculum mapping) and Students (aware of what is required)

8. DVM ULOS from workshop (attached)

Revised DVM Unit Learning Outcomes for approval by DVM Curriculum Committee and Veterinary Professional Education Committee

- **DVM 1 – approved at previous curriculum meeting**
- **DVM 2 – approved at previous curriculum meeting**
- **DVM 3 – approved at previous curriculum meeting**
- **DVM 4 – approved at previous curriculum meeting**
- The above unit learning outcomes were revised to ensure that the DVM curriculum satisfies all the current external competencies.
- The Committee would welcome students to supply feedback.
- Lecture and tutorial learning outcomes will need to align to the overall unit outcomes.
- Approved by the Committee pending minor amendments.

Action To be sent to all Students of the DVM for review and feedback

9. Professional staff development options for academics (attached)

- There are several workshops for reviewing teacher learning plans. These learning plans will need to be reviewed year by year. The next review period is the 22-24 November.
- Only changes can be made for 2020 and minor changes for 2019.

10. Unit of Study Coordinators – DVM4 intramural (attached)

Placement and Rotation Coordinators noted by the Committee

11. DVM Graduation Date (summary table attached)

- A vote was conducted amongst the Committee members and Representatives of each DVM year as to whether the graduation ceremony should be held in December or Mar. The March graduation date was overwhelmingly voted for.
- DVM 1 voted to have the date changed to December but only by the small margin.
- The reasons for keeping the date as March included:
 - student welfare as moving the date to December would lose a full week student vacation block.
 - There was a horrible bottleneck when this was done in the BVC and the workload was excessive.
 - It gives students an opportunity to make up rotations and remediate but also graduate with their cohort.
 - By keeping the graduation in March, students will not be held up in their ability to apply and start working. They will still have the opportunity to be registrable to practice in all states but Victoria via a Deans letter or confirmation from the School. Victoria require a testamur which is usually received at graduation, however, students can apply for a testamur in absentia and still come to graduation and receive a dummy.

Resolution The Committee voted in favour of keeping the Graduation Date in March.

12. DVM4 Final Examination

- The Committee discussed how to hold an end of course exam for students who finish outside the normal cycle and what the protocol around this is.
- An alternate date halfway through the year would probably be necessary as students shouldn't be completing the exam before they have completed all rotations.
- The Committee also discussed the protocol for special considerations and whether the exam can be sat earlier than the main cohort.
- A specific student has requested to sit the examination early as she will be leaving the country before the examination period. The Committee decided the student cannot do the exam early and she must attend the main exam with the rest of the cohort. Otherwise the student must formally apply for special considerations and have her situation assessed.

Action DVM Year 4 Exam to be sent to the DVM Assessment Subcommittee for discussion and decision.

13. VEA Exams - Result report from 2018 (attached)

- Pass rate is 77% which is below the expected minimum requirement. The School only had a total of 13 students sit against the thousands that take it in America. Optimise the pass rate of the few that take this exam.
- While the VEA examinations do not count towards student's marks, it is still run through the organisation and a great way to see how students compare to other schools.
- Lara would like to invite students from year 2 if they feel they are ready.

14 NAVLE

- Lara has spoken with the Year 1 and 2 about what is involved, study preparation and how to organise their final year.
- As Year 3 have already organised their rotations only 7 Students will be sitting the NAVLE in April, most will sit in November/December and a few students will sit in April 2020 after they graduate.
- Lara would like students to be more aware of the exam and to be preparing for it throughout the program. Suggestions on how to incorporate this include:
 - Monthly MCQs which students can work through in their own time. These MCQs would be in the NAVLE style (pattern recognition). MCQs could also be used in the final year 4 exams
 - Each month could target a specific area to help students know what areas they need to improve in. Could be done by species or a mix.
 - Start the process by speaking to individual academics to help with creating questions. Potential for Melbourne University would be interested in collaborating.
- School does not like the students taking the NAVLE in April. This is because it is a clinical exam and they will be better prepared by the end of the year.
- We have many students who do the NAVLE that aren't serious about it. While it is a mark for the individual it still reflects on the School.
- It would be great to think of a way to get more students interested in the VEA exam which is good practice before the NAVLE Exam.

**Action a. Imke to meet with Lara to analyse the results and work on how to present the data.
b. Investigate how to encourage more students to sit the VEA exam.**

15 Timetabling

Timetabling has nearly been completed, waiting on DVM3 timetable to be sent to the ESO to enter the timetabling unit.

16 Date for next meeting

Tuesday 4 December 2019 1:00-2:30pm

17 Other Business

No other business to discuss on the day.



Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	3.4

Non-Confidential

Proposal Title	Suspension of Risk Management major in the Master of Engineering
Recommendation	That the Graduate Studies Committee recommend that Academic Board: <ol style="list-style-type: none"> approve the proposal from the Faculty of Engineering to amend the Master of Engineering and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.
Proposal Presenter	tba
Consultation Pipeline	<pre> graph LR A[Engineering Courses Subcommittee] --> B[Engineering Faculty Board] B --> C[Graduate Studies Committee] C --> D[Academic Board] </pre>

EXECUTIVE SUMMARY

The Faculty of Engineering proposes to suspend the major in Risk Management in the Master of Engineering due to ongoing low enrolments since the major's inception in 2017. It is planned that the major will be discontinued once all students undertaking the major have completed or withdrawn.

Following discussion at the Graduate Studies Committee on 28 July 2020, the course resolutions now notes "No further enrolments from 2021" for the Risk Management major.

Approver	Prof TJ Lim, Associate Dean (Education), Faculty of Engineering
Faculty/Proposal Sponsor	Dr Li Chang, Postgraduate Program Director, School of Aerospace, Mechanical and Mechatronic Engineering

ATTACHMENTS

Attachment 1 [Minor Course Amendment – Master of Engineering, Risk Management major](#)

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Dr Li Chang (x15572), Christine Lacey (x40678)

1. Name of award course

Master of Engineering, major in Risk Management

2. Purpose of proposal

The major in Risk Management was introduced into the Master of Engineering degree in 2017 in response to a perceived industry demand for additional depth of knowledge in risk management, particularly in relation to current Australian standards as they apply to manufacturing and processing industries. It was thought that there would be healthy demand from domestic students from a range of Engineering disciplines.

This demand has not eventuated, with very low enrolments in the major:

Entry year	No. students
2017	0
2018	2
2019	3
2020	5

All enrolments thus far have been international students.

Given the lack of demand for this major, it is proposed that it should be suspended as soon as possible.

Units covering risk management, such as ENGG5103 Safety Systems and Risk Analysis and AMME5105 Risk Management Analysis, are available as part of other majors in the Master of Engineering.

3. Details of amendment

Appendix 1: Master of Engineering course resolutions

4. Transitional arrangements

The major will continue to be taught for as long as necessary for all enrolled students to complete. One core unit, AMME5104 Applied Safety Systems and Risk Analysis, which has had extremely low enrolments and is not cost-effective to offer, may be discontinued. In this event, an appropriate alternative unit will be identified for any students remaining in the Risk Management major.

The Admissions Team have advised that there are only 12 applicants for 2021 or later in the pipeline. These applicants are being assessed for eligibility for alternative majors in the Master of Engineering or another degree.

It is proposed that the major be formally suspended from Semester 1 2022, which will be reflected in recruitment collateral.

5. Other relevant information

Consultation was undertaken with Student Future Students who indicated their support for suspending the major in Risk Management.

6. Signature of Dean



Master of Engineering

Graduate Certificate in Engineering

Graduate Diploma in Engineering

Master of Engineering

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

Code	Course title
GCENGINE	Graduate Certificate in Engineering
GNENGINE	Graduate Diploma in Engineering
MAENGINE	Master of Engineering

2 Attendance pattern

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

3 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
- the Graduate Certificate in Engineering
 - the Graduate Diploma in Engineering
 - the Master of Engineering
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

4 Admission to candidature

- (1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.
- (2) Admission to the Graduate Certificate in Engineering requires:
- a Bachelor of Engineering from the University of Sydney with a credit average or equivalent qualification, or
 - a Bachelor of Engineering from the University of Sydney, or equivalent, and 5 years' relevant work experience, subject to the satisfaction of the Dean or their delegate.
- (3) Admission to the Graduate Diploma in Engineering requires:
- a Bachelor of Engineering from the University of Sydney with a credit average or equivalent qualification; or
 - completion of the embedded graduate certificate with a minimum credit average, or
 - a Bachelor of Engineering from the University of Sydney or equivalent, and 5 years' relevant work experience, subject to the satisfaction of the Dean or their delegate.
- (4) Admission to the Master of Engineering requires:
- a Bachelor of Engineering from the University of Sydney with a credit average or equivalent qualification; or
 - completion of the embedded graduate diploma or graduate certificate with a minimum credit average; or
 - a Bachelor of Engineering from the University of Sydney or equivalent, and 5 years' relevant work experience, subject to the satisfaction of the Dean or their nominee.
- (d) If a candidate has received approval to transfer from the Master of Professional Engineering to the Master of Engineering, they may only receive credit for units that been completed under the prescribed unit tables for the Master of Engineering.
- (5) If a candidate does not have the equivalent qualification with a credit average, they may be admitted to the Master of Engineering, Graduate Diploma or the Graduate Certificate subject to the discretion of the Dean or their delegate.

5 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the table of units of study: Graduate Certificate in Engineering/Graduate Diploma in Engineering/Master of Engineering.
- (2) To qualify for the award of the Graduate Certificate in Engineering a candidate must complete 24 credit points of units of study drawn from the lists of core and specialist units of study.
- (3) To qualify for the award of the Graduate Diploma in Engineering a candidate must complete 36 credit points of units of study from the prescribed tables.
- (4) To qualify for the award of the Master of Engineering a candidate must complete 72 credit points, including:
- 24 credit points of core units of study as listed in the Master of Engineering Units table;
 - At least 12 credit points of research units of study in the discipline of the candidate's major; and
 - At least 24 credit points of units of study in the discipline of the student's major as listed in the Master of Engineering unit of study table;



Master of Engineering

- (d) A maximum of 12 credit points of elective units of study, subject to the approval of the Head of School most associated with the discipline of the student's major;
- (e) If a reduction in the volume of learning of 24 credits is given, then the candidate must complete a minimum 12 credit points of core, a minimum of 24 credit points of specialist units and a minimum of 12 credit points of research units, with zero credit points of electives. If the candidate is eligible to undertake the extended capstone project or dissertation, they may be granted exemption of up to 12 credit points of specialist units.
- (f) Candidates must complete a major in one of the areas listed below.

6 Majors

Completion of a major is a requirement of the Master of Engineering. A major requires the completion of prescribed units of study listed in the table for that major. The majors available are:

- (I) Automation & Manufacturing Systems
- (II) Biomedical Engineering
- (III) Chemical and Biomolecular Engineering
- (IV) Civil Engineering
- (V) Electrical Engineering
- (VI) Sustainability and Environmental Engineering
- (VII) Fluids Engineering
- (VIII) Geomechanical Engineering
- (IX) Intelligent Information Engineering
- (X) Mechanical Engineering
- (XI) Power Engineering
- (XII) Structural Engineering
- (XIII) Telecommunications Engineering
- (XIV) Risk Management (no further enrolments from 2021)
- (XV) Software Engineering

7 Credit

A candidate who has received direct admission to the Master of Engineering and has a Bachelor of Engineering Honours with a distinction average from the University of Sydney or equivalent qualification may be eligible to receive up to 24 credit points of advanced standing subject to the discretion of the Dean.

8 Course transfer

- (1) A candidate for the master or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.
- (2) A candidate who has had a certificate or diploma in this sequence conferred may apply for transfer of 12 credit points to the Master of Engineering.

9 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2021 and students who commenced their candidature prior to 1 January, 2021 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.



Non-Confidential

Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	3.6

Author	Louise Harrison
Reviewer/Approver	Professor Inam Haq (Associate Dean Education)
Paper title	Changes to the course resolutions for the pre-registration Nursing degree - Master of Nursing (pre-registration).
Purpose	The purpose of this proposal is to seek approval of the Graduate Studies Committee to update the English language proficiency requirements in the pre-registration Nursing degree - Master of Nursing (pre-registration) course resolutions.
Consultation Pipeline	<pre> graph LR A[FMH Education Committee 02/07/20] --> B[FMH Board 16/7/20] B --> C[Graduate Studies Committee] C --> D[Admissions subcommittee] D --> E[Academic Board] </pre>

RECOMMENDATION

That the Graduate Studies Committee endorse and recommend that Academic Board approve the proposal from the Faculty of Medicine and Health to amend the Master of Nursing Pre-registration (MN) and the subsequent amendments to the course resolutions, with effect from Semester 1 2021, as required by the recent updates to the Registered Nurse Standards by the Nursing and Midwifery Board of Australia.

EXECUTIVE SUMMARY

Recent changes to standards for accreditation have dictated changes in the approved countries list for ELP in both the pre-registration degrees (and their derivations). This has led to a need to change the course resolutions for admission.

This proposal requests to remove specific details on ELP from the course resolutions and direct students to the "Coursework policy 2014". These amendments will help align the course resolutions for the MN with those of the combined MN degrees (Bachelor of Science/MN, Bachelor of Science (Health)/MN and Bachelor of Arts/MN.

Master of Nursing (Pre-registration) course resolutions:

https://www.sydney.edu.au/handbooks/medicine_health_PG/coursework_mr/nursing_master_rules.shtml

BACKGROUND / CONTEXT

Sydney Nursing School is in the process of renewing our accreditation of the pre-registration nursing programs through ANMAC. This review process has brought about changes to the ELP requirements for admission to Nursing pre-registration degrees. The changes to the program will take place from S1, 2021.

CONSULTATION

Consultation was between the School Management Committee, Curriculum Subcommittee, L&T Committee, the Nursing and Midwifery Board of Australia as well as internal and external advisory panels.

On the 2nd of July the proposal was put forward to the Education Committee. Following endorsement of the proposal it is to be recommended to the Faculty Board for approval on the 16th of July.

On the 16th of July the proposal was put forward to the FMH Faculty Board. Following approval of the proposal it is to be recommended to the Graduate Studies Committee for endorsement on the 28th of July.

Action AB-GSC-20/09-04

That the Faculty of Medicine and Health revise clause 4(2)(a) of the course resolutions to state "Admission to the Master of Nursing requires: a) satisfaction of the English language proficiency requirements detailed in the Coursework Policy 2014 and the Academic Board's Admissions Standards - English Language Proficiency".



THE UNIVERSITY OF
SYDNEY

Non-Confidential

Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	3.6

COMMUNICATION

Changes will be required in Admission Standards and the FMH Handbook.

ATTACHMENTS

- Minor course amendment (MCAP) form
- CMS of amended Course Resolutions

Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Louise Harrison

1. **Name of award course**

Master of Nursing (pre-registration)

2. **Purpose of proposal**

To amend the Course Resolutions for the Master of Nursing (pre-registration) degree to:

- Satisfy changes to English language proficiency resolutions in pre-registration nursing degrees, as required by the recent updates to the entry requirements into nursing programs by the Nursing and Midwifery Board of Australia.*

3. **Details of amendment**

The proposal is to remove specific mention of English language requirements from the course resolutions and direct students to refer to the Coursework Policy 2014.

This will ensure that the most up to date information is provided to students and will allow a central source of information for any future changes.

The English Language Proficiency Standards document which students are referred to in the Coursework Policy, will be updated to reflect the requirements of the new accreditation

4 Admission to candidature

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

(2) Admission to the Master of Nursing requires:

(a) satisfaction of the English language proficiency requirements detailed in the Coursework Policy 2014, here:

(i) Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognized test completed in the two years prior to their application; or

(ii) Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;

(iii) For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The school defines satisfactory achievement as:

(a) A three-year degree, completed no more than five years prior to commencement

(b) A degree of two or more years duration, completed no more than three years prior to commencement.

(iv) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility

4. **Transitional arrangements**

These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

5. **Other relevant information**

6. **Signature of Dean**

A handwritten signature in black ink, consisting of a stylized, cursive script that appears to be the name of the Dean.

Master of Nursing

Master of Nursing

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

Code	Course title
MANURSN-09	Master of Nursing

2 Attendance pattern

- (1) The attendance pattern for this course is full time or part time according to candidate choice.
- (2) Candidates will attend either the Mallet Street campus or the Westmead campus for the duration of their degree. Transfer between campuses is only permissible in exceptional circumstances with the approval of the Head of School and Dean of Sydney Nursing School.

3 Master's type

This master's degree is a professional master's course, as defined by the Coursework Policy.

4 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admission criteria.
- (2) Admission to the Master of Nursing requires:
 - (a) satisfaction of the English language proficiency requirements detailed [here](#): in the [Coursework Policy 2014](#) and the [Academic Board's Admissions Standards - English Language Proficiency](#).
 - (i) ~~Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognized test completed in the two years prior to their application; or~~
 - (ii) ~~Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;~~
 - (iii) ~~For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The school defines satisfactory achievement as:~~
 - (a) ~~A three year degree, completed no more than five years prior to commencement~~
 - (b) ~~A degree of two or more years duration, completed no more than three years prior to commencement.~~
 - (iv) ~~For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.~~
- (b) a bachelor's degree from the University of Sydney or equivalent qualification; or
- (c) a Diploma of Aboriginal and Torres Strait Islander Health, or equivalent qualification, and relevant work experience.
- (d) Performance in an interview to a standard considered satisfactory by the University of Sydney Nursing School; and
- (e) Performance in an admissions test approved by the University of Sydney Nursing School to a standard considered satisfactory by the School.
- (f) Applicants who are registered as a nurse with the Nursing and Midwifery Board of Australia are not eligible to apply for this course. Applicants who are currently registered in their home country and who do not meet the requirements for registration as a nurse in Australia are eligible to apply for this program provided they meet the above entry requirements.
- (3) Qualifications used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the Faculty.
- (4) An applicant will not be admitted to candidature for the Master of Nursing unless the applicant has qualified for the award of a bachelors degree prior to 1 January of the year in which the applicant intends to commence the Master of Nursing.
- (5) In exceptional circumstances the Faculty may admit applicants without the above qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (6) In addition, this course requires applicants to have the ability to undertake clinical placements. The School's Clinical Policy contains further details of the requirements.

5 Requirements for award

- (1) The units of study that may be taken for the course are set out in the units of study table for the Master of Nursing.
- (2) To qualify for the award of the Master of Nursing a candidate must complete 96 credit points of core units of study.
- (3) Candidates are required to attend clinical simulation and fieldwork as prescribed. Where appropriate, the Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

6 Progression rules

- (1) Candidates may be permitted to enrol in Year Two units of study while also enrolled in Year One units of study in the Master of Nursing providing the requested units are available in the required semester and the pre-requisites and co-requisites have been met.



Master of Nursing

7 Time limits

- (1) A full time candidate must complete all the requirements for the course within four calendar years of first enrolment, including periods of suspension.
- (2) A part time candidate must complete all the requirements for the course within five calendar years of first enrolment, including periods of suspension.

8 Credit for previous study

- (1) Credit awarded for previous study will not exceed 24 credit points.
- (2) Credit will not be granted for recognised prior learning older than five years at the time of first enrolment.

9 Transitional provisions

- (1) ~~These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.~~
- (2) ~~Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.~~



Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	3.8

Non-Confidential

Author	Associate Professor Tyrone Kirchengast, Associate Dean (Postgraduate Coursework), The University of Sydney Law School
Reviewer/Approver	Professor Simon Bronitt, Head of School and Dean, The University of Sydney Law School
Paper title	Minor Course Amendment Proposal - Master of Laws by Coursework and Graduate Diploma in Law
Purpose	To amend "Admission to Candidature" for the Master of Laws by Coursework and Graduate Diploma in Law

RECOMMENDATION

That the Graduate Studies Committee recommend that Academic Board approve the proposal from Sydney Law School to amend the Master of Laws and Graduate Diploma in Law, and the subsequent amendments of course resolutions arising from the proposal with effect from 1 January 2021.

EXECUTIVE SUMMARY

The School submitted a proposal to amend the Course Resolutions for the Master of Laws by Coursework degree for consideration by the Graduate Studies Committee at its meeting held on 2 June 2020.

The purpose of the proposal is to enable admission of eligible Bachelor of Laws and Juris Doctor students from high international ranking Law Schools to the Sydney Law School Master of Laws by Coursework degree with an incomplete law degree under the existing dual degree pathway agreements.

At the June meeting, the Committee expressed concerns about the lack of specificity in the resolutions regarding the partner institution/s available under the pathway and resolved to seek the advice of OGC regarding the coherence of the proposed course resolutions amendments with the new policy, and clarification around whether the further detail about the available partners should be included in the course resolutions.

Following the Committee's advice, the School has forwarded details of its partner institutions to OGC for review.

Attached is a revised minor course amendment proposal which incorporates changes made by OGC. The changes include amendments to the admission requirements for the Graduate Diploma in Law in order to reflect all existing pathway agreements.

ATTACHMENTS

Attachment 1 – Revised Minor Course Amendment Proposal for the Master of Laws by Coursework and Graduate Diploma in Law

Attachment 2 – Revised CMS version of marked-up course resolutions for the Master of Laws by Coursework

Attachment 3 – Supporting documentation from Sydney Law School clarifying Dual and Joint Degree Pathway Agreements

Minor Course Amendment Proposal

Faculty: The University of Sydney Law School

Contact person: Professor Tyrone Kirchengast / Sue Ng

1. Name of award course

Master of Laws by Coursework
Graduate Diploma in Law

2. Purpose of proposal

To amend the Course Resolutions for the Master of Laws by Coursework degree and Graduate Diploma in Law to:

Admit eligible Bachelor of Laws and Juris Doctor students from high international ranking Law Schools to the Sydney Law School Master of Laws by Coursework degree and Graduate Diploma in Law with an incomplete law degree under the existing dual degree pathway agreements.

The proposed amendments are to take effect from 1 January 2021.

3. Details of amendment

To amend "Admission to Candidature" for the Master of Laws by Coursework and Graduate Diploma as underlined:

5 Admission to candidature

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

(2) Admission to candidature for the Graduate Diploma in Law requires a Bachelor of Laws or Juris Doctor from the University of Sydney, or an equivalent qualification.

(3) Admission to candidature for the Master of Laws requires:

(a) a Bachelor of Laws or Juris Doctor with a minimum credit average from the University of Sydney; or an equivalent qualification; or

(b) completion of the requirements of an embedded graduate diploma with a minimum credit average, or an equivalent qualification.

(4) Students may be admitted to candidature for either the Graduate Diploma in Law or Master of Laws pursuant to a pathway or credit recognition agreement between the University and another educational institution.

(a) The requirements for admission to candidature under these agreements are determined by the terms of the applicable agreement.

(b) Applicants are assessed on their incomplete law degree from the partner institution.

(c) English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English.

(d) Applicants are ranked by merit and offers for available places are issued according to the ranking.

4. Transitional arrangements

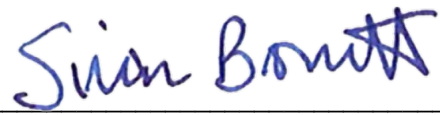
NA

5. Other relevant information

NA

6. Signature of Dean

0650



Professor Simon Bronitt
Head of School and Dean
The University of Sydney Law School

15/07/2020

Date

Master of Laws

Graduate Diploma in Law

Master of Laws

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), 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

Code	Course title
GNLAWLAW-01	Graduate Diploma in Law
MALAWLAW-04	Master of Laws

2 Attendance pattern

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

3 Masters type

The masters degree in these resolutions is an advanced learning masters degree, as defined by the Coursework Policy.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:

- (a) the Graduate Diploma in Law
- (b) the Master of Laws

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

5 Admission to candidature

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

(2) Admission to candidature for the Graduate Diploma in Law requires a Bachelor of Laws or Juris Doctor from the University of Sydney, or an equivalent qualification.

(3) Admission to candidature for the Master of Laws requires:

(a) a Bachelor of Laws or Juris Doctor with a minimum credit average from the University of Sydney; or an equivalent qualification; or

(b) completion of the requirements of an embedded graduate diploma with a minimum credit average, or an equivalent qualification.

(4) Students may be admitted to candidature for either the Graduate Diploma in Law or Master of Laws pursuant to a pathway or credit recognition agreement between the University and another educational institution.

(a) The requirements for admission to candidature under these agreements are determined by the terms of the applicable agreement.

(b) Applicants are assessed on their incomplete law degree from the partner institution.

(c) English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English.

(d) Applicants are ranked by merit and offers for available places are issued according to the ranking.

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in the table of units of study for the Master of Laws.

(2) To qualify for the award of the Graduate Diploma in Law, a candidate must complete 24 credit points.

(3) To qualify for the award of the Master of Laws, a candidate must complete 48 credit points, including at least one unit of study in which the assessment consists substantially of a long research essay (7,000-10,000 words in length) (capstone experience).

7 Credit for Previous Study

Students who are Bachelor of Laws or Juris Doctor graduates or graduands of the University of Sydney and who completed Sydney Law School LAWS6000/JURS6000 units of study as part of their Bachelor of Laws or Juris Doctor courses may apply to have up to 12 credit points of such units of study credited towards a Graduate Diploma in Law and 24 credit points credited towards a Master of Laws.

(a) Credit may only be granted upon satisfactory completion at Sydney Law School of a minimum of 12 credit points in the Graduate Diploma in Law and 24 credit points in the Master of Laws.

8 Course transfer

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

9 Transitional provisions

(1) ~~These resolutions apply to students who commenced their candidature on or after 1 January 2020.~~ These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

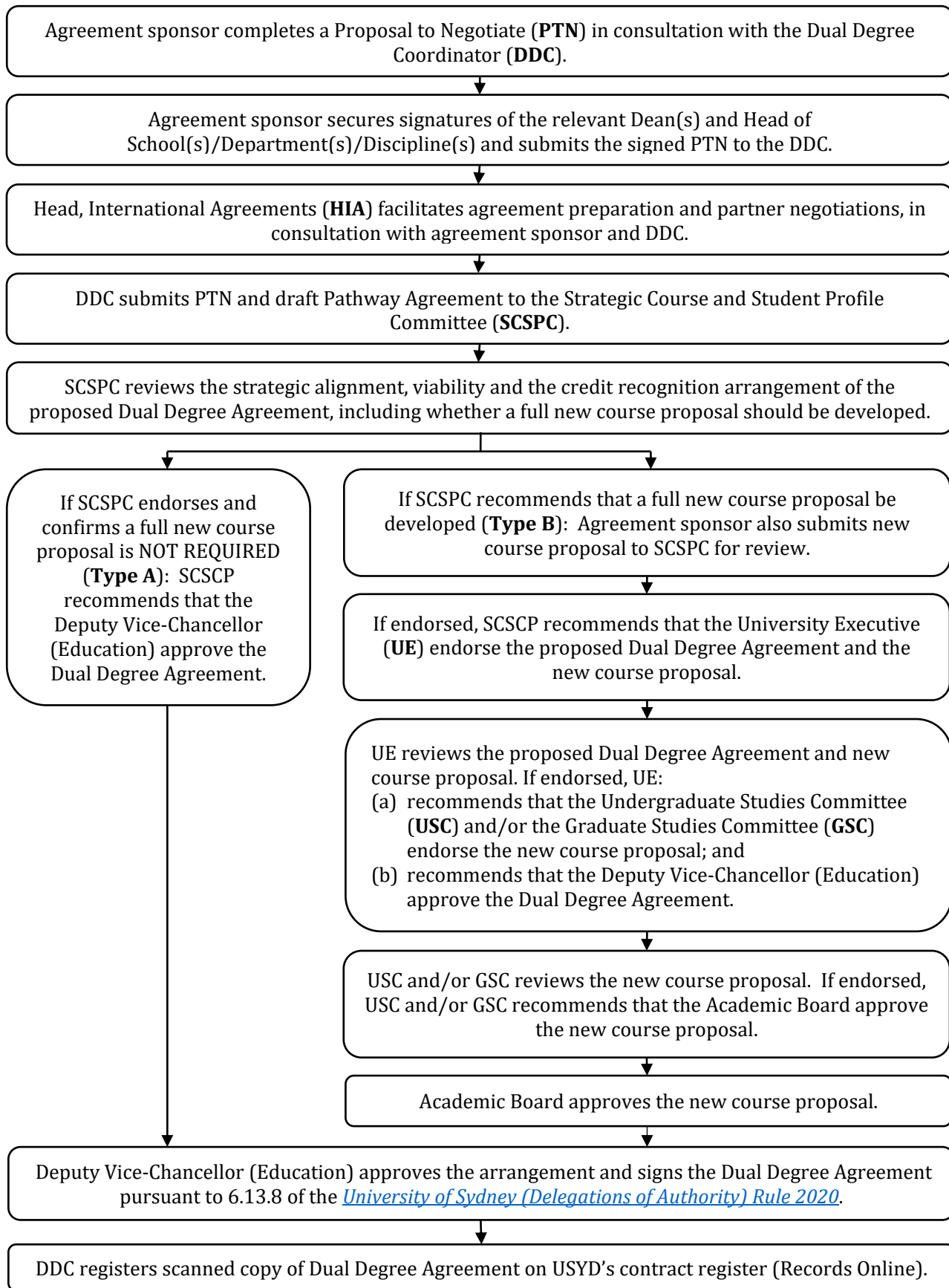
(2) ~~Students who commenced prior to 1 January 2020 will complete the requirements in accordance with the resolutions in force at the time of their commencement.~~



Dual Degree Agreements and Pathway Agreements – as at 16 June 2020

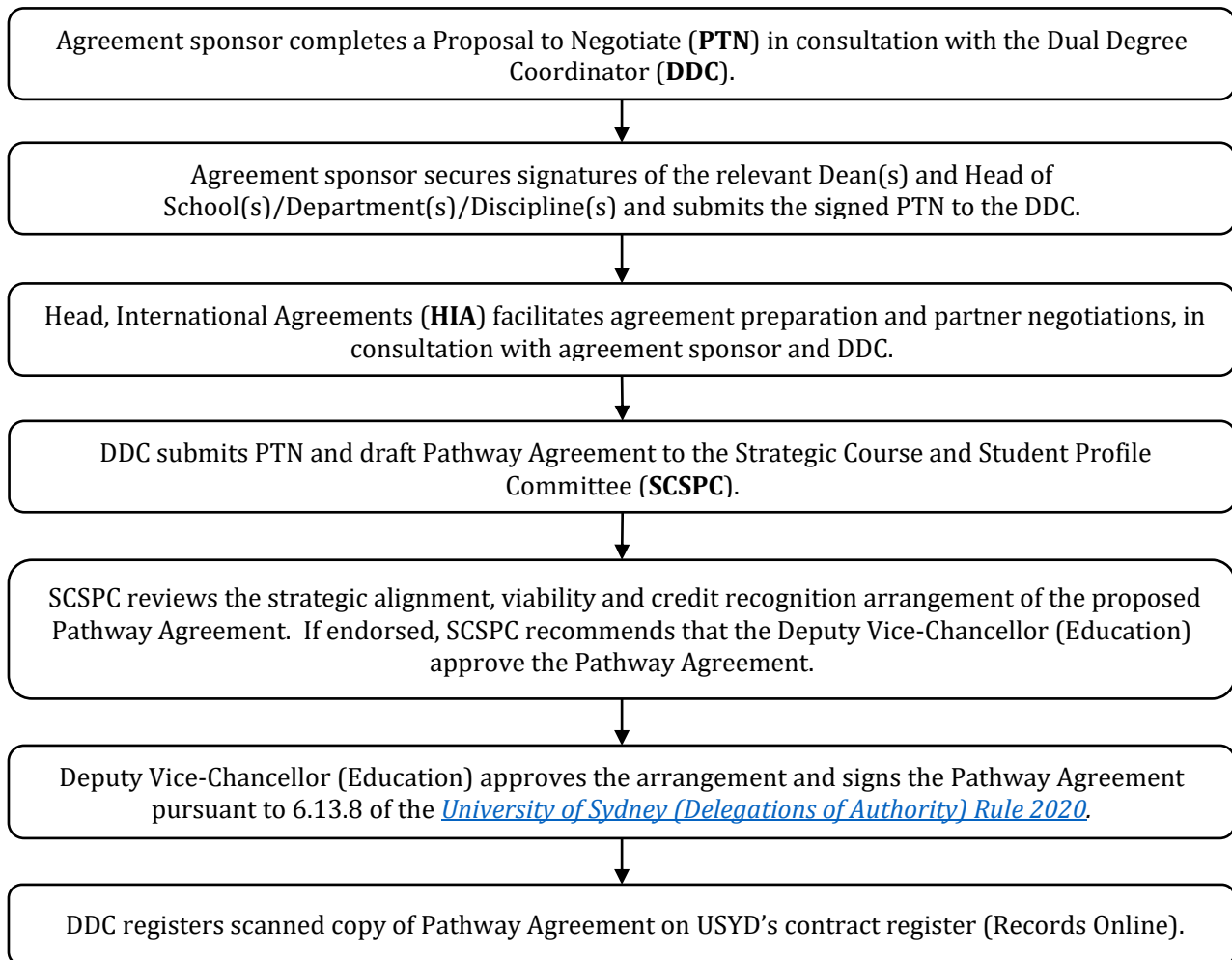
	Partner Institution	Agreement Type	University of Sydney Faculty	Sydney Degree	Partner Degree	Structure	Agreement status	Agreement End Date	Credit recognition included?	Records Online Record Number for Agreement
1.	China University of Political Science and Law	Pathway Agreement (Inbound)	Sydney Law School	Master of Laws (LLM)	LLM	Students start at CUPL, then enrol at USYD.	Current	25-Oct-21	Yes (credit table not included)	DOC2019/2649531
2.	Fudan University	Dual Degree Agreement (Outbound)	Faculty of Arts and Social Sciences	Master of Economics	Master of Economics	Students start at USYD and then enrol at Fudan	Current	6-Feb-23	Yes (credit table included)	DOC2018/586569
3.	Nanjing University	Dual Degree Agreement (Inbound)	Engineering and Information Technologies	Master of Project Management	Master of Management Science and Engineering, or Industrial Engineering, or Logistics Engineering, or Project Management, or Finance.	Students start at Nanjing, then enrol at USYD.	Current	6-Jun-22	Yes (credit table included)	DOC2017/1183055
4.	National University of Singapore	Pathway Agreement (Outbound)	Sydney Law School	Bachelor of Laws (LLB), Juris Doctor	LLM	Students start at USYD then enrol at NUS.	Current	25-Jul-24	Yes (credit table not included)	DOC2019/1396189
5.	O.P. Jindal Global University	Pathway Agreement (Inbound)	Sydney Law School	Specialist master's law degrees, Master of Laws (LLM)	BA-LLB or BBA-LLB	Students start at OP Jindal and then enrol at USYD.	Current	30-Mar-25	Yes (credit table not included)	DOC2020/1462238
6.	Paris Bar School	Pathway Agreement (Inbound)	Sydney Law School	Graduate Diploma in Law	Professional accreditation program	Students start at PBS, then enrol at USYD.	Current	9-May-22	Yes (credit table not included)	DOC2017/923797
7.	Renmin University of China	Dual Degree Agreement (Inbound)	Sydney Law School	Juris Doctor	LLB	Students start at Renmin, then enrol at USYD, then return to Renmin	Current	17-Apr-22	Yes (credit table not included)	DOC2017/854910
8.	Sciences Po	Dual Degree Agreement (Inbound)	Faculty of Arts and Social Sciences	Bachelor of Arts, Bachelor of Economics, Bachelor of Political, Economic and Social Sciences	Bachelor of Arts	Students start at Sciences Po, then enrol at USYD.	Under Renewal	25-Nov-19	Yes (credit table not included)	DOC2015/117465
9.	Trinity College Dublin	Dual Degree Agreement (Inbound)	Faculty of Arts and Social Sciences	Bachelor of Arts	Bachelor of Arts	Students start at Trinity, then enrol at USYD.	Under Proposal / Negotiation	N/A	Yes (credit table to be included)	N/A
10.	Tsinghua University	Pathway Agreement (Inbound)	Sydney Law School	Juris Doctor	LLB	Students start at Tsinghua, then enrol at USYD.	Current	19-Dec-21	Yes (credit table not included)	DOC2017/371775
11.	University of Bergen	Pathway Agreement (Inbound)	Sydney Law School	Master of Laws (LLM)	LLM	Students start at Bergen, then enrol at USYD.	Current	30-Sep-24	N/A	DOC2019/2109754
12.	University of British Columbia	Pathway Agreement (Outbound)	Sydney Law School	Bachelor of Laws (LLB), Juris Doctor	Masters of Law (Common Law)	Students start at USYD and then enrol at UBC	Under Proposal / Negotiation	N/A	Yes (credit table included)	N/A
13.	University of Cambridge	Pathway Agreement (Outbound)	Sydney Law School	Bachelor of Laws (LLB), Juris Doctor	Masters in Law or Masters in Corporate Law	Students start at USYD then enrol at Cambridge.	Current	30-Sep-25	Yes (credit table not included)	DOC2020/1777533*
14.	University of Oxford	Pathway Agreement (Outbound)	Sydney Law School	Bachelor of Laws (LLB), Juris Doctor	Bachelor of Civil Law or Masters in Law and Finance	Students start at USYD then enrol at Oxford.	Under Renewal	1-Sep-16	Yes (credit table not included)	DOC2012/178967
15.	Zhejiang University	Pathway Agreement (Inbound)	Sydney Law School	Master of Laws (LLM)	LLM	Students start at Zhejiang, then enrol at USYD.	Current	3-Mar-22	Yes (credit table not included)	DOC2017/712371

Process map: Establishing a Dual Degree Agreement



Type A	Dual degree program that links an existing USYD course with a partner institution's course through a reciprocal credit sharing arrangement, pursuant to subclause 8(2)(a) of the Dual and Joint Degree Policy 2019 .
Type B	Dual degree program that offers a new combined course program with distinct USYD course resolutions, pursuant to subclause 8(2)(b) of the Dual and Joint Degree Policy 2019 .

Process map: Establishing a Pathway Agreement



Kiuyan Hone

From: Tyrone Kirchengast
Sent: Sunday, 28 June 2020 4:54 PM
To: Kiuyan Hone
Subject: Fw: AB GSC 2 June 2020 Outcome - Law
Attachments: Dual Degrees and Pathway Agreements - as at 16 June 2020.pdf; Process Maps - Dual & Pathway Agreements - 24 June 2020.pdf

Dear Kiuyan, Please see the attached and correspondence from Peter Finneran and Thommy Gatling. This should fulfil first part of the request of GSC per Action AB-GSC-20/08-05. Please advise if OGC wants changes to the proposed amended resolution per Action AB-GSC-20/08-04. If not, can we please list for business, regards
Tyrone

Action AB-GSC-20/08-04

The Secretariat to refer the proposed amendments to the Master of Laws by Coursework course resolutions to the University Policy Manager, Office of the General Counsel for review and advice to ensure alignment with the Dual and Joint Degrees Policy 2019.

Action AB-GSC-20/08-05

That the Law School provide further details of the partner institutions available under the dual degree pathway agreements and incorporate the advice of the Office of the General Counsel in the revised course resolutions.

From: Peter Finneran <peter.finneran@sydney.edu.au>
Sent: Friday, 26 June 2020 1:11 PM
To: Tyrone Kirchengast <tyrone.kirchengast@sydney.edu.au>; Sue Ng <sue.ng@sydney.edu.au>
Subject: FW: AB GSC 2 June 2020 Outcome - Law

Dear Tyrone and Sue

Thommy Gatling the University's International Agreement Coordinator has provided the following advice to address the AB GSC request, including an attachment showing all the dual degree and pathway agreements across the University, with records online references if the Committee wants to view individual agreements.

Please advise if you require any further information or have questions. Please also let me know if you wish to discuss.

Regards
Peter

From: Thommy Gatling <thommy.gatling@sydney.edu.au>
Sent: Wednesday, 24 June 2020 11:17 AM
To: Peter Finneran <peter.finneran@sydney.edu.au>
Subject: RE: AB GSC 2 June 2020 Outcome - Law

Hi Peter

Background on dual degree and pathway agreements

1. The Law School is more active than most faculties in this area. However, the Law School's pathway agreements (inbound and outbound) are only part of a broader portfolio of dual degrees and pathway agreements held by the University. An up-to-date list is **attached**.
2. The new Dual and Joint Degree Policy came into effect on 1 January 2020. This Policy will now govern the operation of USYD dual degrees and pathway agreements. Given the long lead-time in the formation of the Policy, approval was given by the Office of DVC (Education) in 2019 that the Policy (and its new governance architecture) would not affect any dual degree or pathway agreement that was in an advanced stage of negotiation / finalisation ahead of 1 January 2020.
3. Going forward, all new dual degrees and pathway agreements will need to satisfy the requirements of the Policy, including the approvals and reporting requirements. My team has recently prepared a flow-chart for establishing (and renewing) new dual degrees and pathway agreements.
4. Except for the new requirement of endorsement by SCSCP, UE or Academic Board (depending on the type of arrangement), the new Policy does not constitute a significant change to this area. Existing dual and pathway agreements were subject to a formal Proposal and approvals process prior to the Policy coming into operation, and agreements were signed by the DVC (Education). Further, these agreements use agreement templates that have been reviewed by OGC at various times, and contain required provisions relevant to (for example) credit recognition, ESOS, admissions requirements, program costs and student rights and responsibilities. Please note that I am working with OGC now to review the relevant templates in light of the new Policy. I will report back on this point in due course, but I do not anticipate that this review will affect any existing agreements, and required updates (if any) will only affect new agreements and renewals.

Please let me know if there is anything further I can do to assist the proposed change to the LLM course resolution.

Warm regards

THOMMY GATLING | Head, International Agreements
Sydney Global Mobility | Sydney Future Students
Juris Doctor (UTS)
THE UNIVERSITY OF SYDNEY
Level 4, Jane Foss Russell Building (G02) NSW 2006
T +61 2 8627 8326 | E thommy.gatling@sydney.edu.au
CRICOS 00026A

From: Peter Finneran <peter.finneran@sydney.edu.au>
Sent: Friday, 12 June 2020 5:14 PM
To: Thommy Gatling <thommy.gatling@sydney.edu.au>
Subject: FW: AB GSC 2 June 2020 Outcome - Law

Dear Thommy

FYI. Please see the attached. This is in regard to our clause we want to insert into the PG resolutions for pathway programs. It's stuck. I seem to recall that you said our agreements were signed before the new Policy came in? Any thoughts or clues on how we can get our clause through?

Regards
Peter

From: Sue Ng <sue.ng@sydney.edu.au>
Sent: Thursday, 11 June 2020 11:20 AM
To: Peter Finneran <peter.finneran@sydney.edu.au>
Cc: Tyrone Kirchengast <tyrone.kirchengast@sydney.edu.au>
Subject: FW: AB GSC 2 June 2020 Outcome - Law

Dear Peter

As per attached, the School is required to provide:

Action AB-GSC-20/08-05

That the Law School provide further details of the partner institutions available under the dual degree pathway agreements and incorporate the advice of the Office of the General Counsel in the revised course resolutions.

The AB is seeking information on details of all Sydney Law School partners under the dual study agreements. Are you able to organise this with SGM?

SUE NG | Postgraduate Law Programs Manager
The University of Sydney Law School
THE UNIVERSITY OF SYDNEY
Level 3, Law School Building F10 | The University of Sydney | NSW | 2006
E sue.ng@sydney.edu.au | W sydney.edu.au/law
CRICOS 00026A

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Please think of our environment and only print this e-mail if necessary.

From: Kiuyan Hone <kiuyan.hone@sydney.edu.au>
Sent: Thursday, 11 June 2020 9:28 AM
To: Tyrone Kirchengast <tyrone.kirchengast@sydney.edu.au>; Sue Ng <sue.ng@sydney.edu.au>
Subject: AB GSC 2 June 2020 Outcome - Law

Dear all

Please find attached, for your review and action, the AB GSC 2 June 2020 meeting outcome report relating to the following proposal from Sydney Law School.

Item No.	Item Name
3.6	LAW: Master of Laws by Coursework, admission amendments

Please note that **Action AB-GSC-20/08-04** has been initiated by the Secretariat.

Kind regards
Kiuyan

KIUYAN HONE | Committee Officer
The University of Sydney
University Secretariat | Office of the Vice-Chancellor and Principal
THE UNIVERSITY OF SYDNEY
Level 5 F23 Administration Building, Cnr of Eastern Avenue and City Road | The University of Sydney | NSW | 2006
T +61 2 8627 9427 M +61 412 214 958
E kiuyan.hone@sydney.edu.au | W sydney.edu.au/secretariat

We acknowledge the tradition of custodianship and law of the Country on which the University of Sydney campuses stand. We pay our respects to those who have cared and continue to care for Country.

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Submission To	Graduate Studies Committee
Date	28 July 2020
Item No	4.1

Non-Confidential

Proposal Title	Correction to Master of Complex Systems resolutions and unit table
Recommendation	That the Graduate Studies Committee note and recommend that Academic Board: 1. Note the advice from the Faculty of Engineering regarding the correction to the Master of Complex Systems resolutions and unit of study tables, with effect from 2021.
Proposal Presenter	tba
Consultation Pipeline	<pre> graph LR A[Engineering Courses SC] --> B[Engineering Faculty Board] B --> C[Graduate Studies Committee] C --> D[Academic Board] </pre>

EXECUTIVE SUMMARY

The Graduate Studies Committee, at its meeting of 7 April 2020, approved a major amendment to the Master of Complex Systems, reducing its duration from 96 to 72 credit points. As part of this change, the proposal included a change to the requirement to achieve a specialisation, from 24 to 12 credit points. However, this amendment was missed in the update to the course resolutions and corresponding section of the unit of study table.

This omission has been corrected in the attached resolutions and unit of study table. The correction has been implemented in Sydney Student.

Following discussion at the Graduate Studies Committee on 28 July 2020, the wording of the resolutions has been corrected to note that currently enrolled students may seek admission to candidature in the amended degree.

Approver	TJ Lim, Associate Dean (Education), Faculty of Engineering
Faculty/Proposal Sponsor	Mikhail Prokopenko, Director of Complex Systems Research Group

ATTACHMENTS

Attachment 1 Master of Complex Systems course resolutions

Attachment 2 Master of Complex Systems Table A



Master of Complex Systems

Master of Complex Systems

Graduate Diploma in Complex Systems

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

Code	Course title
GNCPXSYS-01	Graduate Diploma in Complex Systems
MACPXSYS-01	Master of Complex Systems (no intake from 2021)
MACPXSYS-02	Master of Complex Systems

2 Attendance Pattern

The attendance pattern for this course is full time or part time according to candidate choice. Some units of study are available in distance mode. Visa restriction normally restrict International students studying within Australia to taking a maximum of 25 per cent of courses via distance mode.

3 Master's Type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework [Rule Policy](#).

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Diploma in Complex Systems
 - (b) The Master of Complex Systems
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in the sequence. Only the highest award completed will be conferred.

5 Cross-faculty management

- (1) The Faculty of Engineering is the administrative faculty for the course. Candidates in this degree program will be under the general supervision of Faculty of Engineering.
- (2) The Director of the Complex Systems Research Group (Civil Engineering) will exercise authority in any matter concerned with the cross-faculty course not otherwise dealt with in these resolutions, in consultation with the Associate Deans of the participating faculties.

6 Admission to Candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
- (2) Admission to the Graduate Diploma in Complex Systems requires:
 - (a) a pass in bachelor's degree with a credit average in a quantitative discipline (described below) or an honours bachelor's degree, from the University of Sydney, or qualifications deemed by the faculty to be equivalent.
- (3) Admission to the Master of Complex Systems requires:
 - (a) a bachelor's degree with a minimum credit average in a quantitative discipline (described below) from the University of Sydney, or qualifications deemed by the faculty to be equivalent; or
 - (b) an honours bachelor's degree, from the University of Sydney, or qualifications deemed by the faculty to be equivalent; or
 - (c) completion of the requirements of the embedded graduate diploma in Complex Systems at a credit average, or qualifications deemed by the faculty to be equivalent, or
 - (d) other students with a high level of relevant achievement may be admitted provided the Associate Dean is satisfied they have achieved learning outcomes equivalent to (a) a level 7 award in a Quantitative discipline with at least a credit average, or (b) a level 8 award.

Definition: The curriculum of a Quantitative discipline should include a minimum of 12 credit points of mathematics or statistics at the tertiary level. Quantitative disciplines would include Engineering, Computer Science, Information Technology, Mathematics, Statistics, Transport, Physics, Business, Finance or other disciplines that are deemed Quantitative by the Associate Dean.

7 Requirements for Award

- (1) The units of study that may be taken for the course/s are set out in Table A.
- (2) To qualify for the award of the Graduate Diploma in Complex Systems a candidate must complete 48 credit points, including:
 - (a) 36 credit points of core units, including:
 - (i) 24 credit points of foundational core units of study
 - (ii) A minimum of 12 credit points from units which start with CSYS, excluding the capstone project unit.
 - (b) a maximum of 12 credit points of elective units of study.
- (3) To qualify for the award of the Master of Complex Systems a candidate must complete 72 credit points, including:
 - (a) 54 credit points of core units including:
 - (i) 24 credit points of foundational core units of study
 - (ii) 24 credit points of core complex systems units of study
 - (iii) 6 credit points of capstone units of study;



Master of Complex Systems



- (b) 6 credit points of advanced computing units of study
- (c) 12 credit points of elective units of study.

8 Specialisations

- (1) Completion of a specialisation is not a requirement of the course. Candidates have the option of completing one specialisation. A specialisation requires the completion of **24** 12 credit points chosen from units of study listed in Table A for that specialisation.
- (2) The specialisations available are:
 - (a) Engineering
 - (b) Biosecurity
 - (c) Transport
 - (d) Research pathway.

9 Progression Rules

A candidate for the Master of Complex Systems must complete 48 credit points from Core and Elective units of study before taking Complex Systems Capstone units.

10 Course Transfer

A candidate for the Master of Complex Systems degree may elect to discontinue study and graduate with the Graduate Diploma in Complex Systems, with the approval of the Associate Dean, and provided the requirements of the Graduate Diploma have been met. A candidate for the Graduate Diploma in Complex Systems may elect to transfer to the Master of Complex Systems upon completion of a minimum of 24 credit points and provided that a 65 average is achieved.

11 Recognition of Prior Learning

- Credit for previous study may be granted for the Master of Complex Systems and the Graduate Diploma in Complex Systems in accordance with the Resolutions of the Faculty of Engineering subject to approval by the Associate Dean.
- (2) A reduced volume of learning of up to 24 credit points of foundational core units may be offered to candidates who have received direct admission to the Master of Complex Systems who enters with:
 - (a) a bachelor's degree with a credit average in a cognate discipline (described below); or
 - (b) a bachelor's degree with honours in a quantitative discipline.

Definition: Cognate disciplines are defined as disciplines which incorporate computational or complex systems modelling at a senior level. Cognate disciplines might include Engineering, Computer Science, Mathematics, Physics, or other disciplines that are deemed cognate by the Associate Dean.

12 Transitional Provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2021.
- (2) Students who commenced their candidature prior to 1 January 2021 but after 1 January 2020 may elect to seek admission to **the degree** candidature under these resolutions with credit granted for study already completed.
- (3) Students who commenced prior to 1 January 2020 must complete the requirements in accordance with the resolutions in force at the time of their commencement.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Complex Systems			
Master of Complex Systems			
Students complete 72 credit points, comprising:			
(a) 54 credit points of core units including:			
(i) 24 credit points of foundational core units of study			
(ii) 24 credit points of core complex systems units of study			
(iii) 6 credit points of capstone units of study			
(b) 6 credit points of advanced computing units of study			
(c) 12 credit points of elective units of study			
Graduate Diploma in Complex Systems			
Students complete 48 credit points, comprising:			
(a) 36 credit points of core units, including:			
(i) 24 credit points of foundational core units of study			
(ii) a minimum of 12 credit points of core complex systems units of study			
(b) a maximum of 12 credit points of elective units of study.			
Specialisations			
(a) Completion of a specialisation is not a requirement of the course.			
(b) Students have the option of completing one specialisation			
(c) A specialisation requires the completion of 24 12 credit points chosen from units of study listed for that specialisation.			
The specialisations available are:			
Engineering			
Biosecurity			
Transport			
Research Methods			
Core units of study			
Foundational Core Units			
COMP9001 Introduction to Programming	6		Semester 1 Semester 2
ENVI5801 Social Science of Environment	6		Semester 1

PMGT5886 System Dynamics Modelling for PM	6		Semester 2
STAT5002 Introduction to Statistics	6	A HSC Mathematics	Semester 1 Semester 2
Complex Systems Core Units			
CSYS5010 Introduction to Complex Systems	6		Semester 1 Semester 2
CSYS5020 Interdependent Civil Systems	6		Semester 1
CSYS5030 Information Theory and Self-Organisation	6	A Competency in 1st year mathematics, and basic computer programming skills are assumed. Competency in 1st year undergraduate level statistics (for example, covering probabilities, conditional probabilities, Gaussian distribution, correlations, statistical significance/hypothesis testing and p-values). An exposure to linear algebra would be useful but not mandatory.	Semester 2
CSYS5040 Criticality in Dynamical Systems	6	A Mathematics at first-year undergraduate level. Some familiarity with mathematical and computational principles at an undergraduate university level (for example, differential calculus or linear algebra). Familiarity with a programming language at a beginners level for data analysis.	Semester 2
Advanced Computing Units			
COMP5048 Visual Analytics	6	A It is assumed that students will have basic knowledge of data structures, algorithms and programming skills. <i>Note: Department permission required for enrolment in the following sessions:Semester 1</i>	Semester 1 Semester 2
COMP5313 Large Scale Networks	6	A Algorithmic skills (as expected from any IT graduate). Basic probability knowledge.	Semester 1
Complex Systems Capstone			
Students must complete 48 credit points from Core and Elective units of study before taking Complex Systems Capstone Project Units.			
CSYS5050 Complex Systems Capstone Project A	6	P CSYS5010 and 48 credit points	Semester 1 Semester 2
Electives			

CHNG9202 Applied Mathematics for Chemical Engineers	6	A Enrolment in this unit of study assumes that first year undergraduate core maths, science and engineering UoS (or their equivalent) have been successfully completed. N CHNG2802 OR CHNG5702 <i>School permission required.</i>	Semester 1
CISS6004 Health and Security	6		Semester 2
COMP5318 Machine Learning and Data Mining	6	A INFO2110 OR ISYS2110 OR COMP9120 OR COMP5138	Semester 1 Semester 2
CSYS5060 Complex Systems Research Project A	6	P CSYS5010	Semester 1 Semester 2
CSYS5061 Complex Systems Research Project B	6	P CSYS5010 C CSYS5060. Research Project A is meant to be done before or in parallel with Research Project B	Semester 1 Semester 2
DATA5207 Data Analysis in the Social Sciences	6	A COMP5310 <i>Note: Department permission required for enrolment in the following sessions: Intensive December</i>	Intensive December Semester 1
ELEC5208 Intelligent Electricity Networks	6	A Fundamentals of Electricity Networks, Control Systems and Telecommunications	Semester 1
ELEC5509 Mobile Networks	6	A ELEC3505 AND ELEC3506. Basically, students need to know the concepts of data communications and mobile communications, which could be gained in one the following units of study: ELEC3505 Communications, ELEC3506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.	Semester 1
ELEC9103 Simulations and Numerical Solutions in Eng	6	A ELEC9703. Understanding of the fundamental concepts and building blocks of electrical and electronics circuits and aspects of professional project management, teamwork, and ethics. N ELEC5723 OR ELEC2103 OR COSC1001 OR COSC1901	Semester 2
ENVI5809 Environmental Simulation Modelling	6	A This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.	Semester 2a
ENVI5904 Methods in Applied Ecology	6		Semester 2
GEOG5001 Geographic Information Science A	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 1
GEOG5004 Environmental Mapping and Monitoring	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 2

HTIN5003 Health Technology Evaluation	6		Semester 2b
HTIN5004 Integrated Approaches to Chronic Disease	6		Semester 1
INFO5060 Data Analytics and Business Intelligence	6	A The unit is expected to be taken after introductory courses or related units such as COMP5206 Information Technologies and Systems <i>Note: Department permission required for enrolment</i>	Intensive January Intensive July
ITLS5050 Introductory Supply Chain Analysis	6	C ITLS5xxx or TPTM5001 N TPTM6495, ITLS5200, ITLS6203	Semester 1 Semester 2
ITLS5100 Transport and Infrastructure Foundations	6	N TPTM6241 <i>This is the foundation unit for the Master of Transport and should be completed in the first period of study.</i>	Semester 1 Semester 2
ITLS6002 Supply Chain Planning Systems	6	P (ITLS5xxx or TPTM5001) and (ITLS5050 or ITLS5200 or TPTM6495 or STAT5002) and (ITLS6201 or ITLS6101) and ITLS6202 C ITLS6010 N TPTM6190	Semester 1 Semester 2
ITLS6102 Strategic Transport Planning	6	C ITLS5200 or TPTM6495 N TPTM6350	Semester 2
ITLS6111 Spatial Analytics	6	N TPTM6180, ITLS6107	Semester 2
PHYS5031 Ecological Econ and Sustainable Analysis	6		Semester 1
PHYS5032 Techniques for Sustainability Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 1 Semester 2
PMGT5875 Project Innovation Management	6		Semester 1
PMGT5897 Disaster Project Management	6		Intensive July
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011 or CEPIS100	Semester 1
QBUS5001 Quantitative Methods for Business	6	A Students should be capable of reading data in tabulated form and working with Microsoft EXCEL and doing High School level of mathematics N ECMT5001 or QBUS5002	Semester 1 Semester 2

QBUS6810 Statistical Learning and Data Mining	6	P BUSS6002	Semester 1 Semester 2
QBUS6840 Predictive Analytics	6	P (QBUS5001 or ECMT5001) and BUSS6002	Semester 1 Semester 2
SUST5004 Sustainable Development and Population Health	6	C SUST5001 <i>This unit of study involves essay-writing. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.</i>	Semester 2
Specialisations			
<i>Completion of a specialisation is not a requirement of the course. To be eligible for a specialisation, a candidate must complete 12 credit points chosen from that specialisation.</i>			
Biosecurity			
CISS6004 Health and Security	6		Semester 2
DATA5207 Data Analysis in the Social Sciences	6	A COMP5310 <i>Note: Department permission required for enrolment in the following sessions: Intensive December</i>	Intensive December Semester 1
ENVI5809 Environmental Simulation Modelling	6	A This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.	Semester 2a
ENVI5904 Methods in Applied Ecology	6		Semester 2
GEOG5001 Geographic Information Science A	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 1
GEOG5004 Environmental Mapping and Monitoring	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 2
HTIN5003 Health Technology Evaluation	6		Semester 2b
HTIN5004 Integrated Approaches to Chronic Disease	6		Semester 1
PHYS5031 Ecological Econ and Sustainable Analysis	6		Semester 1

PHYS5032 Techniques for Sustainability Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 1 Semester 2
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011 or CEPI5100	Semester 1
SUST5004 Sustainable Development and Population Health	6	C SUST5001 <i>This unit of study involves essay-writing. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.</i>	Semester 2
Engineering			
CHNG9202 Applied Mathematics for Chemical Engineers	6	A Enrolment in this unit of study assumes that first year undergraduate core maths, science and engineering UoS (or their equivalent) have been successfully completed. N CHNG2802 OR CHNG5702 <i>School permission required.</i>	Semester 1
COMP5318 Machine Learning and Data Mining	6	A INFO2110 OR ISYS2110 OR COMP9120 OR COMP5138	Semester 1 Semester 2
DATA5207 Data Analysis in the Social Sciences	6	A COMP5310 <i>Note: Department permission required for enrolment in the following sessions: Intensive December</i>	Intensive December Semester 1
ELEC5208 Intelligent Electricity Networks	6	A Fundamentals of Electricity Networks, Control Systems and Telecommunications	Semester 1
ELEC5509 Mobile Networks	6	A ELEC3505 AND ELEC3506. Basically, students need to know the concepts of data communications and mobile communications, which could be gained in one the following units of study: ELEC3505 Communications, ELEC3506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.	Semester 1
ELEC9103 Simulations and Numerical Solutions in Eng	6	A ELEC9703. Understanding of the fundamental concepts and building blocks of electrical and electronics circuits and aspects of professional project management, teamwork, and ethics. N ELEC5723 OR ELEC2103 OR COSC1001 OR COSC1901	Semester 2
INFO5060 Data Analytics and Business Intelligence	6	A The unit is expected to be taken after introductory courses or related units such as COMP5206 Information Technologies and Systems <i>Note: Department permission required for enrolment</i>	Intensive January Intensive July

QBUS5001 Quantitative Methods for Business	6	A Students should be capable of reading data in tabulated form and working with Microsoft EXCEL and doing High School level of mathematics N ECMT5001 or QBUS5002	Semester 1 Semester 2
QBUS6810 Statistical Learning and Data Mining	6	P BUSS6002	Semester 1 Semester 2
QBUS6840 Predictive Analytics	6	P (QBUS5001 or ECMT5001) and BUSS6002	Semester 1 Semester 2
Transport			
COMP5318 Machine Learning and Data Mining	6	A INFO2110 OR ISYS2110 OR COMP9120 OR COMP5138	Semester 1 Semester 2
DATA5207 Data Analysis in the Social Sciences	6	A COMP5310 <i>Note: Department permission required for enrolment in the following sessions: Intensive December</i>	Intensive December Semester 1
ELEC5509 Mobile Networks	6	A ELEC3505 AND ELEC3506. Basically, students need to know the concepts of data communications and mobile communications, which could be gained in one the following units of study: ELEC3505 Communications, ELEC3506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.	Semester 1
ELEC5208 Intelligent Electricity Networks	6	A Fundamentals of Electricity Networks, Control Systems and Telecommunications	Semester 1
INFO5060 Data Analytics and Business Intelligence	6	A The unit is expected to be taken after introductory courses or related units such as COMP5206 Information Technologies and Systems <i>Note: Department permission required for enrolment</i>	Intensive January Intensive July
ITLS5xxx Production and Operations Management	6		
ITLS5100 Transport and Infrastructure Foundations	6	N TPTM6241 <i>This is the foundation unit for the Master of Transport and should be completed in the first period of study.</i>	Semester 1 Semester 2
ITLS5050 Introductory Supply Chain Analysis	6		
ITLS6002 Supply Chain Planning and Design	6	P ITLS5200 or TPTM6495 or STAT5002 C ITLS5000 or TPTM5001 N TPTM6190	Semester 1 Semester 2

ITLS6007 Disaster Relief Operations Not offered in 2021	6	N TPTM6390	Intensive July
ITLS6102 Transport Modelling and Forecasting	6	C ITLS5200 or TPTM6495 N TPTM6350	Semester 2
ITLS6111 Spatial Analytics	6		
QBUS5001 Quantitative Methods for Business	6	A Students should be capable of reading data in tabulated form and working with Microsoft EXCEL and doing High School level of mathematics N ECMT5001 or QBUS5002	Semester 1 Semester 2
QBUS6810 Statistical Learning and Data Mining	6	P BUSS6002	Semester 1 Semester 2
QBUS6840 Predictive Analytics	6	P (QBUS5001 or ECMT5001) and BUSS6002	Semester 1 Semester 2
Research Methods			
For the Research Methods specialisation select an additional 12 credit points from any other elective in this table.			
CSYS5060 Complex Systems Research Project A	6	P CSYS5010	Semester 1 Semester 2
CSYS5061 Complex Systems Research Project B	6	P CSYS5010 C CSYS5060. Research Project A is meant to be done before or in parallel with Research Project B	Semester 1 Semester 2



Submission To	Academic Board
Date	15 September 2020
Item No	10

Non-Confidential

Proposal Title	Report from Academic Quality Committee
Recommendation	That the Academic Board note the report from the meeting of the Academic Quality Committee (AQC) held on Tuesday 25 August 2020.
Proposal Presenter	Associate Professor Wendy Davis (Chair, Academic Quality Committee)
Consultation Pipeline	

EXECUTIVE SUMMARY

This report summarises for the Academic Board the business of the meeting of the Academic Quality Committee held on Tuesday 25 August 2020.

ITEMS FOR APPROVAL

Item

10.1 2020 Thematic Review Report

The Academic Quality Committee resolved to endorse and recommend that the Academic Board approve the recommendations made by the Thematic Review 2020 report on the Quality of English Language Pathways and Support.

Refer to Item 3.2 of the Academic Board papers of 15 September 2020.

ITEMS FOR NOTING

Item

10.2 Working Parties

The Academic Quality Committee resolved to approve terms of reference for the following working groups, subject to amendments, as discussed, and pending member details:

- (a) Academic Staffing and Resourcing of Degree Programs Working Group;
- (b) Marketing of Degree Programs Working Group; and
- (c) Metrics/Measurements of Teaching Quality Working Group.

10.3 Request for Course Review Deferrals

The Academic Quality Committee resolved to:

- (a) approve rescheduling the course review for the Bachelor of Arts (and associated courses) from 2020 to 2021; and
- (b) approve, in principle, rescheduling the course review for the Master of Engineering from 2020 to 2021; and
- (c) approve rescheduling the course review for the Master of Urban Planning (and associated courses) from 2020 to 2021.



Submission To	Academic Board
Date	15 September 2020
Item No	10

Non-Confidential

10.4 Report - Teaching Well and Supporting Students During Covid-19 Symposium

The Academic Quality Committee resolved to note the report on the Teaching Well and Supporting Students During Covid-19 Symposium.

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

The Academic Quality Committee resolved to note the proposed changes to the Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the new Progress Planning and Review of Higher Degree by Research Students Procedures 2020.

Refer to Item 7.2 of the Academic Board Academic Standards and Policy Committee, resolving to endorse and recommend for Academic Board approval the changes to the Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the new Progress Planning and Review of Higher Degree by Research Students Procedures 2020.

10.6 Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020

The Academic Quality Committee resolved to note the Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020.

Refer to Item 7.3 of the Academic Board Academic Standards and Policy Committee, resolving to endorse and recommend for Academic Board approval the Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020.

The Academic Quality Committee also noted:

- the report of Academic Board;
- the report of the HDR Examinations Subcommittee for the meetings of 23 June and 28 July 2020; and
- the report of the University Quality Manager.

FURTHER INFORMATION

Full agenda papers are available from the Academic Quality Committee website, at <https://intranet.sydney.edu.au/strategy-governance/governance-committees/academic-board/academic-quality-committee.html>

Approver	Associate Professor Wendy Davis (Chair, Academic Quality Committee)
Proposal Sponsor	Associate Professor Wendy Davis (Chair, Academic Quality Committee)

ATTACHMENTS

[Attachment 1 Working Parties – Terms of Reference](#)

[Attachment 2 Report - Teaching Well and Supporting Students During Covid-19 Symposium](#)



Non-Confidential

Submission To	Academic Quality Committee
Date	25 August 2020
Item No	2.5

Proposal Title	Academic Quality Committee Working Parties – Terms of Reference
Recommendation	That the Academic Quality Committee approve Terms of Reference for the Working Groups, pending member details: <ol style="list-style-type: none"> 1. Academic Staffing and Resourcing of Degree Programs Working Group; 2. Marketing of Degree Programs Working Group; and 3. Metrics/Measurements of Teaching Quality Working Group.
Proposal Presenter	Associate Professor Wendy Davis, Chair (Academic Quality Committee)
Consultation Pipeline	<div style="border: 1px solid black; background-color: #f08080; padding: 5px; display: inline-block;">Academic Quality Committee</div>

EXECUTIVE SUMMARY

At the meeting of the Academic Quality Committee of 24 March 2020, by **Resolution AB AQC 2020/02-12** it was agreed to form three working groups, and to appoint a Chair to each working group, to separately consider evidence and provide an assessment to the Academic Quality Committee (AQC).

The working groups were agreed, as follows:

1. Academic Staffing and Resourcing of Degree Programs Working Group Working Group, to be chaired by Dr Christopher Hartney, Senior Lecturer, Department of Studies in Religion, Faculty of Arts and Social Sciences, to assess the adequacy of staffing levels and resources available for the high-quality delivery of degree programs offered by faculties and schools;
2. Marketing of Degree Programs Working Group, to be chaired by Dr Carl Schneider, Senior Lecturer, Sydney Pharmacy School, Faculty of Medicine and Health, to assess the effectiveness of the marketing of degree programs of the University’s faculties and schools; and
3. Metrics/Measurements of Teaching Quality Working Group, to be chaired by Associate Professor Tooran Alizadeh, Sydney School of Architecture, Design and Planning, to assess the use of metrics and measurement tools used by the University when assessing teaching quality.

The Chairs have prepared Terms of Reference, specific to their working group, which are submitted for the Committee’s approval.

IMPLEMENTATION

Once approved, the Chairs will form a membership and convene regular meetings of the working group to undertake the group’s purpose outlined in the respective Terms of Reference and report back on progress at each meeting of the Academic Quality Committee.

The Working Groups will be expected to submit their findings to the Academic Quality Committee by end 2021.



Non-Confidential

Submission To	Academic Quality Committee
Date	25 August 2020
Item No	2.5

COMMUNICATION

The outcomes of the working groups' investigations are to be presented to the Academic Quality Committee, and should the assessment recommend further work be undertaken to resolve issues identified in respect of the streams of inquiry those recommendations will be put to the Academic Board.

Approver	Associate Professor Wendy Davis, Chair (Academic Quality Committee)
Faculty/Proposal Sponsor	Associate Professor Wendy Davis, Chair (Academic Quality Committee)

ATTACHMENTS

Attachment 1 [Terms of Reference of the Academic Staffing and Resourcing of Degree Programs Working Group](#)

Attachment 2 [Terms of Reference of the Marketing of Degree Programs Working Group](#)

Attachment 3 [Terms of Reference of the Metrics/Measurements of Teaching Quality Working Group](#)



ACADEMIC BOARD ACADEMIC QUALITY COMMITTEE –
ACADEMIC STAFFING AND RESOURCING OF
DEGREE PROGRAMS WORKING GROUP

TERMS OF REFERENCE

WORKING GROUP	ACADEMIC STAFFING AND RESOURCING OF DEGREE PROGRAMS
PURPOSE	The Academic Staffing and Resourcing of Degree Programs Working Group will consider evidence and provide an assessment to the Academic Quality Committee (AQC) in relation to the adequacy of staffing levels and resources available for the high-quality delivery of degree programs offered by faculties and schools.
TERMS OF REFERENCE	<p>The purpose of Working Group is to:</p> <ol style="list-style-type: none"> 1. review the adequacy of staffing levels and resourcing of degree programs; 2. determine whether any inadequacies in staffing and resourcing are systematic and/or widespread; 3. if applicable, propose amended terms of reference to address issues identified to the Academic Quality Committee for approval; 4. assess if more extensive criteria is required for new course reviews; 5. examine if additional measures are required to audit new course proposals submitted to AQC.
CHAIR	Dr Christopher Hartney, Senior Lecturer, Department of Studies in Religion, Faculty of Arts and Social Sciences
MEMBERSHIP	At the Chair's discretion.
ATTENDEES	Any others as determined by the Chair when necessary
QUORUM	A Chair plus half the members will constitute a quorum
SECRETARIAT	The Working Group is self-supporting
MEETINGS	To meet three weeks prior to the Academic Quality Committee meetings until such time as the business of the Working Group is considered concluded by the Academic Quality Committee
REPORTING	<p>The Working Group to provide:</p> <ol style="list-style-type: none"> 1. a progress report as at 1 April to the Academic Quality Committee, no later than 30 April 2021; and 2. a final report with outcomes and recommendations to the Academic Quality Committee, no later than 31 October 2021.



ACADEMIC BOARD ACADEMIC QUALITY COMMITTEE –
MARKETING OF DEGREE PROGRAMS WORKING GROUP

TERMS OF REFERENCE

WORKING GROUP	MARKETING OF DEGREE PROGRAMS
PURPOSE	The Marketing of Degree Programs Working Group will consider evidence and provide an assessment to the Academic Quality Committee in relation to the effectiveness of the marketing of degree programs of the University's faculties and schools.
TERMS OF REFERENCE	The purpose of the Marketing of Degree Programs Working Group is to: <ol style="list-style-type: none"> 1. review the extent to which marketing activities support the recruitment of appropriate students into the University's degree programs; 2. evaluate the marketing strategy of all course reviews submitted to the Academic Quality committee 3. determine whether any degree marketing inadequacies are systematic and/or widespread; and 4. if applicable, propose amended terms of reference to address issues identified to the Academic Quality Committee for approval.
CHAIR	Dr Carl Schneider, Senior Lecturer, Sydney Pharmacy School, Faculty of Medicine and Health
MEMBERSHIP	At the Chair's discretion.
ATTENDEES	Any others as determined by the Chair when necessary
QUORUM	A Chair plus half the members will constitute a quorum
SECRETARIAT	The Working Group is self-supporting
MEETINGS	To meet three weeks prior to the Academic Quality Committee meetings until such time as the business of the Working Group is considered concluded by the Academic Quality Committee
REPORTING	The Working Group to provide: <ol style="list-style-type: none"> 1. a progress report as at 1 April to the Academic Quality Committee, no later than 30 April 2021; and 2. a final report with outcomes and recommendations to the Academic Quality Committee, no later than 31 October 2021.



ACADEMIC BOARD ACADEMIC QUALITY COMMITTEE –
METRICS/MEASUREMENTS OF TEACHING QUALITY WORKING GROUP

TERMS OF REFERENCE

WORKING GROUP	METRICS/MEASUREMENTS OF TEACHING QUALITY WORKING GROUP
PURPOSE	The Metrics/Measurements of Teaching Quality Working Group will consider evidence and provide an assessment to the Academic Quality Committee in relation to the use of metrics and measurement tools used by the University when assessing teaching quality.
TERMS OF REFERENCE	<p>The purpose of the Metrics/Measurements of Teaching Quality Working Group is to:</p> <ol style="list-style-type: none"> 1. review the ways in which the University evaluates teaching quality; 2. determine whether there are any systematic and/or widespread inadequacies in the evaluation of teaching quality; and 3. if applicable, propose amended terms of reference to address issues identified to the Academic Quality Committee for approval.
CHAIR	Assoc Prof Tooran Alizadeh, Associate Professor, Sydney School of Architecture, Design and Planning
MEMBERSHIP	At the Chair's discretion.
ATTENDEES	Any others as determined by the Chair when necessary
QUORUM	A Chair plus half the members will constitute a quorum
SECRETARIAT	The Working Group is self-supporting
MEETINGS	To meet three weeks prior to the Academic Quality Committee meetings until such time as the business of the Working Group is considered concluded by the Academic Quality Committee
REPORTING	<p>The Working Group to provide:</p> <ol style="list-style-type: none"> 1. a progress report as at 1 April to the Academic Quality Committee no later than 30 April 2021; and 2. a final report with outcomes and recommendations to the Academic Quality Committee no later than 31 October 2021.



Non-Confidential

Submission To	Academic Quality Committee
Date	25 August 2020
Item No	4.2

Reviewer/Approver	Adam Bridgeman, Pro Vice-Chancellor, Educational Innovation
Paper title	Teaching Well and Supporting Students During Covid-19 Symposium - Report
Recommendation	That the Committee note the report on the 'Teaching Well and Supporting Students During Covid-19' symposium.
Consultation Pipeline	<pre> graph LR A[UE Education Committee] --> B[UE Student Life] B --> C[Academic Quality Committee] C --> D[Academic Board] </pre>
Resource Implications	There are no resource implications.

Executive Summary

The 'Teaching Well and Supporting Students During Covid-19' symposium was held online on 8th July 2020, as a joint venture between Educational Innovation and Student Life. The symposium was designed to share best practice from semester 1 in education and student support from across the institution, and to inform approaches for semester 2 and beyond. More than 35 speakers shared their varied experiences and innovative ways in which they had adapted approaches to engage and support students. It was attended by 485 people from 26 institutions and [#SydTeach2020](#) trended on Twitter at #1 in Sydney and #4 in Australia for a few hours on a busy news day.

A post-event survey suggested very high staff satisfaction with the content, usefulness and operation of the event. The highlight of the day was undoubtedly the student panel where the participations gave very direct feedback on what teaching styles had worked well, the approaches that had helped them connect with their courses and with their teachers and peers. Alongside busting 'myths' about online learning, the students gave useful advice on what the University could do differently in semester 2. From the analysis of semester 1 student evaluations and the outcomes of the day, the seven principles which have guided our COVID-19 educational design response were reaffirmed:

1. Build teacher-student relationships
2. Foster sense of belonging and community
3. Have clear communications and expectations
4. Measure and support engagement
5. Engaging content delivery
6. Meaningful assessment, feedback, and academic integrity
7. Be human

In particular, the students stressed the importance of engagement and interaction with their teachers and peers. They noted that it is harder to develop a sense of belonging and friendships in the online environment and that teachers need to play a role in facilitating this. They were appreciative of teachers who acknowledged the difficulties of studying online, who were flexible in teaching and assessment design and who themselves modelled an informal style consistent with the strains of teaching from home.

Recordings and resources from the event are available on the 'Supporting Off-Campus Learning' site and additional stories are being produced for Teaching@Sydney:

- <https://canvas.sydney.edu.au/courses/2797/pages/symposium-recordings-and-resources>
- <https://educational-innovation.sydney.edu.au/teaching@sydney/tag/SydTeach2020>



Submission To	Academic Quality Committee
Date	25 August 2020
Item No	4.2

Non-Confidential

Background / Context

The fully online symposium was held on 8th July via Zoom. The event was open to all staff at Sydney as well as to educators from other institutions. Of the 650 people who registered, 485 from 26 institutions attended during the day. Figure 1 shows the number of registrations by area. The event was open to external people, with 45 registrations (UniSA (7), UTS (4), Avondale (2), Auckland (2), Taylors College, USQ, RMIT, Ara Institute of Canterbury, Macquarie, UNSW, Massachusetts College of Art and Design and Ng Ann Polytechnic). Figure 2 shows the speakers and participants by area.

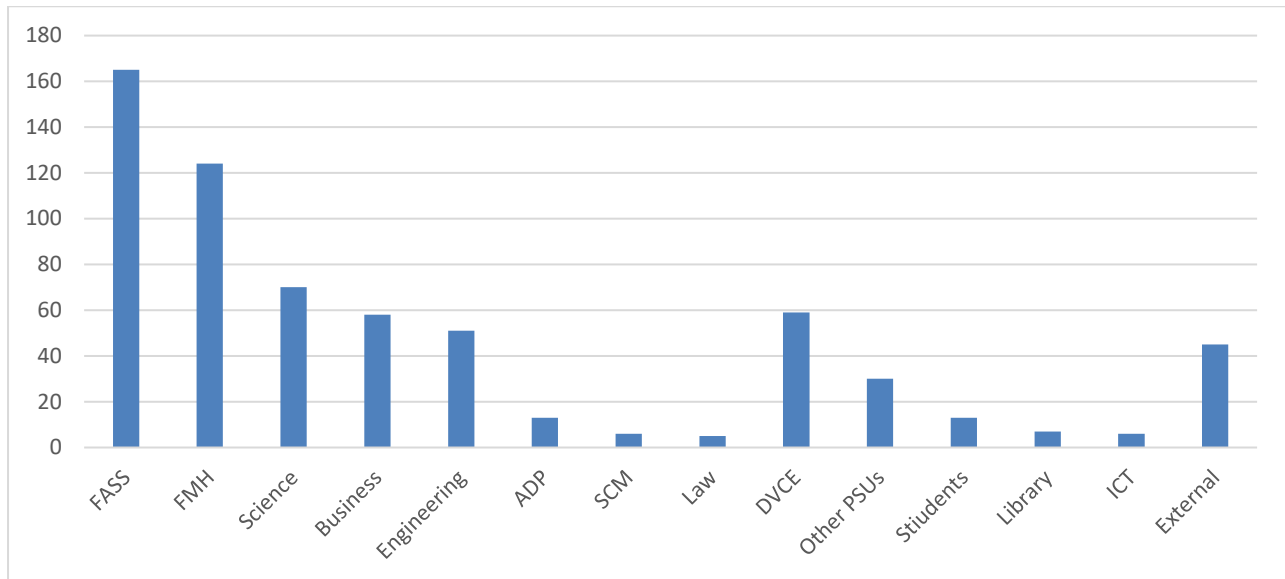


Figure 1 – Registrations for the symposium.

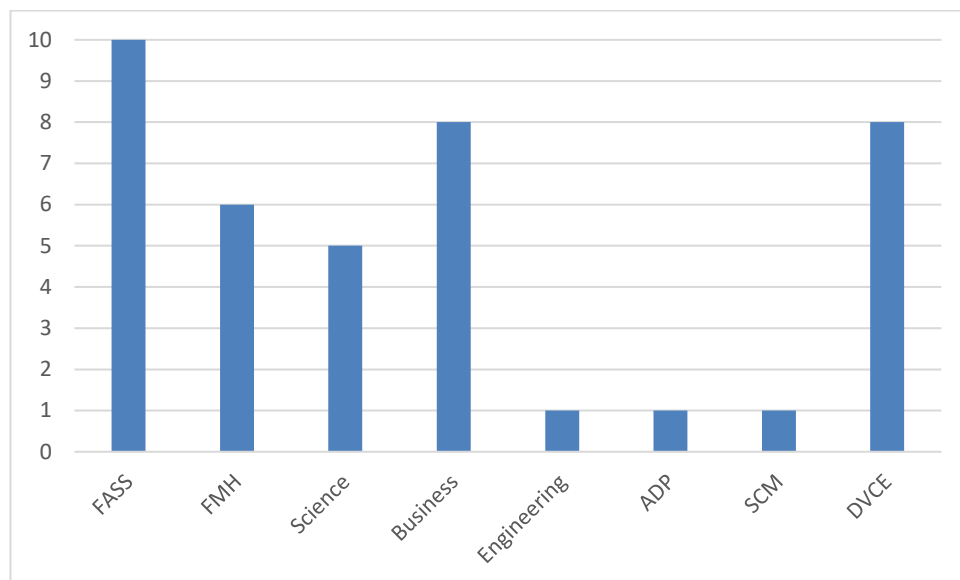


Figure 2 – Speakers from the University of Sydney

The program consisted of:

- Overview of educational aspects of semester 1 including results of staff and student evaluations
- Parallel showcases of innovative and effective teaching approaches ('Engaging large cohorts', 'Small and large class teaching', 'Assessment or curriculum-wide shifts' and 'Experiential learning')
- Student panel on experiences learning and living through COVID-19, with Q&A
- Inter-institutional panel on lessons learnt about supporting staff and students, with Q&A
- Overview of student life and support aspects of semester 1
- Showcases of student support initiatives, with Q&A



Non-Confidential

Submission To	Academic Quality Committee
Date	25 August 2020
Item No	4.2

Figure 3 shows a summary of 4 questions from the post-event survey.

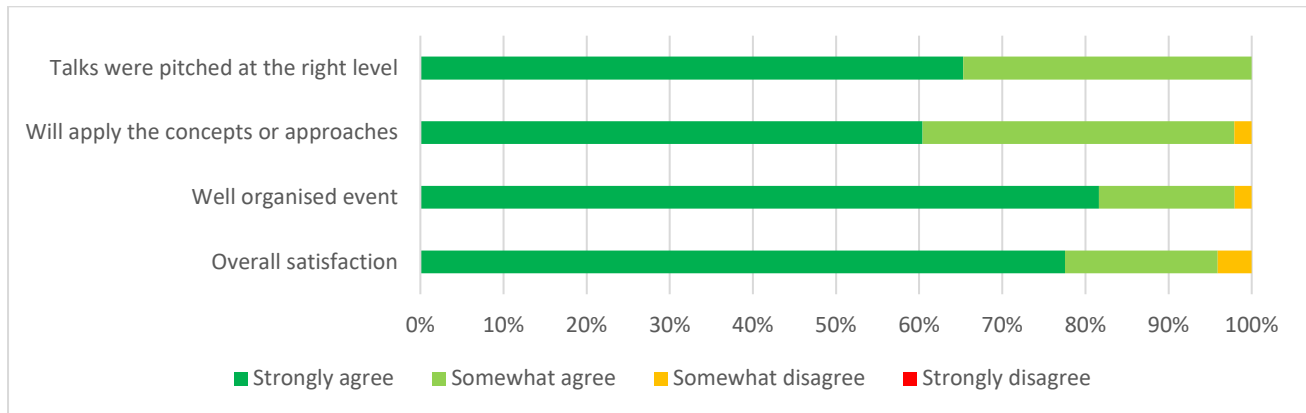


Figure 3 – Selected post-event survey results

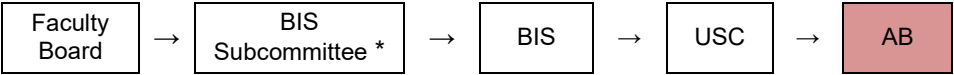
Comments from the post-event survey highlighted how participants’ perspectives on teaching and engaging students during COVID-19 were transformed by learning from their peers and students:

- “The student panel was extraordinary and made me think about the issue of connectedness in different ways”
- “Honesty was the most important rather than a showcases of how wonderful/successful your teaching is, [told] us what worked and what didn't and why.”
- “Simple, human-scaled interventions are highly effective in the online space; Interactivity and feedback make the online space more engaging for students; Create a sense of belonging—for students and for teaching teams”
- “It was interesting to see how other disciplines approached online teaching and thinking about how to apply successful strategies to my own courses. The presenters were engaging and I enjoyed hearing about their various assessments/resources and also the things that didn't work so well.”
- “Students' view point provided an insight we seldom get. Plus the students were very honest in their answers”
- “It's okay to be human (e.g. have interruptions with family members, pets during Zoom workshops); Connecting with students pastorally during this time made the online connection better; It doesn't have to be perfect, it's more important to give it a go”

Author	Dr Jess Frawley, Dr Samantha Clarke and Associate Professor Danny Liu, Educational Innovation Team, DVC (Education) Portfolio
Requests for further information	Requests for further information may be directed to Adam Bridgeman, PVC Educational Innovation.

Submission To	Academic Board
Date	15 September 2020
Item No	11.1

Non-Confidential

Proposal Title	Report of the Board of Interdisciplinary Studies
Recommendation	That the Academic Board note the report of the Board of Interdisciplinary Studies summarising the business undertaken during the period from 10 June 2020 – 15 September 2020.
Proposal Presenter	Professor Philippa Pattison, Deputy Vice-Chancellor (Education), Chair of the Board of the Interdisciplinary Studies
Consultation Pipeline	 <pre> graph LR A[Faculty Board] --> B[BIS Subcommittee *] B --> C[BIS] C --> D[USC] D --> E[AB] style E fill:#c00000,color:#fff </pre> <p><i>*for Dalyell, OLE, and non-award amendments</i></p>

EXECUTIVE SUMMARY

From 10 June – 15 September 2020, the Board of Interdisciplinary Studies reviewed and resolved to approve the following proposals concerning the Bachelor of Advanced Studies and Table O:

1. a proposal from the Faculty of Medicine and Health to add 14 electives into Table A Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sport Science) (**Attachment 1**);
2. a proposal from the Education Portfolio for Expressions of Interest (EOI) for 2022 Open Learning Units (OLEs) (**Attachment 2**); and
3. a proposal from the Education Portfolio for late changes to the assessments and mode of delivery in seven Open Learning Environment (OLE) units of study (**Attachment 3**).

Additionally, the Board of Interdisciplinary Studies resolved to recommend the following proposals for Undergraduate Studies Committee endorsement:

1. a proposal from the Faculty of Science to amend the unit of study table A for Nanoscience and Nanotechnology, with effect from 1 January 2021;
2. a proposal from the Faculty of Science to amend the resolutions for the Bachelor of Science/Bachelor of Advanced Studies;
3. a proposal from the Sydney Conservatorium of Music to introduce a new Principal Study area in Music Theatre for the Bachelor of Music/Bachelor of Advanced Studies (Performance), with effect from 1 January 2022;
4. a proposal from the Faculty of Science to amend the Bachelor of Science/Bachelor of Advanced Studies (Animal and Veterinary Biosciences), with effect from 1 January 2022;
5. a proposal from the Faculty of Science/Faculty of Medicine and Health to amend the Bachelor of Advanced Studies (Honours); Bachelor of Science/Bachelor of Advanced Studies (Honours); Bachelor of Arts/Bachelor of Advanced Studies (Honours); Bachelor of Commerce/Bachelor of Advanced Studies (Honours); Bachelor of Liberal Arts and Science (Honours); Bachelor of Science (Honours); Bachelor of Medical Science (Honours) and Graduate Diploma in Science, and approve the subsequent amendments to the Immunology (Honours), Infectious Diseases (Honours) and Pathology (Honours), with effect from 1 January 2021;
6. a proposal from the Faculty of Science to amend the Bachelor of Science and Table A and S Computer Science major, with effect from 1 January 2021;
7. a proposal from Faculty of Science to add INFC7000 to Table R, with effect from 1 January 2022; and

Submission To	Academic Board
Date	15 September 2020
Item No	11.1

Non-Confidential

- a proposal from the Faculty of Arts and Social Sciences to amend the Table A and Table S majors in Arabic Language and Cultures; Germanic Studies; Korean Studies, with effect from 1 January 2022.

The Board of Interdisciplinary Studies also resolved to note:

- the proposal from the Faculty of Science to suspend the Psychology stream of the Bachelor of Advanced Studies, with effect from 1 January 2021;
- the report from the Faculty of Science of the pre-requisites for PHYS4036 and PHYS4037;
- the 2021 meeting dates for the Board of Interdisciplinary Studies;
- the report from the BIS Non Award Subcommittee detailing the results from the 2019 academic quality review of the Centre for Continuing Education (CCE) short courses and the actions undertaken by the Centre for Continuing Education (CCE) to address recommendations from the review;
- the submission from the BIS Non Award Subcommittee summarising the 2019 Annual Report of Continuing and Extra-Curricular Education courses.
- the report from the Dalyell Subcommittee of its 10 June 2020 meeting.

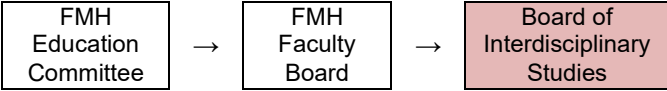
FURTHER INFORMATION

A link to the agenda papers is available on the Board of Interdisciplinary Studies website
<https://intranet.sydney.edu.au/strategy-governance/governance-committees/board-of-interdisciplinary-studies.html>

Approver and Proposal Sponsor	Professor Philippa Pattison, Deputy Vice-Chancellor (Education), Chair
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Submission To	Board of Interdisciplinary Studies
Date	12 August 2020
Item No	4.1

Non-Confidential

Proposal Title	Sydney School of Health Sciences – Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sport Science)
Recommendation	That the Board of Interdisciplinary Studies approve 14 additional electives that are to be included in Table A for the Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sport Science).
Proposal Presenter	Associate Professor Kate Edwards
Consultation Pipeline	 <pre> graph LR A[FMH Education Committee] --> B[FMH Faculty Board] B --> C[Board of Interdisciplinary Studies] </pre>

EXECUTIVE SUMMARY

The purpose of this proposal is to seek amendments to the electives in Table A units of study for the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science (Exercise and Sport Science) / Bachelor of Advanced Studies. The additional 14 units of study will provide further elective options for students to broaden their scope for units to complement their degree. Currently, Table A electives has 2 elective choices (EXSS1039 & EXSS1040) and by adding the additional 14 electives to Table A, it would no longer require students to apply for Special Permission to complete their enrolment.

RATIONALE

The reason for the addition of the 14 electives added to Table A is because students have been encouraged and supported to select these electives but have had to do so by Special Permission and this is causing workload issues to Faculty Services and unit of study coordinators to facilitate approvals for each student.

On the 2nd of July the proposal was put forward to the Education Committee. Following endorsement of the proposal it was recommended to the Faculty Board for approval on the 16th of July.

On the 16th of July the proposal was approved by the FMH Faculty Board, to be recommended to the Board of Interdisciplinary Studies for endorsement on the 12 August 2020.

CONSULTATION AND COMMUNICATIONS

- Associate Professor Kieron Rooney, Head of Discipline Sydney School of Health Sciences and Professor Glen Davis of Clinical Exercise Sciences, Rehabilitation Centre and Course Director for Bachelor of Applied Science (Exercise Physiology).
- Academic Model Team & Faculty Services & DVC-E

IMPLEMENTATION

These changes are proposed to be implemented for 2021.

Approver and Proposal Sponsor	Professor Inam Haq (Associate Dean Education)
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ATTACHMENTS

Attachment 1 MCAP ESS and ESS Adv addition to changes to Table A

Attachment 2 ESS table A for addition to electives



Submission To	FMH Education Committee
Date	2 July 2020
Item No	4.9

Non-Confidential

Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Associate Professor Kate Edwards

1. Name of award course

Bachelor of Applied Science (Exercise and Sport Science)
Bachelor of Applied Science (Exercise and Sport Science) / Bachelor of Advanced Studies (Exercise and Sport Science)

2. Purpose of proposal

The purpose of this proposal is to seek amendments to the electives in Table A units of study for the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science (Exercise and Sport Science) / Bachelor of Advanced Studies. The additional 14 units of study will provide further elective options for students to broaden their scope for units to complement their degree. Currently, Table A electives has 2 electives choices (EXSS1039 & EXSS1040) and by adding the additional 14 electives to Table A, it would no longer require students to apply for Special Permission and therefore enable self-enrolment.

3. Details of amendment

Changes to Table A to the following courses:

BPASESSC-03 Bachelor of Applied Science (Exercise and Sport Science)

BPASEAVS-01 Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)

4. Transitional arrangements

No transitional arrangements necessary.

5. Other relevant information

6. Signature of Dean

A handwritten signature in black ink, appearing to be 'K. Edwards', written over a blank space.



Submission To	FMH Education Committee
Date	2 July 2020
Item No	4.9

Non-Confidential

BACHELOR OF APPLIED SCIENCE/BACHELOR OF ADVANCED STUDIES (EXERCISE AND SPORT SCIENCE)

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
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Exercise and Sport Science

Bachelor of Applied Science (Exercise and Sport Science)

Students complete 144 credit points, comprising:

- (a) 12 credit points of core units of study from Table A
- (b) a major (48 credit points) in Exercise Science
- (c) a minor (36 credit points) in Physical Activity and Health
- (d) optionally, a second minor (36 credit points) or second major (48 credit points)
- (e) optionally, up to 12 credit points of elective units from Table O
- (f) any additional elective units of study from Table A or Table S to satisfy a total of 144 credit points for the course.

Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)

Students must complete 192 credit points, comprising:

- (a) 12 credit points of core units of study from Table A
- (b) a major (48 credit points) in Exercise Science; and
- (c) a minor (36 credit points) in Physical Activity and Health; and
- (d) a second major (48 credit points) from this table (Table A) or Table S (Shared Pool) in the Interdisciplinary Studies Handbook



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(e) 12 credit points of units of study from Table O (Open Learning Environment) in the Interdisciplinary Studies Handbook; and

(f) a minimum of 24 credit points at 4000-level from Table A or Table S (Shared Pool) in the Interdisciplinary Studies Handbook, including:

(i) a research, community, industry or entrepreneurship project (12 to 36 credit points); and

(ii) any additional elective units of study from Table A or Table S required to make up the 192 credit point total

Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with Honours

Students complete the requirements for the pass degree, and

(a) at least 36 and a maximum of 48 credit points of additional Honours units at 4000 level or above, including:

(i) an Honours research project of at least 12 and a maximum of 36 credit points, and

(ii) at least 12 and a maximum of 36 credit points of Honours coursework, as required

(iii) Honours subject areas and units of study for honours within the Faculty of Medicine and Health Sciences are listed in Table A for the relevant faculty or Table S (Shared Pool) in the Interdisciplinary Studies Handbook.

1000-level units of study

Degree core

BIOS1168 Functional Musculoskeletal Anatomy A	6	<i>Semester 1 Unit Coordinators are Dr Clifton Chan and A/Prof Leslie Nicholson, Semester 2 unit coordinator is Dr Joanna Diong</i>	Semester 1 Semester 2
BIOS1169 Functional Musculoskeletal Anatomy B	6	P BIOS1168	Semester 1 Semester 2



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Electives

Electives for the degree may be selected from Table A (below) or Table S

<u>BIOS1167 Foundations of Biomedical Science</u>	<u>6</u>		<u>Semester 1</u>
<u>BIOS1171 Neuroscience</u>	<u>6</u>	<u>N BIOS1137 or BIOS2103 or ANAT2010</u> <i><u>Semester 1 coordinator is Dr Jin Huang, Semester 2 coordinator is Dr Alan Freeman</u></i>	<u>Semester 1</u> <u>Semester 2</u>
<u>BIOS1172 Biological Aspects of Ageing</u>	<u>6</u>		<u>Semester 1</u> <u>Semester 2</u>
<u>BIOS1173 Disease in Ageing</u>	<u>6</u>		<u>Semester 1</u> <u>Semester 2</u>
<u>BIOS2115 Embryology</u>	<u>6</u>	<u>P 6 credit points of Junior Biology</u>	<u>Semester 1</u>
<u>BIOS3063 Project Design and Management</u>	<u>6</u>		<u>Semester 1</u> <u>Semester 2</u>
<u>BIOS3065 Anatomical Analysis of Exercise</u>	<u>6</u>	<u>P BIOS1168 and BIOS1169</u>	<u>Semester 2</u>
<u>BIOS3066 Current Issues in Healthcare</u>	<u>6</u>		<u>Semester 1</u>
<u>EXSS1039 Introduction to Body Composition Methods</u>	6		Semester 1



Submission To	FMH Education Committee
Date	2 July 2020
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EXSS1040 Introduction to Strength and Conditioning	<u>6</u>		Semester 2
HSBH3013 <u>FHS Indigenous Communities</u>	<u>6</u>	P <u>Successful completion of 72 credit points in an undergraduate degree</u> <i>Note: Department permission required for enrolment</i> <u>Students are required to attend an interview with the unit of study course coordinator prior to enrolling (please email to arrange) and consult with their course director to ensure that there are no timetable conflicts with other Units of Study also being undertaken during semester 2.</u>	<u>Semester 2</u>
HSBH3021 <u>Environmental Stress and Physiological Strain</u>	<u>6</u>	P <u>EXSS1032 or EXSS2027 or BIOS1170</u>	<u>Semester 1</u>
HSBH3025 <u>Bodily Senses in Health and Disease</u>	<u>6</u>	A <u>Introductory neuroscience</u>	<u>Semester 2a</u>
HSBH3026 <u>Industry and Community Project</u>	<u>6</u>	P <u>A minimum of 72 credit points</u> <i>Note: Department permission required for enrolment</i>	<u>Intensive December</u> <u>Intensive February</u> <u>Intensive January</u> <u>Intensive July</u> <u>Semester 1</u> <u>Semester 2</u>
REHB3064 <u>Alcohol and Drug Misuse Rehabilitation</u>	<u>6</u>	P <u>(HSBH1006 and (HSBH1007 or HSBH2007) and HSBH1008 and HSBH1009) or 48 credit points of previous study.</u> N <u>REHB3061</u>	<u>Semester 1</u>



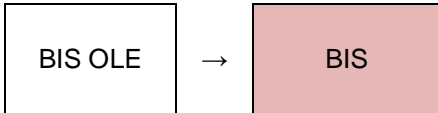
Submission To	FMH Education Committee
Date	2 July 2020
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		<i><u>Students must have completed 48 credit points to enrol in this unit</u></i>	
<u>REHB3065</u> <u>PTSD and Rehabilitation</u>	<u>6</u>	<u>P 48 credit points</u> <u>N REHB3059 or</u> <u>REHB5063 or REHB5034</u>	<u>Semester 1</u>
Additional elective units of study to be offered from 2021. Availability of units of study may vary from year to year.			

Submission To	Board of Interdisciplinary Studies
Date	12 August 2020
Item No	4.2

Non-Confidential

Proposal Title	EXPRESSION OF INTEREST FOR 2022 OPEN LEARNING ENVIRONMENT UNITS
Recommendation	That the Board of Interdisciplinary Studies approve the Expressions of Interest for 2022 Open Learning Environment units, subject to the minor revisions recommended by the Subcommittee.
Proposal Presenter	Peter McCallum, Registrar and Academic Director (Education)
Consultation Pipeline	

EXECUTIVE SUMMARY

Recommendations for the 2022 OLE Expressions of Interest (EOIs) are provided at **Attachment 1**. These EOIs were considered on 22 July 2020 by the Board of Interdisciplinary Studies (BIS) Open Learning Environment (OLE) Subcommittee (the Subcommittee). Twelve proposals were discussed and ten are recommended for approval, each requiring minor issues to be addressed as detailed in **Attachment 2**. Once approved (subject to these minor revisions), the EOIs should be developed into full unit proposals and returned to the BIS for final approval in May 2021.

BACKGROUND

Unit coordinators wishing to propose an OLE unit of study for offer in the University's curriculum must first submit an EOI for approval by the BIS. On the BIS' behalf, EOIs are reviewed in detail by the Subcommittee, which was created in 2017 to assist the BIS with the governance and quality assurance of the OLE. In their review, the Subcommittee considers the units' description, assessment, and learning outcomes. The Subcommittee also considers the strategic fit of the units in the OLE curriculum (Table O) by comparing the proposals to units currently on offer to identify possible overlaps. If EOIs are found to meet the requirements and expected standards for OLE units, the Subcommittee recommends them to the BIS for approval.

In 2020, the Subcommittee conducted one EOI round for both regular and higher degree research OLE units of study. The round opened on 28 April 2020 and closed on 8 July 2020.

ISSUES

Of the twelve proposals considered, six were for non-credit bearing (0 credit point) units, and six for credit bearing (2 and 6 credit point units). Ten proposals are recommended for approval but require minor revisions to be addressed when developing the full unit proposal. These revisions concern handbook entries, unit of study titles and learning outcomes, as detailed in **Attachment 1**.

The two proposals not supported by the Subcommittee as the Subcommittee believed that the proposals should be redeveloped in collaboration with other faculties and disciplines across the University. The Subcommittee will welcome resubmission of the proposals in future EOI rounds.

ATTACHMENTS

- Attachment 1** - Overview of EOIs for 2022 OLE units and recommendations
- Attachment 2** - Detailed breakdown of the feedback provided for 2022 OLE EOIs



Non-Confidential

Attachment 1 – Overview of EOIs for 2022 OLE units and recommendations

No	Administering faculty	Title	Credit point	Level	Unit code	BIS OLE Subcommittee recommendation
1	Faculty of Science	Modern Alchemy: Nutrition Superstition (0 cp)	0	1000	OLEO16XX	Approve (subject to minor revisions)
2	Faculty of Science	Modern Alchemy: Nutrition Superstition	2	1000	OLET16XX	Approve (subject to minor revisions)
3	Faculty of Science	Modern Alchemy: Antibiotic Apocalypse (0 cp)	0	1000	OLEO16XX	Approve (subject to minor revisions)
4	Faculty of Science	Modern Alchemy: Antibiotic Apocalypse	2	1000	OLET16XX	Approve (subject to minor revisions)
5	Faculty of Science	Kombucha, Beer and Fermentation (0 cp)	0	1000	OLEO16XX	Approve (subject to minor revisions)
6	Faculty of Science	Kombucha, Beer and Fermentation	2	1000	OLET16XX	Approve (subject to minor revisions)
7	Sydney Conservatorium of Music	Collaborative Ethnography (0 cp)	0	5000	OLEO58XX	Approve (subject to minor revisions)
8	Sydney Conservatorium of Music	Collaborative Ethnography	2	5000	OLET58XX	Approve (subject to minor revisions)
9	Sydney Conservatorium of Music	The Ethnographic Interview (0 cp)	0	5000	OLEO58XX	Not approve (review and resubmit)
10	Sydney Conservatorium of Music	The Ethnographic Interview	2	5000	OLET58XX	Not approve (review and resubmit)
11	Sydney Conservatorium of Music	Recording, Archiving and Repatriating (0 cp)	0	5000	OLEO58XX	Approve (subject to minor revisions)
12	Sydney Conservatorium of Music	Recording, Archiving and Repatriating	2	5000	OLET58XX	Approve (subject to minor revisions)



Non-Confidential

Attachment 2 – Detailed breakdown of the feedback provided for 2022 OLE EOIs

No	Unit code	Comments for Unit Coordinator/Administering faculty
1	OLEO16XX	<p>The Subcommittee supports the development of these units but would like the following issues to be addressed:</p> <ol style="list-style-type: none"> 1. Handbook descriptions are very similar for the 0 cp and the 2 cp, suggestion to clearly express that the 2 cp builds on the 0 cp through communication, etc. 2. Ensure that the handbook description refers to the multidisciplinary nature of the unit. 3. UoS title - suggestion to revise the title to articulate what the unit will cover (what it is) rather than using the title has a marketing opportunity.
2	OLET16XX	As above
3	OLEO16XX	<p>The Subcommittee supports the development of these units but would like the following issues to be addressed:</p> <ol style="list-style-type: none"> 1. Handbook descriptions are very similar for the 0 cp and the 2 cp, suggestion to clearly express that the 2 cp builds on the 0 cp through communication, etc. The description is seen that it is written not to the university target audience - need to rewrite to as there would be an assumption through general knowledge that antibiotics aren't any use against a virus. 2. Suggestion to remove the acronym from the handbook description (SARS) and use the full name. 3. UoS title - suggestion to revise the title to articulate what the unit will cover (what it is). Modern Alchemy is ok, refine the unit title after the ':' (Antibiotic Apocalypse).
4	OLET16XX	As above
5	OLEO16XX	<p>The Subcommittee supports the development of these units but would like the following issues to be addressed:</p> <ol style="list-style-type: none"> 1. UoS title - suggestion to revise the title to reflect the entrepreneurial aspects of product development. The focus of the unit should be drawn towards the entrepreneurial aspects. If not drawn towards these aspects, it could be seen as a general interest unit with minimal added academic value to the OLE. 2. LO2 within the 0 cp articulates that work in interdisciplinary groups will occur, how will this be assessed by the 0 cp assessment items, which is only an MCQ. Please clarify what skills will be taught to bring products to the market? The development of a product and bringing it to the market are different skills. The clarity in how many quizzes will be completed as part of the 100% (0 cp) and 25% (2 cp) is required. 3. LO3 within the 2 cp identifies that students will create a fermented product etc, how will this be assessed by the 2 cp assessment items? There are health and student welfare concerns if a fermented product is to be created as part of an assessment task. The assessment task should be focused on research through product development and not producing the fermented product.



Non-Confidential

No	Unit code	Comments for Unit Coordinator/Administering faculty
6	OLET16XX	As above
7	OLEO58XX	<p>The Subcommittee supports the development of these units but would like the following issues to be addressed:</p> <ol style="list-style-type: none"> 1. UoS name - add space between 0 and cp in (0cp) for the title of the 0 cp unit. 2. UoS code - remove space between OLEO and 58XXX (OLET58XX). 3. Handbook description for 0 cp and 2 cp is quite heavy and assumes to be more of a 6 cp type of unit, which leads to the lack of clarity. In addition, the handbook description should be written in a way to allow the unit to be more accessible to a wider group of students. The suggestion is to avoid jargon and use plain English. This will ensure that this unit is relevant to a board cohort of researchers and not just specific to a particular discipline. 4. OLE strategy priority area, one area, should be listed - suggestion to be 'culturally sensitive research projects'. 5. Suggestion to add 'Integrated, ethical, professional and personal identity' as a graduate quality that is developed within the unit.
8	OLET58XX	As above
9	OLEO58XX	<p>The Subcommittee did not support the EOI proposal. The Subcommittee believes that the proposal should be developed in collaboration with FASS & FMH as there is a strong case that the skills developed within these units can be developed in other research areas.</p> <p>Additional issues they would like addressed are:</p> <ol style="list-style-type: none"> 1. UoS name - add space between 0 and cp and place in brackets (0cp) for the title of the 0 cp unit. 2. UoS code - remove space between OLEO and 58XXX (OLET58XX). 3. LO for the 2 cp could be reworded, particularly LO1 to be LO1 of the 0 cp unit. 4. Suggestion to add 'Integrated, ethical, professional and personal identity' to 0 cp and 2 cp and 'cultural competence' to 0 cp as a graduate quality that is developed within the unit. <p>Recommend that the EOI proposal is reviewed and resubmitted after further consultation and collaboration.</p>
10	OLET58XX	As above
11	OLEO58XX	<p>The Subcommittee supports the development of these units but would like the following issues to be addressed:</p> <ol style="list-style-type: none"> 1. UoS name - add space between 0 and cp and place in brackets (0cp) for the title of the 0 cp unit. 2. Reframe from using an acronym with the handbook descriptions (NFSA).

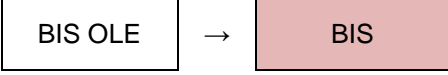


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No	Unit code	Comments for Unit Coordinator/Administering faculty
		<ol style="list-style-type: none">3. Need to explain the length of assessment tasks 1 & 2, which needs to be described. How large is the request or deposit going to be from the perspective of the student effort - best to describe the effort in units of time (6 hours, etc).4. Suggestion to add 'cultural competence' to 0 cp and 2 cp as a graduate quality that is developed within the unit.5. OLE strategy priority area, one area, should be listed - suggestion to be 'Artefact-based research skills'.6. A strong suggestion is to collaborate with the Chau Chak Wing Museum, the Museum and Heritage Studies group within the School of Philosophical and Historical Inquiry (FASS), to capture all areas of working oral histories and oral cultural.
12	OLET58XX	As above

Submission To	Board of Interdisciplinary Studies
Date	12 August 2020
Item No	4.3

Non-Confidential

Proposal Title	LATE CHANGES TO OLE UNITS OF STUDY
Recommendation	That the Board of Interdisciplinary Studies approve late changes to assessments and mode of delivery in seven Open Learning Environment units of study
Proposal Presenter	Peter McCallum, Registrar and Academic Director (Education)
Consultation Pipeline	

EXECUTIVE SUMMARY

The Board of Interdisciplinary Studies (BIS) is asked to approve late changes to assessment and mode of delivery proposed for seven Open Learning Environment (OLE) units due to run in the second half of 2020. These changes have been made in response to the Coronavirus (COVID-19) crisis, which requires online delivery of assessment and most content. The BIS OLE Subcommittee considered and endorsed these changes to ensure they meet the academic quality standards of the OLE on 22 July 2020. If approved, faculties will update their unit outlines via Sydney Curriculum, and make the outlines available to students one week before Semester 2 commences.

BACKGROUND

The BIS OLE Subcommittee has delegated oversight of all OLE units of study. This includes the academic quality of learning experiences, assessment structure, and assessment standards.

During Semester 1 2020, the University rapidly shifted to online assessment in response to the COVID19 crisis. This change was to initially accommodate offshore students unable to attend face to face study due to travel bans. It was then expanded to accommodate all students to enable remote learning/ social distancing.

To allow students to have up-to-date information on assessment types prior to the Census date (31 March 2020), OLE unit coordinators were asked to make the appropriate changes to assessment and modes of delivery and submit updated unit outlines to Heads of School or Associate Deans (Education) by 24 March 2020. Due to the rapid pace of change, BIS could not consider late changes before Semester 1 started, so retrospectively approved them at its 13 May 2020 meeting. In many cases, curriculum approval committees delegated authority to Associate Deans (Education) to manage details of the changes.

For changes proposed for Semester 2 2020 and beyond, the BIS OLE Subcommittee had time to consider proposals prior to classes commencing. The policy framework for considering late changes is:

- clause 23 (5) (iii) of the [Learning and Teaching Policy 2015](#) (on approval of unit of study assessment);
- clause 3.8A (Standing Committees responsible for Curriculum Approvals) of the [University of Sydney \(Governance of Faculties and University Schools\) Rule 2016](#); and
- clause 6 (3) of the [Assessment Procedures 2011](#) (on late changes to assessment).

PROPOSED CHANGES

Table 1 shows an overview of the number of late changes proposed, while *Table 2* describes the changes in detail. Nine changes in total are proposed for seven units. This number represents only a small proportion of the total units being offered in Semester 2, 2020 (87). Four changes are with regards to changing assessment, and five with the mode of delivery for the unit.



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Table 1 Overview of number of late changes proposed

Faculty/University School	Number of Units of Study		
	Units offered during the second half of 2020	Units with late changes to assessment	Units with changes to the mode of delivery
Faculty of Arts and Social Sciences	29	1	1
Business School	5	-	-
Faculty of Engineering	1	1	1
Faculty of Medicine and Health	15	2	-
Faculty of Science	27	-	-
Sydney Conservatorium of Music	4	-	3
Sydney Law School	1	-	-

Table 2 Detail of late changes proposed

Faculty or University School	Unit	Session	Late change required	Current Assessment Method and Weighting	Revised Assessment Method and Weighting	Current Mode of Delivery	Revised Mode of Delivery
Arts and Social Sciences	OLET2153 World Cultural Heritage	Intensive August	Assessment and mode of delivery	Online MCQs (0cp quizzes) - 25% Online quiz including MCQs and short answer questions - 20% Report check-in - 15% World Heritage site report - 40%	Online MCQs (0cp content quizzes) - 20% Online MCQs (2cp content quizzes) - 20% Report check-in - 10% Discussion board participation - 10% World Heritage site report - 40%	Blended delivery mode - face to face workshops	Fully online
Engineering	OLET2346 Social Network Analysis Principles	Intensive September	Assessment and mode of delivery	Online quiz – 30% Essay 1 – 35% Essay 2 – 35%	Online quiz 1 – 25% Online quiz 2 – 25% Written assignment – 40% Active participation online – 10%	No synchronous lessons were planned as it was not considered customary for OLEs	Provide one two-hour Zoom session to connect with the participants
Medicine and Health	OLET1510 Health Challenges: Sleep	Semester 2	Assessment only	MCQ quizzes (50%) Infographic on the choice of 3 topics (45%) Review the final assessments of 3 peer (5%)	MCQ quizzes (50%) Written letter on the choice of 3 topics (45%) Participation in pre-lecture and discussion activities (5%)	N/A	N/A
Medicine and Health	OLET2503 Global challenges: Planetary Health	Semester 2a	Assessment only	Photo plus short written assignment (20%) Participation and discussion (15%) Newspaper opinion piece (20%) Case study analysis (45%)	Photo and caption (15%) Online quizzes (25%) Major writing task (60%)	N/A	N/A
Sydney Conservatorium of Music	OLET1801 Music Theory and Notation Essentials	Semester 2	Mode of delivery only	N/A	N/A	Not provided	Fully online



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Faculty or University School	Unit	Session	Late change required	Current Assessment Method and Weighting	Revised Assessment Method and Weighting	Current Mode of Delivery	Revised Mode of Delivery
Sydney Conservatorium of Music	OLET1811 Writing About Music	Semester 2	Mode of delivery only	N/A	N/A	Not provided	Fully online
Sydney Conservatorium of Music	OLET1901 Presentation Skills: Speaking in Public	Intensive November	Mode of delivery only	N/A	N/A	Not provided	Due to clashes teaching & exams, contact times will become: a 3 hour online tutorial.

Submission To	Academic Board
Date	15 September 2020
Item No	11.2

Non-Confidential

Proposal Title	2021 and 2022 Academic Board Meeting Dates
Recommendation	That the Academic Board approve the 2021 and 2022 meeting dates for the Academic Board and the Academic Board committees, as presented.
Proposal Presenter	Chair, Academic Board
Consultation Pipeline	<div style="border: 1px solid black; background-color: #f08080; padding: 5px; display: inline-block;">Academic Board</div>

EXECUTIVE SUMMARY

The proposed meeting dates of Academic Board for 2021 and 2022 are presented, with the meeting dates of all the Academic Board committees in 2021 and 2022 set to align with the meetings of the Academic Board.

The Academic Board has the principal responsibility to encourage and maintain the highest standards in teaching, scholarship and research and to safeguard the academic freedom of the University. The Academic Board committees assist the Academic Board to exercise its responsibilities. The proposed dates will enable good governance and consistent review by the committees and facilitate increased communication between the committees of the Academic Board, the Academic Board and the University Executive.

In 2020, additional 'reserve' meetings for the Academic Board committees were introduced to provide a longer lead time for submission to Academic Board and enable the committees to more rigorously review and complete due diligence on proposals for undergraduate and postgraduate award courses before presentation of proposals to the Academic Board. This system of 'reserve' meetings will be retained for the 2021 and 2022 meetings of the Undergraduate Studies Committee, Graduate Studies Committee and Academic Standards and Policy Committee.

CONSULTATION

The proposed 2021 dates have been designed based on the 2020 meeting dates for Academic Board and have been reviewed by the Deputy Vice-Chancellor (Education) Portfolio and the Academic Model team to ensure alignment with key operational internal and external deadlines for curriculum changes. The 2022 dates have also been scheduled to align with these deadlines and are set in advance to facilitate forward planning of curriculum changes.

IMPLEMENTATION/COMMUNICATION

The 2021 meeting dates will cascade to the Academic Board Committees for noting following Academic Board approval. The Governance Committees webpages will be updated to include the 2021 meeting dates and relevant submission deadlines for Academic Board and the Academic Board Committees.

Members are asked to hold these dates in their diaries and Outlook Calendar invitations will be sent by the University Secretariat in due course.

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Date	15 September 2020
Item No	11.2

Non-Confidential

MEETING DATES - 2021

Academic Board Meeting Dates:

1. Tuesday 2 March, 1pm- 3pm
2. Tuesday 4 May, 1pm- 3pm
3. Tuesday 8 June, 1pm-3pm
4. Tuesday 20 July, 1pm-3pm
5. Tuesday 14 September, 1pm-3pm
6. Tuesday 16 November, 1pm-3pm

Graduate Studies Committee:

1. Wednesday 27 January, 10am-12pm
 - a. Tuesday 9 February, 10am-12pm (Reserve)
2. Tuesday 16 March, 10am-12pm
 - a. Tuesday 6 April, 10am- 12pm (Reserve)
3. Tuesday 20 April, 10am-12pm
 - a. Tuesday 11 May, 10am- 12pm (Reserve)
4. Tuesday 1 June, 10am-12pm
 - a. Tuesday 22 June, 10am-12pm (Reserve)
5. Tuesday 27 July, 10am-12pm
 - a. Tuesday 17 August, 10am-12pm (Reserve)
6. Tuesday 28 September, 10am-12pm
 - a. Tuesday 19 October, 10am-12pm (Reserve)

Undergraduate Studies Committee:

1. Wednesday 27 January, 2pm-4pm
 - a. Wednesday 10 February, 2pm-4pm (Reserve)
2. Tuesday 16 March, 2pm-4pm
 - a. Tuesday 6 April, 2pm-4pm (Reserve)
3. Tuesday 20 April, 2pm-4pm
 - a. Tuesday 11 May, 2pm-4pm (Reserve)
4. Tuesday 1 June, 2pm-4pm
 - a. Tuesday 22 June, 2pm-4pm (Reserve)
5. Tuesday 27 July, 2pm-4pm
 - a. Tuesday 17 August, 2pm-4pm (Reserve)
6. Tuesday 28 September, 2pm-4pm
 - a. Tuesday 19 October, 2pm-4pm (Reserve)

Academic Quality Committee:

1. Wednesday 10 February, 10am-12pm
2. Tuesday 30 March, 10am-12pm
3. Wednesday 5 May, 10am-12pm
4. Wednesday 16 June, 10am-12pm
5. Tuesday 10 August, 10am-12pm
6. Tuesday 12 October, 10am-12pm

Academic Standards and Policy Committee:

1. Thursday 28 January, 2pm-4pm
 - a. Tuesday 9 February, 2pm-4pm (Reserve)
2. Tuesday 23 March, 2pm-4pm
 - a. Tuesday 13 April, 2pm-4pm (Reserve)
3. Tuesday 27 April, 2pm-4pm
 - a. Tuesday 18 May, 2pm-4pm (Reserve)
4. Wednesday 9 June, 2pm-4pm
 - a. Friday 2 July, 2pm – 4pm (Reserve)
5. Tuesday 3 August, 2pm-4pm
 - a. Tuesday 24 August, 2pm-4pm (Reserve)
6. Tuesday 5 October, 2pm-4pm

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- a. Tuesday 26 October, 2pm-4pm (Reserve)

Admissions Subcommittee:

1. Wednesday 13 January, 2.30pm-4pm
2. Wednesday 3 March, 2.30pm-4pm
3. Wednesday 7 April, 2.30pm-4pm
4. Thursday 20 May, 2.30pm – 4pm
5. Tuesday 13 July, 2.30pm-4pm
6. Wednesday 15 September, 2.30pm-4pm

HDR Scholarships Subcommittee:

2021 Dates to be determined by the Subcommittee.

HDR Examinations Subcommittee:

1. Wednesday 27 January, 1:30pm-2:30pm
2. Tuesday 23 February, 1:30pm-2:30pm
3. Tuesday 23 March, 1:30pm-2:30pm
4. Tuesday 20 April, 1:30pm-2:30pm
5. Tuesday 25 May, 1:30pm-2:30pm
6. Tuesday 22 June, 1:30pm-2:30pm
7. Tuesday 27 July, 1:30pm-2:30pm
8. Tuesday 24 August, 1:30pm- 2:30pm
9. Tuesday 21 September, 1:30pm-2:30pm
10. Tuesday 26 October, 1:30pm-2:30pm
11. Tuesday 23 November, 1:30pm-2:30pm
12. Tuesday 14 December, 1:30pm-2:30pm

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MEETING DATES - 2022

Academic Board Meeting Dates:

1. Tuesday 1 March, 1pm- 3pm
2. Tuesday 3 May, 1pm- 3pm
3. Tuesday 7 June, 1pm-3pm
4. Tuesday 2 August, 1pm-3pm
5. Tuesday 4 October, 1pm-3pm
6. Tuesday 15 November, 1pm-3pm

Graduate Studies Committee:

1. Tuesday 25 January, 10am-12pm
 - a. Tuesday 15 February, 10am-12pm (Reserve)
2. Tuesday 15 March, 10am-12pm
 - a. Tuesday 5 April, 10am- 12pm (Reserve)
3. Tuesday 26 April, 10am-12pm
 - a. Tuesday 17 May, 10am- 12pm (Reserve)
4. Tuesday 21 June, 10am-12pm
 - a. Tuesday 12 July, 10am-12pm (Reserve)
5. Tuesday 16 August, 10am-12pm
 - a. Tuesday 6 September, 10am-12pm (Reserve)
6. Tuesday 27 September, 10am-12pm
 - a. Tuesday 18 October, 10am-12pm (Reserve)

Undergraduate Studies Committee:

1. Thursday 27 January, 2pm-4pm
 - a. Wednesday 16 February, 2pm-4pm (Reserve)
2. Tuesday 15 March, 2pm-4pm
 - a. Tuesday 5 April, 2pm-4pm (Reserve)
3. Tuesday 26 April, 2pm-4pm
 - a. Tuesday 17 May, 2pm-4pm (Reserve)
4. Tuesday 21 June, 2pm-4pm
 - a. Tuesday 12 July, 2pm-4pm (Reserve)
5. Tuesday 16 August, 2pm-4pm
 - a. Tuesday 6 September, 2pm-4pm (Reserve)
6. Tuesday 27 September, 2pm-4pm
 - a. Tuesday 18 October, 2pm-4pm (Reserve)

Academic Quality Committee:

1. Wednesday 9 February, 10am-12pm
2. Tuesday 29 March, 10am-12pm
3. Wednesday 18 May, 10am-12pm
4. Tuesday 28 June, 10am-12pm
5. Tuesday 30 August, 10am-12pm
6. Tuesday 11 October, 10am-12pm

Academic Standards and Policy Committee:

1. Tuesday 25 January, 2pm-4pm
 - a. Tuesday 15 February, 2pm-4pm (Reserve)
2. Tuesday 22 March, 2pm-4pm
 - a. Tuesday 12 April, 2pm-4pm (Reserve)
3. Wednesday 4 May, 2pm-4pm
 - a. Wednesday 25 May, 2pm-4pm (Reserve)
4. Tuesday 14 June, 2pm-4pm
 - a. Tuesday 5 July, 2pm-4pm (Reserve)
5. Tuesday 9 August, 2pm-4pm
 - a. Tuesday 30 August, 2pm-4pm (Reserve)
6. Tuesday 11 October, 2pm-4pm

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- a. Tuesday 1 November, 2pm-4pm (Reserve)

Admissions Subcommittee:

1. Wednesday 12 January, 2.30pm-4pm
2. Wednesday 2 March, 2.30pm-4pm
3. Wednesday 6 April, 2.30pm-4pm
4. Tuesday 24 May, 3.00pm-4.30pm
5. Wednesday 20 July, 2.30pm-4pm
6. Tuesday 13 September, 2.30pm-4pm

HDR Scholarships Subcommittee:

2022 Dates to be determined by the Subcommittee.


HDR Examinations Subcommittee:

13. Tuesday 25 January, 1:30pm-2:30pm
14. Tuesday 22 February, 1:30pm-2:30pm
15. Tuesday 22 March, 1:30pm-2:30pm
16. Tuesday 19 April, 1:30pm-2:30pm
17. Tuesday 24 May, 1:30pm-2:30pm
18. Tuesday 28 June, 1:30pm-2:30pm
19. Tuesday 26 July, 1:30pm-2:30pm
20. Tuesday 23 August, 1:30pm- 2:30pm
21. Tuesday 20 September, 1:30pm-2:30pm
22. Tuesday 25 October, 1:30pm-2:30pm
23. Tuesday 22 November, 1:30pm-2:30pm
24. Tuesday 13 December, 1:30pm-2:30pm

Approver	Manager Governance (Senate and Academic Board)
Proposal Sponsor	Manager Governance (Senate and Academic Board)

Submission To	Academic Board
Date	15 September 2020
Item No	11.3

Non-Confidential

Proposal Title	2020 Level D and E Central Promotions Committee Membership
Recommendation	That the Academic Board note the 2020 Central Promotions Committee membership. The membership complies with the Academic Promotions Policy, Schedule 3, Central Promotions Committees, terms of reference and operation.
Proposal Presenter	Senior Deputy Vice-Chancellor, Professor Stephen Garton
Consultation Pipeline	 <pre> graph LR APU[APU] --> Provost[Provost and Chair of Academic Board] Provost --> AB[Academic Board] </pre>

EXECUTIVE SUMMARY

2020 Level D and E Central Promotions Committee membership, new members are noted in red.

RATIONALE

The 2020 Central Promotions Committee membership listing is submitted to the Academic Board for noting.

CONSULTATION AND COMMUNICATIONS

The Provost and DVC, Chair of the Academic Board and Deputy Chair of the Academic Board have been consulted and provided nominations for new members to participate on the Level D and Level E Central Promotions Committees for 2020.

IMPLEMENTATION

New nominees were put forward in accordance with the Academic Promotions Policy 2015, Schedule 3 Central Promotions Committees.

Approver	Professor Stephen Garton (Senior Deputy Vice-Chancellor)
Faculty/Proposal Sponsor	Renee Dodds (Acting) Manager, Academic Promotions Unit – Human Resources

ATTACHMENTS

Attachment 1 [CPC Membership 2020 Memo](#)



MEMORANDUM

Renée Dodds
(Acting) Manager, Academic Promotions Unit

G12 Services Building

Memorandum to: Professor Stephen Garton

Telephone: +61 2 9036 7514

Email: renee.dodds@sydney.edu.au

Re: 2020 Level D & E Confirmed Central Promotions Committee membership

Level D (Meeting date – Friday 20 November)

Committee Position	Nominee of	Name of incumbent	Faculty/ Institution	Confirmed	M/F
Senior Deputy Vice-Chancellor (Chair)	Ex-officio	Professor Stephen Garton	n/a	Y	M
Chair, AB	Ex-officio	Associate Professor Tony Masters	n/a	Y	M
Senior Academic from another University	Provost	Associate Professor Alpha Possamai-Inesedy	Western Sydney University	Y	F
Senior member of academic staff	Provost	Associate Professor Tim Newsome	SCI	Y	M
Senior member of academic staff	Provost	Professor David Lowe	ENG	Y	M
Senior member of academic staff	Provost	Professor Tricia McCabe	FMH (Health Sciences)	Y	F
Senior member of academic staff	Chair, AB	Professor Renae Ryan	FMH (SOMS)	Y	F
Senior member of academic staff	Chair, AB	Associate Professor Sandra Loschke	SSADP	Y	F
Senior member of academic staff	Chair, AB	Associate Professor Gaby Ramia	FASS	Y	M
Non-voting member diversity and inclusion	N/A	Sarah Abbott	n/a	Y	F
Reserve academic staff member	Chair, AB	Professor John O'Byrne	SCI	Y	M
Reserve academic staff member	Chair, AB	Associate Professor Jane Andrew	SBS	Y	F



Level E (Meeting date – Monday 9 November)

Committee Position	Nominee of	Name of incumbent	Faculty/ Institution	Confirmed	M/F
Vice-Chancellor and Principal (Chair)	Ex-officio	Dr Michael Spence	n/a	Y	M
Chair of Academic Board	Ex-officio	Professor Jane Hanrahan	n/a	Y	F
Senior Academic from another institution	Provost	Professor David Cohen	UNSW	Y	M
Head of School and Dean	Provost	Professor Anna Reid	CON	Y	F
Head of School and Dean	Provost	Professor Donna Waters	FMH (NURS)	Y	F
Senior member of academic staff	Provost	Professor Rita Shackel	SLS	Y	F
Senior member of academic staff	Chair, Academic Board	Professor Tara Murphy	SCI	Y	F
Senior member of academic staff	Chair, Academic Board	Professor Yonghui Li	ENG	Y	M
Senior member of academic staff	Chair, Academic Board	Professor Adrian Vickers	FASS	Y	M
Non-voting member diversity and inclusion	N/A	Sarah Abbott	N/A	Y	F
Reserve academic staff member	Chair, Academic Board	Professor Maria Fiatarone Singh	FMH	Y	F
Reserve academic staff member	Chair, Academic Board	Professor Mark Gorrell	FMH	Y	M
Reserve academic staff member	Chair, Academic Board	Professor Margaret Miller	FASS	Y	F

Approved: _____
(Senior Deputy Vice-Chancellor)

24,08.2020

Date: _____