

ACADEMIC BOARD 21 JULY 2020

Chair: Associate Professor Tony Masters

Manager Governance: Alyssa White
University Secretariat | Office of the Vice-Chancellor
Administration Building (F23)

T 8627 6905

E alyssa.white@sydney.edu.au

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

NOTICE OF MEETING

Meeting 04/2020 of the Academic Board will be held from **1:00pm – 3:00pm** on **Tuesday 21 July 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 ATAR Reflections	Honorary Associate Professor Rod Yager, Macquarie University	<i>verbal</i>	1.05pm
	3.2 Higher Education Reform Package Update	Vice-Chancellor & Principal & Director, Higher Education Policy and Projects	<i>verbal</i>	1.35pm
☆ 4	REPORT OF THE CHAIR			2.00pm
	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>	2.20pm
☆ 6	QUESTION TIME Questions to the Vice-Chancellor and Chair of the Academic Board.	Vice-Chancellor & Principal / Chair	<i>verbal</i>	2.40pm
7	REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE 7.1 Minor amendments to the Admissions Standards – English Language Proficiency 7.2 Amendments to the University of Sydney (Academic Board) Rule 2017	Chair, ASPC	<i>attached</i>	
8	REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE 8.1 <u>Faculty of Medicine and Health</u> : Bachelor of Advanced Studies (Honours, Human Movement), project units 8.2 <u>Faculty of Science</u> : Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, admissions amendments 8.3 <u>Faculty of Engineering</u> : Bachelor of Advanced Computing, addition of 0 cp shell unit for Honours mark 8.4 <u>Faculty of Engineering</u> : Bachelor of Advanced Computing, Computer Science major, additional selective unit 8.5 <u>Faculty of Engineering</u> : Bachelor of Engineering Honours Civil Engineering stream, core unit 8.6 <u>Faculty of Engineering</u> : Bachelor of Project Management Table A Built Environment, major core unit	Chair, USC	<i>attached</i>	
9	REPORT OF THE GRADUATE STUDIES COMMITTEE 9.1 <u>HDR Scholarships Committee</u> : HDRSSC Terms of Reference 9.2 <u>HDR Scholarships Committee</u> : Scholarships Office Grants in Aid Recommendations 9.3 <u>Faculty of Arts and Social Sciences</u> : Executive Master of Arts and Social Sciences, suspension of admission 9.4 <u>Faculty of Arts and Social Sciences</u> : Executive Master of Public Administration, amendment to unit of study tables 9.5 <u>Faculty of Arts and Social Sciences</u> : Master of Arts (Research); Master of Education (Research);	Chair, GSC	<i>attached</i>	

and Master of Philosophy (Arts and Social Sciences), thesis examination update

- 9.6 Faculty of Engineering: Master of Professional Engineering, introduction of core unit
- 9.7 Faculty of Science: Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, admission and credit amendments
- 9.8 Faculty of Science: Master of Sustainability; Graduate Diploma in Sustainability; and Graduate Certificate in Sustainability, amendment of elective list

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE Chair, AQC *attached*

- 10.1 Educational Integrity Report 2019
- 10.2 Membership of the HDR Examinations Subcommittee (HDR ESC)
- 10.3 Course Review - Bachelor of Liberal Arts and Science (BLAS) Course Review
- 10.4 Course Review - 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
- 10.6 Academic quality assurance process for reviewing Table R

11 GENERAL BUSINESS

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|--|--|-----------------|
| 11.1 Academic Board Guideline – Grade Descriptors | Manager
Governance (Senate
& Academic Board) | <i>attached</i> |
| 11.2 Pilot of Curriculum Approval Submission Templates | Manager
Governance (Senate
& Academic Board) | <i>attached</i> |
| 11.3 SAGE Program Report | SAGE Office | <i>attached</i> |
| 11.4 Indigenous Strategy Academic Board Working Group | Deputy Vice-
Chancellor
(Indigenous Strategy
& Services) & Chair,
Academic Board | <i>attached</i> |

Next meeting: 1:00 pm – 3:00 pm, **Tuesday 15 September 2020**
via Zoom

ACADEMIC BOARD

1.00 pm, Tuesday 9 June 2020 by video conference

Members Present: A/Prof Tony Masters (Chair, Academic Board); Prof Jane Hanrahan (Acting Chair, Academic Board and Chair, Academic Standards & Policy Committee); A/Prof Wendy Davis (Chair, Academic Quality Committee); A/Prof Michael Kertesz (Chair, Graduate Studies Committee); A/Prof Lenka Munoz (Chair, Undergraduate 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)); James Ardouin (Student Representative Council, UG nominee); Prof Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Dr Vasilki Betihavas (Medicine & Health (Nursing School)); Dr Francois Blanciak (Architecture, Design & Planning); Prof Adam Bridgeman (Pro Vice-Chancellor (Educational Innovation)); Prof Simon Bronitt (Dean, Law); Dr Stephen Clibborn (University of Sydney Business School); Dr Susan Coulson (Health Sciences); Tegan Cox (Faculty Academic Services Committee representative, Brain and Mind Centre); A/Prof Steven Cumming (Health Sciences); Prof Glen Davis (Health Sciences); A/Prof Haryana Dhillon (Science (Psychology)); Courtney Diggins (UG Student, Engineering); Liam Donohoe (President, Student Representative Council); Prof Robyn Dowling (Head of School & Dean, Architecture, Design & Planning); Narjis Fatima (PG Student, Science); Prof Alan Fekete (Engineering (Computer Science)); Prof Stephen Garton (Senior Deputy Vice-Chancellor); Lina Goh (HDR Student, Health Sciences); 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); Prof Paul Groundwater (Medicine and Health (Pharmacy)); Trent Hammond (HDR Student, Medicine & Health); Tiffany Hanna (UG Student, Health Sciences); Prof Jason Harris (Law); 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)); Prof Annamarie Jagose (Dean, Arts & Social Sciences); 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); Dr Claudia Keitel (Science (Life and Environmental Sciences)); Philip Kent (Director, University Libraries); Philip Kent (Director, University Libraries); James Kite (Medicine & Health (Medical Sciences)); A/Prof Ghena Krayem (Law); A/Prof Stuart Lane (Medicine & Health (Nepean Clinical School)); A/Prof Sarah Lewis (Health Sciences); Dr Liwei Li (Engineering (Electrical and Information Engineering)); Minran Liu (Co-President, Sydney University Postgraduate Representative Association); A/Prof Sandra Loschke (Architecture, Design & Planning); Dane Luo (UG Student, University of Sydney Business School); 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); Brendon Nelson (Director, Student Administrative Services); A/Prof John O'Byrne (Science (Physics)); Prof Philippa Pattison (Deputy Vice-Chancellor (Education)); Dr James Parkinson (Science (Mathematics & Statistics)); A/Prof Maurice Peat (University of Sydney Business School); Dr Fernanda Penaloza (Arts & Social Sciences (Languages and Cultures)); A/Prof Helen Proctor (Arts & Social Sciences (Education & Social Work)); Prof Anna Reid (Dean, Conservatorium); A/Prof Siegbert Schmid (Science (Chemistry)); Dr Carl Schneider (Medicine and Health (Pharmacy)); Dr Yash Shrivastava (Engineering, Electrical & Information Engineering); Prof Nicholas Smith (Arts & Social Sciences (Philosophical & Historical Enquiry)); Prof Heiko Spallek (Heads of School Committee representative, Medicine & Health); 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)); Xinheng Wu (Sydney University Postgraduate Representative Association nominee); A/Prof Derek Wyman (Science (Geosciences)); Dr Narelle Yeo (Conservatorium); Prof Sarah Young (Medicine & Health (Medical Sciences)); A/Prof Jingdong Yuan (Arts & Social Sciences (Social and Political Sciences)); and Dr Sanaa Zaki (Science (Veterinary Science)).

Apologies: A/Prof Leo Davies (Medicine & Health (Medical School)); Dr Sanet Du Toit (Health Sciences); Dr Astrid Frotjold (Medicine & Health (Nursing and Midwifery)); Dr Christopher Hartney (Arts & Social Sciences (Literature, Art & Media)); Dr Daniela Helbig (Science, History & Philosophy of Science); Ziyang Huang (Student

Representative Council nominee); Shervin Jivani (PG Student, Architecture, Design & Planning); Hamidreza Kahlaee (Science, Life & Environmental Sciences); Patty Kamvounias (University of Sydney Business School); 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)); Dr Cat Moir (Arts & Social Sciences (Languages and Culture)); A/Prof Rebekah Moles (Medicine & Health (Pharmacy)); Dr Stephen Mould (Conservatorium); Dr Shanika Nanayakkara (Medicine & Health (Dental School)); Duy Nguyen (HDR Student, Engineering); Rengen Parlane (PG Student, Medicine & Health); A/Prof Stephanie Phillips (Medicine & Health (Adventist Hospital Clinical School)); Dr Vijayasarithi Ramanathan (Medicine & Health (Westmead Clinical School)); Prof Laurent Rivory (Pro-Vice-Chancellor (Research)); Prof Susanna Scarparo (Pro-Vice Chancellor (Student Life)); A/Prof Peter Sinclair (Health Sciences); Prof Robyn Ward (Dean, Medicine & Health); Prof Greg Whitwell (Dean, University of Sydney Business School); Anthony Yammine (HDR Student, Medicine & Health); Prof Iain Young (Dean, Science); Xiner Yuan (Sydney University Postgraduate Representative Association nominee); 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); Leah Hill (Faculty General Manager, Faculty of Arts and Social Sciences); Kerrie Henderson (University Policy Manager); Kiuyan Hone (Committee Officer); Andrew Horne (Policy and Projects Officer); Katie Humphries (Committee Officer); Christine Lacey (Curriculum Manager, Faculty of Engineering); 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); Vanessa Sanford (Executive Officer, Faculty of Medicine and Health); Kate Small (Deputy Chief of Staff); Cory Thomas (Committee Officer); Alyssa White (Manager Governance (Senate & Academic Board)); and Rachel Weiss (University Quality Manager).

Visitors: Michael Gibson (Senior Advisor, Vice-Principal (Strategy)); Prof David Schlosberg (Co-Director of Sydney Environment Institute); Ben Wilson (Senior Advisor, Vice-Principal (Strategy)); and Alyson Simpson (Associate Dean (Education), Faculty of Arts and Social Sciences).

UNCONFIRMED MINUTES

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

☆ 1 WELCOME AND APOLOGIES

Note for the Record

The Acting Chair, Professor Jane Hanrahan (Chair of the Academic Standards and Policy Committee) opened the 9 June 2020 meeting of the Academic Board, by informing the Board that the Chair of the Academic Board, although present via Zoom, was unable to chair due to illness. The Acting Chair welcomed members to the meeting.

ACKNOWLEDGEMENT OF COUNTRY

Note for the Record

The Acting 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 Acting Chair also acknowledged the Traditional Owners of the various 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 AB2020/3-1

The Academic Board resolved to:

1. note that additional items 12.1 and 12.2 had been starred; and
2. adopt all unstarred items.

2.2 Minutes of Previous Meeting

Resolution AB2020/3-2

The Academic Board resolved to confirm the minutes of the previous meeting held on 5 May 2020 as a true and accurate record.

2.3 Business Arising

There was no business arising.

☆ 3 STRATEGIC ITEMS OF BUSINESS

3.1 Progress towards launching a University sustainability strategy

Resolution AB2020/3-3

The Academic Board resolved to note the progress towards developing a sustainability strategy for the University.

Note for the Record

The Senior Deputy Vice-Chancellor, Professor Stephen Garton, provided an update on the development of the University's sustainability strategy. The draft strategy will be presented to Senate in July 2020, in preparation for a Semester 2, 2020 launch.

A vision and a set of guiding principles for the strategy have been established through the work of the project team, advisory and working groups. Consultation with staff, students and the wider community have revealed key priority areas in waste and recycling, energy and emissions, and built environment. Analyses have been completed to understand the University's current state in relation to initiatives and practices undertaken by sector leaders in the area of sustainability.

The three strategic pillars supporting the vision are as follows:

1. Enriching lives through research and education;
2. Enabling resilient places and responsible footprint; and
3. Empowering good governance and coordination.

All three pillars are underpinned by the foundational pillar: Caring for Country, which acknowledges the integral role of Indigenous Australian knowledge and culture in environmental sustainability and interconnection of the sustainability strategy with the University's Indigenous strategy. The University's obligation to address the challenge of 'modern slavery' will also be incorporated into the larger strategy and governance structures for sustainability.

Discussion took place on the target for zero emissions by 2030, and the Board noted a request that the consideration be given to the option of centrally investing in credible offset schemes, to which staff may voluntarily contribute.

Action: AB 2020/3-1

Senior Deputy Vice-Chancellor to note the feedback of the Academic Board on the progress towards developing a sustainability strategy for the University, and the request that the University consider the option of centrally investing in credible offset schemes.

3.2 Online by design – initiatives over the intersemester break to support educators

Resolution AB2020/3-4

The Academic Board resolved to note the activities that will run between Semester 1 and Semester 2 to support staff in teaching and supporting students in online and in blended mode in 2020.

Note for the Record

The Deputy Vice-Chancellor (Education) and Pro Vice-Chancellor (Educational Innovation) presented a report on online initiatives offered over the intersemester break to support educators in the design and delivery of online and blended learning.

The intersemester activities offered by the DVC Education Portfolio, intended to consolidate collective learnings and promote capability building in online design and delivery, involve two 2.5 day modular learning intensives (held from Monday 13 July – Wednesday 15 July 2020 and Monday 27 July – Wednesday 29 July 2020) and a one-day symposium on Wednesday 8 July 2020. Members were encouraged to [register](#) to participate in these initiatives.

Discussion turned to the anticipated mix of online vs face-to-face teaching in second semester, and members considered the potential long-term shift, in a post-COVID19 environment, towards blended learning, where the face-to-face components are designed for the rich application of online-delivered core concepts.

☆ 4 REPORT OF THE CHAIR

4.1 General Report

Resolution AB2020/3-5

The Academic Board resolved to note the report from the Chair and note the Chair's Executive approval of:

1. the delay, during the COVID-19 pandemic, of the implementation of the updated UAC schedules for Hong Kong, and the reversion to the previously used UAC schedule;
2. an amendment adding Schedule 3 the Coursework Policy 2014 calculation of the Converted WAM (CWAM) and grades that contribute to it;
3. the addition of definitions of WAM and CWAM to the definitions in the Coursework Policy 2014;
4. the addition of new clause 55 (5) to the Coursework Policy 2014 specifying attendance may include participation in online learning activities and assessment either in real time, website interaction or delayed delivery;
5. the addition of a new clause 77 (4) Monitoring Progression to the Coursework Policy 2014 specifying that until the end of 2020 or before if rescinded by the Academic Board, an Associate Dean will not find a student's attendance unsatisfactory for progression purposes on the grounds of not attending face-to-face learning activities or assessment;
6. an additional clause 8 (19) to the Assessment Procedures 2011 specifying arrangements for other online time-based exams until the end of 2020;
7. the amendment in the Assessment Procedures 2011 clause 8 (10) and 8 (18) (e) replacing 'university trained examiners' with 'university approved examiners' to allow for training by third parties;
8. suspending the operation of subclause 13(6) of the Learning and Teaching Policy until the end of 2020 or until such suspension is otherwise rescinded by the Academic Board;
9. approval of a revised calendar for Semester 2, 2020 for specific courses in Faculty of Medicine and Health as set out in Attachment 4;
10. the request from the Provost and DVC (Education) to adopt the following dates for semester 2 2020, which will run from 24 August, 2020 to 12 December, 2020 and will include 12 weeks of programmed learning and a study week and examination and assignment preparation period as specified below:
 - a. A teaching period from 24 August 2020 to 20 November 2020;
 - b. A mid-semester break from 5 October, 2020 to 9 October, 2020;
 - c. A study week period from 23 November, 2020 to 27 November, 2020;
 - d. An examination period from 30 November, 2020 to 12 December, 2020; and
 - e. the retention of special semester date variations previously approved by the Academic Board and currently in force;
11. the following amendments to the Assessment Procedure 2011:
 - a. in (3) change to definition of 'formal examination period', 'replacement examination period' and insertion of definition of 'study break (Stu-Vac)' to accommodate the changes. The existing understanding of these is preserved but reference to specific weeks has been removed to accommodate the 12-week semester in Semester 2, 2020;

- b. in 8 (16) adjustment to clause on study break (Stu-Vac) removing references to specific weeks; and
 - c. in 10 (10) adjustment to clause pertaining to the situation when replacement exams need to be used in the case of evacuation or abandonment of an exam, to ensure there still remains a valid replacement exam for students who are successful in being granted special consideration;
12. the approval of two alternative English tests for students from mainland China – Password and Linguaskill – as evidence of a student's English language level for entry to unconditional offers (to University degree programs) and conditional offers (to pathway courses at the Centre for English Teaching), until high-stakes testing centres reopen in mainland China; and
13. the approval of a proposal from the Faculty of Medicine and Health to amend the Bachelor of Nursing (Post-registration) Course Resolutions, with effect 1 July 2020.

Note for the record

The Acting Chair brought to the attention of the Board, Reconciliation Week which took place from 25 May 2020 – 3 June 2020 and included National Sorry Day on 26 May 2020, and formally acknowledged all members of the university community who contributed to the various events and resources to mark these occasions. Members were encouraged to refer to the webinar recordings, stories and resources provided in the links in the agenda papers.

The Acting Chair welcomed the new University Librarian, Philip Kent, to the Academic Board, and reminded Board members that any COVID-19 related donations should be directed to the University Library, to assist in the documentation of this historically significant period.

The Board noted that there were a number of out-of-session executive approvals since the previous meeting of the Academic Board, and that these were listed in the Chair's written report.

Action: AB 2020/3-2

Director, Admissions and Executive Director, Sydney Future Students to note the Chair of Academic Board's executive approval delay during the COVID-19 pandemic of the implementation of the updated UAC schedules for Hong Kong; and the reversion to the previously used UAC schedule.

Action: AB 2020/3-3

Registrar and Academic Director (Education) to note the Chair of Academic Board's executive approval for:

1. the amendment of the Coursework Policy 2014 and Assessment Procedures 2011 to introduce the calculation of the Converted WAM (CWAM) and grades that contribute to it;
2. the addition of definitions of WAM and CWAM to the definitions in the Coursework Policy 2014;
3. the addition of new clause 55 (5) to the Coursework Policy 2014 specifying attendance may include participation in online learning activities and assessment either in real time, website interaction or delayed delivery;
4. the addition of a new clause 77 (4) Monitoring Progression to the Coursework Policy 2014 specifying that until the end of 2020 or before if rescinded by the Academic Board, an Associate Dean will not find a student's attendance unsatisfactory for progression purposes on the grounds of not attending face-to-face learning activities or assessment;
5. the addition of clause 8 (19) to the Assessment Procedures 2011 specifying arrangements for other online time-based exams until the end of 2020; and
6. the amendment in the Assessment Procedures 2011 clause 8 (10) and 8 (18) (e) replacing 'university trained examiners' with 'university approved examiners' to allow for training by third parties.

Action: AB 2020/3-4

Provost and DVC (Education) and the Registrar and Academic Director (Education) to note the Chair of Academic Board's executive approval to:

1. suspend the operation of subclause 13(6) of the *Learning and Teaching Policy* until the end of 2020 or until such suspension is otherwise rescinded by the Academic Board;
2. adopt the following dates for semester 2 2020, which will run from 24 August, 2020 to 12 December, 2020 and will include 12 weeks of programmed learning and a study week and examination and assignment preparation period as specified below:
 - a. A teaching period from 24 August 2020 to 20 November 2020;
 - b. A mid-semester break from 5 October, 2020 to 9 October, 2020;
 - c. A study week period from 23 November, 2020 to 27 November, 2020;
 - d. An examination period from 30 November, 2020 to 12 December, 2020; and
 - e. the retention of special semester date variations previously approved by the Academic Board and currently in force;
3. the following amendments to the Assessment Procedure 2011:
 - a. in (3) change to definition of 'formal examination period', 'replacement examination period' and insertion of definition of 'study break (Stu-Vac)' to accommodate the changes. The existing
 - b. understanding of these is preserved but reference to specific weeks has been removed to accommodate the 12-week semester in Semester 2, 2020;
 - c. in 8 (16) adjustment to clause on study break (Stu-Vac) removing
 - d. references to specific weeks; and
 - e. in 10 (10) adjustment to clause pertaining to the situation when replacement exams need to be used in the case of evacuation or abandonment of an exam, to ensure there still remains a valid replacement exam for students who are successful in being granted special consideration.

Action: AB 2020/3-5

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 in full to the following courses offered by the Faculty of Medicine and Health:

1. Graduate Certificate in Bioethics GCBIOETI-02
2. Graduate Certificate in Biostatistics GCBIOSTA-01
3. Graduate Certificate in Clinical Epidemiology GCCLIEPI-01
4. Graduate Certificate in Health Policy GCHEAPOL-01
5. Graduate Diploma in Bioethics GNBIOETI-02
6. Graduate Diploma in Biostatistics GNBIOSTA-01
7. Graduate Diploma in Health Policy GNHEAPOL-01
8. Graduate Diploma in Indigenous Health Promotion GNINHEPR-02
9. Graduate Diploma in Public Health GNPUHEAL-03
10. Master of Bioethics MABIOETI-02
11. Master of Biostatistics MABIOSTA-01
12. Master of Global Health MAGLBHLT-01
13. Master of Health Policy MAHEAPOL-01
14. Master of International Public Health MAINPUHE-02
15. Master of Medicine (Clinical Epidemiology) MAMECLEP-03
16. Master of Public Health MAPUHEAL-05
17. Master of Science in Medicine (Clinical Epidemiology) MASMCLP-03
18. Graduate Certificate in Medical Imaging Science GCMDIMGS-01
19. Graduate Diploma in Medical Imaging Science GNMDIMGS-01
20. Graduate Diploma in Rehabilitation Counselling GNREHCOU-02
21. Master of Diagnostic Radiography MADIARAD-01
22. Master of Exercise Physiology MAEXPHYS-01
23. Master of Exercise Physiology MAEXPHYS-02
24. Master of Health Science (Developmental Disability) MAHSDEDI-02
25. Master of Medical Imaging Science MAMDIMGS-01
26. Master of Occupational Therapy MAOCCTHE-02
27. Master of Physiotherapy MAPHYSIO-01
28. Master of Rehabilitation Counselling MAREHCOU-03

29. Master of Speech Language Pathology MASPLAPA-01

Action: AB 2020/3-6

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 in part to the following courses offered by the Faculty of Medicine and Health.

Year 2–3:

1. Bachelor of Applied Science (Exercise and Sport Science) BPASESSC-02

Year 2–4:

1. Bachelor of Applied Science (Diagnostic Radiography) (Honours) BPASDRAD1HON
2. Bachelor of Applied Science (Diagnostic Radiography) BPASDRAD-01
3. Bachelor of Applied Science (Exercise Physiology) BPASEXP-01
4. Bachelor of Applied Science (Exercise Physiology) BPASEXP-02
5. Bachelor of Applied Science (Exercise Physiology) (Honours) BPASEXP1HON
6. Bachelor of Applied Science (Exercise Physiology) (Honours) BPASEXP2HON
7. Bachelor of Applied Science (Physiotherapy) BPASPHYS-06
8. Bachelor of Applied Science (Physiotherapy) (Honours) BPASPHYS6HON
9. Bachelor of Applied Science (Speech Pathology) BPASSPPA-06
10. Bachelor of Applied Science (Speech Pathology) (Honours) BPASSPPA6HON

Year 3–4:

1. Bachelor of Applied Science (Occupational Therapy) BPASOCTE-05
2. Bachelor of Applied Science (Occupational Therapy) (Honours) BPASOCTE5HON

Action: AB 2020/3-7

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 for the courses to which this change is proposed to apply, relative to the teaching calendar for Nursing courses previously approved by Academic Board:

1. Bachelor of Arts and Master of Nursing BPARTNUR-01
2. Bachelor of Health Sciences and Master of Nursing BUHSCNUR-02
3. Bachelor of Nursing (Advanced Studies) BPNURADS-01
4. Bachelor of Nursing (Honours) BHNURSIH-02
5. Bachelor of Nursing Post Registration BUNUPORE-02
6. Bachelor of Science (Health) and Master of Nursing BPSCINUR1HLT
7. Bachelor of Science and Master of Nursing BPSCINUR-01
8. Master of Nursing (From Arts/Nursing) MANURSN10ATN
9. Master of Nursing (From Health Sciences/Nursing) MANURSN10HCN
10. Master of Nursing (From Science/Nursing) MANURSN10SCN
11. Master of Nursing MANURSNG-09

Action: AB 2020/3-8

Director, Admissions (Sydney Future Students); Director, International (Sydney Future Students) and Director, Centre for English Teaching and Academic Enrichment to note the Chair of Academic Board's executive approval of two alternative English tests for students from mainland China – Password and Linguaskill – as evidence of a student's English language level for entry to unconditional offers (to University degree programs) and conditional offers (to pathway courses at the Centre for English Teaching), until high-stakes testing centres reopen in mainland China.

Action: AB 2020/3-9

Executive Dean, Faculty of Medicine and Health and Faculty General Manager to note the Chair of Academic Board's executive approval of amendments to the Bachelor of Nursing (Post-registration) Course Resolutions, with effect 1 July 2020.

4.2 Student Members' Report

Resolution AB2020/3-6

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

Note for the Record

The President of the Students' Representative Council (SRC), Liam Donohoe, updated the Board on the SRC's involvement in the ongoing mutual aid initiatives; the organising of protests and activism; the recent Sydney Black Lives Matter protest in the CBD; and the Constitutional and Regulatory Reform review project.

The President of the SRC voiced concerns over the reduced number of units of study offered in Semester 2, 2020, particularly units under the Faculty of Arts and Social Sciences, and consequential impact on casual employment opportunities. Additionally, there are concerns that the reduction of units and subject areas will undermine the principles and values of the University, and alter the availability of topics that are considered canonical to certain disciplines. Clarification was sought on the University's consideration of alternative financial measures, that would enable the units to be preserved.

In response to the concerns of the SRC, the Vice-Chancellor provided an overview of the [temporary savings measures](#) in place to address the forecasted \$470 million shortfall, and confirmed that all alternative avenues such as additional borrowing and liquidating reserves had been investigated, and exhausted. In relation to the concern of compromised educational quality and principles, the members were encouraged to carry forward these conversations and consider what it means to be an Australian university; the nature of research and education moving into the future; and the sustainability of comprehensive range of offerings, as the University approaches the development of the next strategic plan.

The Co-President of the Sydney University Postgraduate Representative Association (SUPRA), Minran Liu, reported that international students continue to suffer hardships due to COVID-19 restrictions. Regarding the hardship funding for international students, it was reported that many students are currently awaiting funding and there are concerns about a lack of clarity from the University regarding the selection criteria and reasons for application rejection.

In terms of other student support initiatives, SUPRA and the SRC recently met with the Higher Education Advisor, and the representative from the Department of Education on behalf of the Hon. Dr Geoff Lee MP, NSW State Minister for Skills and Tertiary Education, Acting Minister for Sport, Multiculturalism, Seniors and Veterans to raise concerns regarding the state package for international students; and SUPRA is currently engaging with HDR communities including the HDR Liaison Committee to work towards providing additional support for HDR students. The Board noted that the 50th anniversary of SUPRA would be held online, with a lunch to following in Semester 2.

On behalf of members, the Acting Chair, Academic Board thanked the student members for their reports and for their valuable contribution to the Board.

Action: AB 2020/3-10

The Pro Vice-Chancellor (Student Life) to note the feedback of SUPRA regarding hardship funding communications.

4.3 Honours and Distinctions

Resolution AB2020/3-7

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

Note for the Record

The Acting Chair congratulated Professor Tim Bedding and Professor Kate Jolliffe, who were recently elected as Fellows of the Australian Academy of Science, and acknowledged the recipients of the alumni awards Dr Michelle Barakat-Johnson; Professor Richard Scolyer and Dr Mo'Ayyad Suleiman.

Members also noted that the Chancellor, Belinda Hutchinson and the Senior Deputy Vice-Chancellor, Professor Stephen Garton had been recognised in the 2020 Queen's Birthday Honours List for their extraordinary service.

Action: AB 2020/3-11

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

☆ 5 **REPORT OF THE VICE-CHANCELLOR**

Resolution AB2020/3-8

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

Note for the Record

The Vice-Chancellor briefly reported that principles were in development to guide the planning for a phased [return to campus](#), and that priority would be given to research and teaching.

☆ 6 **QUESTION TIME**

No additional questions were received for the Vice-Chancellor or Chair, Academic Board.

7 **REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE**

Resolution AB2020/3-9

The Academic Board resolved to note the report from the meeting of the Academic Standards and Policy Committee (ASPC) held on 28 April 2020 and on 19 May 2020.

7.1 **Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020**

Resolution AB2020/3-10

The Academic Board resolved to:

1. approve the amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015; and
2. approve the Thesis and Examination of Higher Degrees by Research Procedures 2020.

Action: AB 2020/3-12

Secretariat to promulgate the amended Thesis and Examination of Higher Degrees by Research Policy 2015 and Thesis and Examination of Higher Degrees by Research Procedures 2020 to the policy register.

7.2 **Update to Prefatory Paragraph in Course Resolutions**

Resolution AB2020/3-11

The Academic Board resolved to:

1. approve the amendments to the course resolutions for the following Faculty of Science research degree courses with effect from 1 January 2021:
 - a. Master of Philosophy;
 - b. Master of Clinical Psychology; and
 - c. Doctor of Philosophy;
2. approve the amendments to the course resolutions from the Faculty of Arts and Social Sciences to amend the course resolutions for the following research degree courses with effect from 1 January 2021:
 - a. Master of Arts (Research);
 - b. Master of Philosophy; and
 - c. Doctor of Arts/Doctor of Social Sciences;
3. approve the amendments to the course resolutions from the Sydney Conservatorium of Music to amend the course resolutions for the following research degree courses with effect from 1 January 2021:
 - a. Master of Music; and

b. Doctor of Musical Arts.

Action: AB 2020/3-13

The Dean and Faculty General Manager of the Faculty of Science to note the Academic Board's approval of the amendments to the Master of Philosophy; Master of Clinical Psychology; and Doctor of Philosophy to update the prefatory paragraph in the course resolutions.

Action: AB 2020/3-14

The Dean and Faculty General Manager of the Faculty of Arts and Social Sciences to note the Academic Board's approval of the amendments to the Master of Arts (Research); Master of Philosophy; and Doctor of Arts/Doctor of Social Sciences to update the prefatory paragraph in the course resolutions.

Action: AB 2020/3-15

The Dean and Faculty General Manager of the Sydney Conservatorium of Music to note the Academic Board's approval of the amendments to the Master of Music; and Doctor of Musical Arts to update the prefatory paragraph in the course resolutions.

7.3 Proposed Creative Arts Special Admission Scheme and consequential amendments to the Coursework Policy 2014

Resolution AB2020/3-12

The Academic Board resolved to approve amendments to the Coursework Policy 2014, to allow for the introduction of the Creative Arts Special Admissions Scheme.

Action: AB 2020/3-16

Executive Director, Sydney Future Students to note the Academic Board's approval of the amendments to the Coursework Policy 2014 to introduce the Creative Arts Special Admission Scheme.

Action: AB 2020/3-17

Secretariat to promulgate the amended Coursework Policy 2014 to the policy register.

8

REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2020/3-13

The Academic Board resolved to note the report from the meetings of the Undergraduate Studies Committee held on 21 April 2020, 12 May 2020 and via circulation from 25 May 2020 – 1 June 2020.

8.1 University of Sydney Business School: Bachelor of Advanced Studies Advanced Coursework

Resolution AB2020/3-14

The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Bachelor of Advanced Studies (Advanced Coursework Business) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-18

Dean and School General Manager, University of Sydney Business School, to note the Academic Board's approval of the proposal to amend the Bachelor of Advanced Studies (Advanced Coursework Business) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

8.2 University of Sydney Business School: Bachelor of Commerce Table A

Resolution AB2020/3-15

The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Bachelor of Commerce; and courses drawing from Table S: Bachelor of Advanced Computing; Bachelor of Applied Science (Exercise and Sport Science);

Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science); Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Social Work; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Commerce; Bachelor of Commerce and Bachelor of Advanced Studies; Bachelor of Design Computing and Bachelor of Advanced Studies; Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies; Bachelor of Music; Bachelor of Project Management; Bachelor of Psychology; Bachelor of Science; Bachelor of Science (Advanced) and Master of Mathematical Sciences; Bachelor of Science (Health); Bachelor of Science (Medical Science); Bachelor of Science (Medical Science) and Doctor of Medicine; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Advanced Studies (Advanced); Bachelor of Science and Bachelor of Advanced Studies (Agriculture); Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience); Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness); Bachelor of Science and Bachelor of Advanced Studies (Health); Bachelor of Science and Bachelor of Advanced Studies (Medical Science); Bachelor of Science and Bachelor of Advanced Studies (Taronga Wildlife Conservation); Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine; Bachelor of Science and Master of Mathematical Sciences; Bachelor of Science and Master of Nutrition and Dietetics; Bachelor of Visual Arts; Bachelor of Visual Arts and Bachelor of Advanced Studies, and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-19

Dean and School General Manager, University of Sydney Business School, to note the Academic Board's approval of the proposal to amend the Bachelor of Commerce; and courses drawing from Table S: Bachelor of Advanced Computing; Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science); Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Social Work; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Commerce; Bachelor of Commerce and Bachelor of Advanced Studies; Bachelor of Design Computing and Bachelor of Advanced Studies; Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies; Bachelor of Music; Bachelor of Project Management; Bachelor of Psychology; Bachelor of Science; Bachelor of Science (Advanced) and Master of Mathematical Sciences; Bachelor of Science (Health); Bachelor of Science (Medical Science); Bachelor of Science (Medical Science) and Doctor of Medicine; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Advanced Studies (Advanced); Bachelor of Science and Bachelor of Advanced Studies (Agriculture); Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience); Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness); Bachelor of Science and Bachelor of Advanced Studies (Health); Bachelor of Science and Bachelor of Advanced Studies (Medical Science); Bachelor of Science and Bachelor of Advanced Studies (Taronga Wildlife Conservation); Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine; Bachelor of Science and Master of Mathematical Sciences; Bachelor of Science and Master of Nutrition and Dietetics; Bachelor of Visual Arts; Bachelor of Visual Arts and Bachelor of Advanced Studies, and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021.

8.3 Faculty of Science: Science Honours

Resolution AB2020/3-16

The Academic Board resolved to approve the proposal from the Faculty of Science 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 Liberal Arts and Science (Honours); Bachelor of Science (Honours); and Graduate Diploma in

Science and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-20

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal 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 Liberal Arts and Science (Honours); Bachelor of Science (Honours); and Graduate Diploma in Science and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021.

8.4 Faculty of Science: Bachelor of Animal and Veterinary Bioscience Table 2 (Animal Health and Disease major)

Resolution AB2020/3-17

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Bioscience and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-21

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

8.5 Faculty of Science: Bachelor of Liberal Arts and Science, unit of study table

Resolution AB2020/3-18

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

Action: AB 2020/3-22

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

8.6 Faculty of Science: Science Table 1 majors, Chemistry and Medicinal Chemistry

Resolution AB2020/3-19

The Academic Board resolved to 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 unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-23

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal 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 unit of study tables arising from the proposal, with effect from 1 January 2021.

8.7 Faculty of Arts and Social Sciences: Advanced Coursework pathway of the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations)

Resolution AB2020/3-20

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-24

Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board's approval of the proposal to amend the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

8.8 Faculty of Arts and Social Sciences: Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies Table D and Table S

Resolution AB2020/3-21

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences amend the Bachelor of Economics, and Bachelor of Economics/Bachelor of Advanced Studies and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-25

Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board's approval of the proposal to amend the Bachelor of Economics, and Bachelor of Economics/Bachelor of Advanced Studies and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

8.9 Faculty of Science: Bachelor of Science Table A and S

Resolution AB2020/3-22

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Liberal Arts and Science; Bachelor of Psychology; and all liberal degrees which access Table S majors: Bachelor of Advanced Computing; Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science); Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Social Work; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Commerce; Bachelor of Commerce and Bachelor of Advanced Studies; Bachelor of Design Computing and Bachelor of Advanced Studies; Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies; Bachelor of Music; Bachelor of Project Management; Bachelor of Psychology; Bachelor of Science; Bachelor of Science (Advanced) and Master of Mathematical Sciences; Bachelor of Science (Health); Bachelor of Science (Medical Science); Bachelor of Science (Medical Science) and Doctor of Medicine; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Advanced Studies (Advanced); Bachelor of Science and Bachelor of Advanced Studies (Agriculture); Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience); Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness); Bachelor of Science and Bachelor of Advanced Studies (Health); Bachelor of Science and Bachelor of Advanced Studies (Medical Science); Bachelor of Science and Bachelor of Advanced Studies (Taronga Wildlife Conservation); Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine; Bachelor of Science and Master of Mathematical Sciences; Bachelor of Science and Master of Nutrition and Dietetics; Bachelor of Visual Arts; Bachelor of Visual Arts and Bachelor of Advanced Studies, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-26

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal to amend the Bachelor of Science; Bachelor of Liberal Arts and Science; Bachelor of Psychology; and all liberal degrees which access Table S majors: Bachelor of Advanced Computing; Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science); Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and

Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Social Work; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Commerce; Bachelor of Commerce and Bachelor of Advanced Studies; Bachelor of Design Computing and Bachelor of Advanced Studies; Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies; Bachelor of Music; Bachelor of Project Management; Bachelor of Psychology; Bachelor of Science; Bachelor of Science (Advanced) and Master of Mathematical Sciences; Bachelor of Science (Health); Bachelor of Science (Medical Science); Bachelor of Science (Medical Science) and Doctor of Medicine; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Advanced Studies (Advanced); Bachelor of Science and Bachelor of Advanced Studies (Agriculture); Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience); Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness); Bachelor of Science and Bachelor of Advanced Studies (Health); Bachelor of Science and Bachelor of Advanced Studies (Medical Science); Bachelor of Science and Bachelor of Advanced Studies (Taronga Wildlife Conservation); Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine; Bachelor of Science and Master of Mathematical Sciences; Bachelor of Science and Master of Nutrition and Dietetics; Bachelor of Visual Arts; Bachelor of Visual Arts and Bachelor of Advanced Studies, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

8.10 Faculty of Science: Bachelor of Advanced Studies Table A

Resolution AB2020/3-23

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Advanced Studies; Bachelor of Arts/Bachelor of Advanced Studies; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Commerce/Bachelor of Advanced Studies; Bachelor of Economics/Bachelor of Advanced Studies; Bachelor of Design Computing/Bachelor of Advanced Studies; Bachelor of Visual Arts/Bachelor of Advanced Studies, and Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Advanced Studies, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-27

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal to amend the Bachelor of Advanced Studies; Bachelor of Arts/Bachelor of Advanced Studies; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Commerce/Bachelor of Advanced Studies; Bachelor of Economics/Bachelor of Advanced Studies; Bachelor of Design Computing/Bachelor of Advanced Studies; Bachelor of Visual Arts/Bachelor of Advanced Studies, and Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Advanced Studies, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

8.11 Sydney Conservatorium of Music: Bachelor of Music

Resolution AB2020/3-24

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music; Bachelor of Music (Honours); Bachelor of Music/Bachelor of Advanced Studies (Composition); Bachelor of Music/Bachelor of Advanced Studies (Performance) and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-28

Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board's approval of the proposal to amend the Bachelor of Music; Bachelor of Music (Honours); Bachelor of Music/Bachelor of Advanced Studies (Composition); Bachelor of Music/Bachelor of Advanced Studies (Performance) and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

8.12 Sydney Conservatorium of Music: Bachelor of Music/Bachelor of Advanced Studies (Performance)

Resolution AB2020/3-25

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music/Bachelor of Advanced Studies (Performance) and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-29

Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board's approval of the proposal to amend the Bachelor of Music/Bachelor of Advanced Studies (Performance) and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

8.13 Sydney Conservatorium of Music: Bachelor of Music/Bachelor of Advanced Studies (Composition)

Resolution AB2020/3-26

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music/Bachelor of Advanced Studies (Composition) and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-30

Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board's approval of the proposal to amend the Bachelor of Music/Bachelor of Advanced Studies (Composition) and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

8.14 Sydney Conservatorium of Music: Music Major in Table S

Resolution AB2020/3-27

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the award courses accessing the Music Major: Bachelor of Engineering Honours and Bachelor of Arts; Bachelor of Engineering Honours (Aeronautical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Biomedical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Chemical and Biomolecular Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Civil Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Electrical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Mechanical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Mechatronic Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Software Engineering) and Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Laws; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Arts; Bachelor of Arts and Bachelor of Social Work; Bachelor of Liberal Arts and Science; and Diploma of Arts; and the amendment to Table S elective list, and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-31

Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board's approval of the proposal to amend the award courses accessing the Music Major: Bachelor of Engineering Honours and Bachelor of Arts; Bachelor of Engineering Honours (Aeronautical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Biomedical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Chemical and Biomolecular Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Civil Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Electrical Engineering)

and Bachelor of Arts; Bachelor of Engineering Honours (Mechanical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Mechatronic Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Software Engineering) and Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Laws; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Arts; Bachelor of Arts and Bachelor of Social Work; Bachelor of Liberal Arts and Science; and Diploma of Arts; and the amendment to Table S elective list, and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

8.15 Faculty of Arts and Social Sciences & Sydney Conservatorium of Music: Creative Arts Special Admission Scheme

Resolution AB2020/3-28

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences and the Sydney Conservatorium of Music to amend the Bachelor of Music; Bachelor of Music (Performance); Bachelor of Music (Composition); and Bachelor of Visual Arts to introduce a Creative Arts Special Admissions Scheme, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-32

Dean and Faculty General Manager (Faculty of Arts and Social Sciences) and the Head of School and Dean and School General Manager (Sydney Conservatorium of Music) to note the Academic Board's approval of the proposal to amend the Bachelor of Music; Bachelor of Music (Performance); Bachelor of Music (Composition); and Bachelor of Visual Arts to introduce a Creative Arts Special Admissions Scheme, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2020/3-29

The Academic Board resolved to note the report from the meetings of the Graduate Studies Committee held on 21 April 2020 and 12 May 2020.

9.1 School of Architecture, Design and Planning: Master of Architectural Science (and embedded degrees)

Resolution AB2020/3-30

The Academic Board resolved to approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Architectural Science, Graduate Diploma in Architectural Science; and Graduate Certificate in Architectural Science and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021.

Action: AB 2020/3-33

Dean and School General Manager, School of Architecture, Design and Planning, to note the Academic Board's approval of the proposal to amend the Master of Architectural Science, Graduate Diploma in Architectural Science; and Graduate Certificate in Architectural Science and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021.

9.2 School of Architecture, Design and Planning: Master of Design (and embedded degrees)

Resolution AB2020/3-31

The Academic Board resolved to approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Design and the Graduate Diploma

in Design and subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021.

Action: AB 2020/3-34

Dean and School General Manager, School of Architecture, Design and Planning, to note the Academic Board's approval of the proposal to amend the Master of Design and the Graduate Diploma in Design and subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021.

9.3 School of Architecture, Design and Planning: Master of Urbanism (and embedded degrees)

Resolution AB2020/3-32

The Academic Board resolved to approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Urbanism and the Graduate Diploma in Urbanism and subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-35

Dean and School General Manager, School of Architecture, Design and Planning, to note the Academic Board's approval of the proposal to amend the Master of Urbanism and the Graduate Diploma in Urbanism and subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

9.4 Faculty of Engineering: Master of Engineering (Intelligent Information Engineering)

Resolution AB2020/3-33

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend Master of Engineering (Intelligent Information Engineering) and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-36

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

9.5 Faculty of Engineering: Master of Engineering

Resolution AB2020/3-34

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

Action: AB 2020/3-37

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

9.6 Faculty of Engineering: Master of Transport (and embedded degrees)

Resolution AB2020/3-35

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

Action: AB 2020/3-38

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

9.7 Faculty of Medicine and Health: Master of Clinical Epidemiology (and embedded degrees)

Resolution AB2020/3-36

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Graduate Certificate in Clinical Epidemiology, Graduate Diploma in Clinical Epidemiology, Master of Medicine (Clinical Epidemiology) and the Master of Science in Medicine (Clinical Epidemiology) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-39

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to amend the Graduate Certificate in Clinical Epidemiology, Graduate Diploma in Clinical Epidemiology, Master of Medicine (Clinical Epidemiology) and the Master of Science in Medicine (Clinical Epidemiology) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

9.8 Faculty of Medicine and Health: Master of Health Policy (and embedded degrees)

Resolution AB2020/3-37

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Health Policy, Graduate Diploma in Health Policy and Graduate Certificate in Health Policy and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-40

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to amend the Master of Health Policy, Graduate Diploma in Health Policy and Graduate Certificate in Health Policy and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

9.9 Faculty of Medicine and Health: Master of Medicine/Master of Science in Medicine (and embedded degrees)

Resolution AB2020/3-38

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine/Master of Science in Medicine, Master of Medicine (Advanced); Master of Medicine; Graduate Diploma in Medicine; Graduate Certificate in Medicine; Master of Science in Medicine (Advanced); Master of Science in Medicine; Graduate Diploma in Science in Medicine; Graduate Certificate in Science in Medicine and the subsequent amendment of unit of study tables arising from this proposal, with effect from 1 January 2021.

Action: AB 2020/3-41

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to amend the Master of Medicine/Master of Science in Medicine, Master of Medicine (Advanced); Master of Medicine; Graduate Diploma in Medicine; Graduate Certificate in Medicine; Master of Science in Medicine (Advanced); Master of Science in Medicine; Graduate Diploma in Science in Medicine; Graduate Certificate in Science in Medicine and the subsequent amendment of unit of study tables arising from this proposal, with effect from 1 January 2021.

9.10 Faculty of Medicine and Health: Master of Medicine/Master of Science in Medicine (Infection and Immunity) (and embedded degrees)

Resolution AB2020/3-39

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine (Infection and Immunity); Master of Science in Medicine (Infection and Immunity); Graduate Diploma in Infection and Immunity; and Graduate Certificate in Infection and Immunity, and the subsequent amendments to the course resolutions arising from the proposal, 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 2020/3-42

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to amend the Master of Medicine (Infection and Immunity); Master of Science in Medicine (Infection and Immunity); Graduate Diploma in Infection and Immunity; and Graduate Certificate in Infection and Immunity, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

9.11 Faculty of Medicine and Health: Graduate Certificate in Infection and Immunity

Resolution AB2020/3-40

The Academic Board resolved to note the withdrawal and pending re-submission of this proposal.

Action: AB 2020/3-43

Dean and Faculty General Manager, Faculty of Medicine and Health, to note that this proposal will continue to be revised and amended prior to submission for Executive Approval.

9.12 Faculty of Medicine and Health: Master of Surgery (and embedded degrees)

Resolution AB2020/3-41

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Surgery, Graduate Diploma in Surgery and Graduate Certificate in Surgery and the subsequent amendments to the course resolutions, with effect from 1 January 2021.

Action: AB 2020/3-44

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to amend the Master of Surgery, Graduate Diploma in Surgery and Graduate Certificate in Surgery and the subsequent amendments to the course resolutions, with effect from 1 January 2021.

9.13 Faculty of Science: Graduate Certificate in Science (History and Philosophy of Science)

Resolution AB2020/3-42

The Academic Board resolved to approve the proposal from the Faculty of Science to suspend the Graduate Certificate in Science (History and Philosophy of Science) with effect from Semester 2, 2021; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021.

Action: AB 2020/3-45

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal to suspend the Graduate Certificate in Science (History and Philosophy of Science) with effect from Semester 2, 2021; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021.

9.14 Faculty of Science: Graduate Diploma in Psychology

Resolution AB2020/3-43

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Graduate Diploma in Psychology and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/3-46

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal to amend the Graduate Diploma in Psychology and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

9.15 Faculty of Science: Master of Environmental Science and Master of Environmental Science and Law (and embedded degrees)

Resolution AB2020/3-44

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

Action: AB 2020/3-47

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal to amend the Master of Environmental Science, Graduate Diploma in Environmental Science and Graduate Certificate in Environmental Science, and Master of Environmental Science and Law, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

9.16 Faculty of Science: Master of Mathematical Sciences (and embedded degrees)

Resolution AB2020/3-45

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

Action: AB 2020/3-48

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal to amend the Master of Mathematical Sciences, Graduate Diploma in Mathematical Sciences, Graduate Certificate in Mathematical Sciences and subsequent amendments to the unit of study tables, with effect from 1 January 2021.

9.17 Faculty of Science: Doctor of Veterinary Medicine (DVM), Semester Schedule for 2021

Resolution AB2020/3-46

The Academic Board resolved to approve the proposed Doctor of Veterinary Medicine Semester Schedule 2021 dates from the Faculty of Science, with effect from 1 January 2021.

Action: AB 2020/3-49

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal to amend the Master of Mathematical Sciences, Graduate Diploma in Mathematical Sciences, Graduate Certificate in Mathematical Sciences and subsequent amendments to the unit of study tables, with effect from 1 January 2021.

9.18 Faculty of Medicine and Health: School of Public Health Unit Variations

Resolution AB2020/3-47

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the unit of study offerings from the School of Public Health, with effect from 1 January 2021.

Action: AB 2020/3-50

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to amend the unit of study offerings from the School of Public Health, with effect from 1 January 2021.

9.19 Faculty of Medicine and Health: Master of Philosophy (Medicine and Health)

Resolution AB2020/3-48

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to introduce the Master of Philosophy (Medicine and Health) and suspend intake into the Master of Philosophy (Medicine), Master of Philosophy (Nursing), Master of Philosophy (Dentistry), Master of Philosophy (Pharmacy), and Master of Applied Science (Health Sciences), and the subsequent amendment to the course resolutions and unit of study tables arising from the proposal, 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 2020/3-51

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to introduce the Master of Philosophy (Medicine and Health) and suspend intake into the Master of Philosophy (Medicine), Master of Philosophy (Nursing), Master of Philosophy (Dentistry), Master of Philosophy (Pharmacy), and Master of Applied Science (Health Sciences), and the subsequent amendment to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

9.20 Deputy Vice-Chancellor (Education) Portfolio: Quality review process for Table R

Resolution AB2020/3-49

The Academic Board resolved to approve note the proposal from the DVC Education Portfolio to introduce the academic quality review template and guidelines for reviewing Table R units of study, with effect from 1 January 2021; and approve that from 2021, the Table R diet should be reviewed by the DVC Education Portfolio and a report provided to the Academic Quality Committee of the Academic Board every three years.

Action: AB 2020/3-52

The Director, Graduate Research to note the approval of the Academic Board to introduce the academic quality review template and guidelines for reviewing Table R units of study, with effect from 1 January 2021; and approve that from 2021, the Table R diet should be reviewed by the DVC Education Portfolio and a report provided to the Academic Quality Committee of the Academic Board every three years.

9.21 Deputy Vice-Chancellor (Education) Portfolio: Finalised Table R for 2021

Resolution AB2020/3-50

The Academic Board resolved to approve the proposal from the Education Portfolio to amend proposed units of study for inclusion in Table R, with effect from 1 January 2021.

Action: AB 2020/3-53

The Director, Graduate Research to note the approval of the Academic Board to amend the proposed units of study for inclusion in Table R, with effect from 1 January 2021.

9.22 Deputy Vice-Chancellor (Education) Portfolio: Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020

Resolution AB2020/3-51

The Academic Board resolved to note the amendment to the Thesis and Examination of Higher Degrees by Research Policy 2015 and subsequent introduction of the Thesis and Examination of Higher Degrees by Research Procedures 2020, with immediate effect.

Action: AB 2020/3-54

Secretariat to promulgate the amended Thesis and Examination of Higher Degrees by Research Policy 2015 and Thesis and Examination of Higher Degrees by Research Procedures 2020 to the policy register.

10

REPORT OF THE ACADEMIC QUALITY COMMITTEE

Resolution AB2020/3-52

The Academic Board resolved to note the report from the meeting of the Academic Quality Committee (AQC) held on Tuesday 28 April 2020.

10.1

Terms of Reference – HDR Examinations Subcommittee

Resolution AB2020/3-53

The Academic Board resolved to approve the amended HDR Examinations Subcommittee terms of reference.

Action: AB 2020/3-55

Chair, HDR Examinations Subcommittee note the approval of the amended Terms of Reference of the HDR Examinations Subcommittee.

10.2

Course Review – Bachelor of Education

Resolution AB2020/3-54

The Academic Board resolved to note the Academic Quality Committee's approval of the following course reviews from the Faculty of Arts and Social Sciences for the Bachelor of Education:

1. Education (Secondary: Humanities and Social Sciences) and Arts;
2. Education (Secondary Education: Mathematics) and Science;
3. Education (Secondary Education: Science) and Science;
4. Education (Primary); and
5. Bachelor of Education (Health and Physical Education).

10.3

Request to delay the Faculty of Medicine and Health (FMH) Course Reviews

Resolution AB2020/3-55

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

1. the deferral of Faculty of Medicine and Health (FMH) Course Reviews due to the impact of COVID-19;
2. the proposed projective schedule for FMH course review and accreditation alignment; and
3. the use of recently completed accreditation reports as course reviews for 2020 of the co-opting of additional members to the Academic Quality Committee.

10.4

Updating the Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020

Resolution AB2020/3-56

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

1. the changes to the Thesis and Examination of Higher Degrees by Research Policy 2015; and
2. the Thesis and Examination of Higher Degrees by Research Procedures 2020.

11

GENERAL BUSINESS

11.1

Update to Transitional Provisions in Course Resolutions

Resolution AB2020/3-57

The Academic Board resolved to:

1. approve the wording update to the transitional provisions clauses in course resolutions for award courses from the University of Sydney Business School; the Faculty of Arts and Social Sciences; School of Architecture, Design and Planning; Faculty of Science; Sydney Conservatorium of Music; Faculty of Medicine and Health; and Sydney Law School; and
2. note that CMS updates will be made by the Secretariat throughout 2020 and reported to each round of meetings of the Undergraduate Studies Committee/Graduate Studies Committee.

Action: AB 2020/3-56

The Secretariat to note the Academic Board's approval for amendments to be made to the transitional provisions and update the course resolutions in the CMS for reporting to each round of the Undergraduate Studies Committee and Graduate Studies Committee.

11.2 Report of the Board of Interdisciplinary Studies: Table S, Table D, and Table O Units

Resolution AB2020/3-58

The Academic Board resolved to note the report of the Board of Interdisciplinary Studies amendments concerning Table D, Table O and Table S approved in the period from 1 January 2020 – 9 June 2020.

11.3 University of Sydney Business School: Request for variation to Semester 2 teaching dates

Resolution AB2020/3-59

The Academic Board resolved to approve variation to the standard (Semester 2 2020) teaching calendar for the Master of Business Administration, Master of Business Administration (Leadership and Enterprise), Master of Management and Master of Management (CEMS) and subsequent amendments to the session allocations of impacted units, with effect from Semester 2 2020.

Action: AB 2020/3-57

Dean and School General Manager, University of Sydney Business School, to note the Academic Board's approval of the variation to the standard (Semester 2 2020) teaching calendar for the Master of Business Administration, Master of Business Administration (Leadership and Enterprise), Master of Management and Master of Management (CEMS) and subsequent amendments to the session allocations of impacted units, with effect from Semester 2 2020.

11.4 The University of Sydney Law School: Request for Variation to Semester 2 Dates

Resolution AB2020/3-60

The Academic Board resolved to approve some postgraduate Law coursework master's and graduate diploma courses to commence on the original Semester 2 start date, 3 August 2020.

Action: AB 2020/3-58

Dean and School General Manager, University of Sydney Law School, to note the Academic Board's approval of some postgraduate Law coursework master's and graduate diploma courses to commence on the original Semester 2 start date, 3 August 2020.

11.5 Faculty of Medicine and Health: Principles and school variations for taking COVID-19 into account for honours students

Resolution AB2020/3-61

The Academic Board resolved to note the approved shared principles and school variations for the FMH approach to taking COVID-19 into account for honours students.

Action: AB 2020/3-59

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the shared principles and school variations for the FMH approach to taking COVID-19 into account for honours students.

11.6 Any other business

No other business was raised.

12 LATE PAPERS



12.1 Faculty of Arts and Social Sciences: Variations to Semester 2 2020

Resolution AB2020/3-62

The Academic Board resolved to approve the variations to Semester 2 2020 for the following units of study: EDSE4511 TESOL; EDSE4512 TESOL; SCWK5005 Practice Learning 2A; SCWK5004 Practice Learning 1; SCWK6902 Social Research; SCWK4003 Issue-Based Learning Unit 3; and SCWK6943 Practice Theory Development, with effect from Semester 2 2020.

Note for the record

The Associate Dean (Education), Faculty of Arts and Social Sciences spoke to the proposal to vary the start dates for listed units due to practicum and accreditation requirements.

Following a member's query, the Acting Chair, Academic Board clarified that given the proposal was made available on the day of the meeting of the Academic Board, it was appropriate to put forward the proposal to the Board for collective review and decision.

Action: AB 2020/3-60

Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board's approval of the variation to Semester 2 2020 for the following units of study: EDSE4511 TESOL; EDSE4512 TESOL; SCWK5005 Practice Learning 2A; SCWK5004 Practice Learning 1; SCWK6902 Social Research; SCWK4003 Issue-Based Learning Unit 3; and SCWK6943 Practice Theory Development.



12.2 Faculty of Science: Variations to Semester 2 2020

Resolution AB2020/3-63

The Academic Board resolved to approve the variation to the standard (Semester 2 2020) teaching calendar for the Master of Nutrition and Dietetics; the Master of Clinical Psychology; Master of Coaching Psychology; Graduate Diploma in Coaching Psychology; and Graduate Certificate in Coaching Psychology, with effect from Semester 2 2020.

Note for the record

The Deputy Vice-Chancellor (Education) spoke to the paper from the Faculty of Science to vary the semester dates for the Master of Clinical Psychology and Master of Coaching Psychology (and embedded degrees), to revert to the normal semester dates as many students have scheduled time off based on the published dates. The Master of Nutrition and Dietetics is proposed to commence on 17 August 2020, one week earlier than the revised Semester 2 2020 commencement date to preserve the full 13 weeks of classes.

Action: AB 2020/3-61

The Deputy Vice-Chancellor (Education), the Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the variation to the standard (Semester 2 2020) teaching calendar for the Master of Nutrition and Dietetics; the Master of Clinical Psychology; Master of Coaching Psychology; Graduate Diploma in Coaching Psychology; and Graduate Certificate in Coaching Psychology, with effect from Semester 2 2020.

Meeting concluded at 2.50 pm.

Next meeting 21 July 2020 at 1.00 pm

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

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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 amend the Doctor of Medicine course resolutions; 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; 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.
Proposal Presenter	Chair, Academic Board
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Academic Board</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Senate</div> </div>

EXECUTIVE SUMMARY

Report from the Chair

Since our last meeting, the semester 1 exam period has come and gone, with new experiences of online examinations for students and online marking for academics. My personal experience of online marking was reasonably smooth, although it required new approaches to questions with what have traditionally been diagrammatic answers. Our colleagues in the Educational Innovation team continue to offer support for academics preparing for semester 2 teaching, including an offer of a 45 minute session with expert videographers who will collaborate with you to produce short professional videos for units of study. More information on this and other initiatives can be found on the intranet here:

<https://www.sydney.edu.au/education-portfolio/ei/teaching@sydney/design-for-online-opportunities-to-enrich-your-students-education-for-semester-2-and-beyond/#>. Staff may also find it useful to join the Educational Innovation Yammer group here:

https://www.yammer.com/sydney.edu.au/#/threads/inGroup?type=in_group&feedId=6976872&view=all.

Planned return to campus

Semester 2 is fast approaching, as is the planned return to campus which is being rolled out across the University. For queries about your area's specific plans, it is best to first ask your manager or division leader. There is also a list of local planning contacts available on the intranet here:

<https://intranet.sydney.edu.au/coronavirus/overview/operations/return-to-campus.html#planninglist>. However, for further questions you can email campus.return@sydney.edu.au. There are also regular updates on the coronavirus situation here: <https://intranet.sydney.edu.au/coronavirus/overview.html>.

Federal Government Higher Education funding reform

We will shortly be receiving an update from Tim Payne on the Federal Government's higher education funding reform. Interested staff may also find it useful to join the Higher Education Sector Insights group on Yammer for updates in the future:

https://www.yammer.com/sydney.edu.au/#/threads/inGroup?type=in_group&feedId=9211456.

Vice-Chancellor's Selection Committee

As outlined in the May meeting of the Academic Board, staff and students across the University were invited to share their feedback on the recruitment of the new Vice-Chancellor by completing an online survey. This survey was also used by the focus groups involved in the consultation process. The focus groups included

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representatives from academic and professional staff, staff unions, student organisations, colleges, alumni and donors.

The survey included the opportunity to rank selection criteria in order of importance. The feedback from the staff, students and focus group participants was and shared in a [Staff News article](#) on 7 July 2020. The combined feedback provides for the selection criteria to be ranked in the following order:

1. An ability to relate to all levels of the institution, listening with an open mind to internal and external stakeholders and taking on board constructive advice.
2. A strong intellectual curiosity, and a proven ability to command the respect of scholars, that collectively nurture a culture that encourages academic enquiry and embraces the University of Sydney values.
3. Exemplary personal qualities of authenticity, integrity, resilience, dynamism and judgement.
4. An outstanding track record of inspirational strategic leadership and executive management in a comparable, complex, multi-stakeholder environment.
5. A sound understanding of the challenges, trends and nuances of the global higher education landscape and the ability to navigate relevant policy environments and influence debate at the highest level.
6. A proven ability to make decisions with speed, clarity and conviction and to communicate decisions so that the rationale and way forward are well understood and accepted by key stakeholders.
7. Exemplary role model for organisational values and ethical standards, demonstrated respect for and commitment to First Peoples and Indigenous knowledges, and commitment and ability to effectively promote diversity and inclusion.
8. Demonstrated capacity to lead dynamically to deliver an uplift in the performance of a comparable organisation, and to implement change to advance the University's international standing and influence.
9. Evidence of strong strategic acumen with regards to people, financial and commercial decision-making. Demonstrated track record of effective decision-making that drives financial sustainability and organisational performance and growth.
10. An extensive track record of establishing significant and lasting relationships with external stakeholders, including, for example, government, industry, international partners, alumni and the media.
11. Commitment to, and substantial experience in, fundraising and establishing partnerships with philanthropic donors.

Further information, including word clouds demonstrating qualitative responses from the university community, can be found online here: <https://intranet.sydney.edu.au/news/all/2020/07/07/vc-recruitment-feedback.html>.

The feedback has been shared with the Vice-Chancellor Selection Committee, Senate, and the temporary Senate committee which is overseeing the recruitment process. The Selection Committee will review a shortlist of candidates later in the year, but the appointment of the new Vice-Chancellor will be made by the full [Senate](#), which includes academic and professional staff, University alumni and students.

Feedback requested on the University's proposed international collaboration principles

As a response to the government's guidelines to counter foreign interference in the Australian University sector, the university has produced a set of draft international collaboration principles. Staff are invited to provide feedback on the [draft principles \(pdf, 158KB\)](#) as to whether they are helpful or if they could be improved and implemented effectively. Please email any feedback to the Higher Education and Policy team at policy.projects@sydney.edu.au by close of business on Friday 31 July 2020. There is also more information on the intranet here: <https://intranet.sydney.edu.au/news/all/2020/07/13/draft-international-collaboration-principles-feedback.html>.

Science in Australia Gender Equity (SAGE) update

I was delighted to attend the first meeting of the new SAGE Self-Assessment Team on 1 July. Board members will note that **Item 11.3** outlines the developments which have taken place so far this year, following

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on from our SAGE Athena SWAN Bronze Institutional Award which was conferred in 2019 and awarded in February this year. There have been some changes to the pathway to a Silver Award, and the report briefly outlines SAGE plans for 2020/2021 including implementation of the Bronze Action Plan. Interested members can find further information on the intranet here: <https://intranet.sydney.edu.au/strategy-governance/culture/diversity-and-inclusion/sage.html>.

Vice-Chancellor's All Staff Webinar

I attended the all staff webinar held by the Vice-Chancellor on 24 June. The main topics covered in the event were an update on the planned return to campus, risk management of future economic challenges such as a possible continued decline in international student numbers, and the development of a new strategic plan while preparing for the arrival of a new Vice-Chancellor. The event included a large number of questions from staff, and answers to some popular queries have been included on the intranet here: <https://intranet.sydney.edu.au/news/all/2020/06/26/town-hall-webinar.html>.

Higher Degree by Research Supervision Policy 2020

The changes to the Higher Degree by Research Supervision Policy 2020 which were endorsed by the Academic Board in the May 2020 meeting came into effect on 1 July 2020. Academic staff may find that the overview and frequently asked questions section on the intranet is helpful to their colleagues: <https://intranet.sydney.edu.au/teaching-support/graduate-research/hdr-supervision.html>.

Updated Thesis and Examination of Higher Degrees by Research Policy

Updates to the Thesis and Examination of Higher Degrees by Research Policy 2015 approved by the Academic Board at its 9 June 2020 meeting and associated procedures also came into effect on 1 July 2020. There is a detailed outline of the changes available on the intranet here: <https://intranet.sydney.edu.au/teaching-support/graduate-research/hdr-thesis-and-examinations.html>.

Policy Removed from the Policy Register

The Stu Vac Policy has been removed from the policy register. This policy has been superseded by the Learning and Teaching Policy. Approval for the removal was granted on 1 July 2020.

NSW Committee of Chairs of Academic Boards / Senates

On 1 July I assumed the position of Chair of the NSW and Territories Committee of Chairs of Academic Boards / Senates (CoCABS), to which I was elected by the Committee earlier this year. The statutory function of the Committee of Chairs of Academic Boards/Senates in NSW and the Territories is to report on the ATAR to the NSW Vice-Chancellors' and DVC€ committees. In addition the Committee provides a vehicle to share information and coordinate advice on academic matters of particular interest to Universities in NSW, NT and the ACT (and, in the absence of a national body, Australia, more broadly). The University of Sydney hosted an informal Zoom catch-up of the wider group of Australian Chairs of Academic Boards/Senates in May, and we are preparing for our next formal meeting of CoCABS in September.

Vice-Chancellor's Awards for Excellence 2020

Nominations for the Vice-Chancellor's Awards for Excellence 2020 have now opened. This year's awards will include a Special Award for Excellence for academic and professional staff who have responded to the COVID-19 pandemic with special contributions, creativity or commitment. Nominations will remain open until 5pm on 14 September 2020. The eligibility criteria and nomination form can be found on the intranet here: <https://intranet.sydney.edu.au/strategy-governance/culture/VC-awards.html>.

QS World University Rankings

The QS World University Rankings 2021 were released in June. The University of Sydney was ranked at 40 worldwide, an improvement from the previous ranking of 42. In Australia, the university moved from third to second position. This is an important recognition of the amazing work of our researchers. More information can be found on the intranet here: <https://intranet.sydney.edu.au/news/all/2020/06/16/return-to-campus-survey-results.html>.

Silver employer status in the Australian Workplace Equality Index (AWEI)

On 11 June, in a preliminary ceremony for the Australian LGBTQ Inclusion Awards, it was announced that the University of Sydney has achieved Silver accreditation in the AWEI, demonstrating its commitment to LGBTIQ+ inclusion. This is the second year in a row that the university has been awarded this status. The

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2020 LGBTQ Inclusion Awards will be formally announced at the annual Australian LGBTQ Inclusion Awards event, held in October.

Symposium: Teaching well and supporting students during COVID-19

On 8 July our colleagues in the Educational Innovation team conducted an online symposium on Teaching well and supporting students during COVID-19. There were a number of useful sessions reflecting on challenges that have emerged over the preceding months and best practice for the future.

Mental Health and Wellbeing webinar

On 30 June, I attended a webinar run by the Women at Sydney and Wellbeing Champions networks on the topic of Mental Health and Wellbeing. The session included many helpful and fascinating insights on physical health, sleep, nutrition and mental health from experts within the university. A video and transcript of the webinar have been made available here: <https://web.microsoftstream.com/video/98edde5e-e4c5-49e6-b468-2fb2ddb01f4e?referrer=https:%2F%2Fwww.yammer.com%2F>.

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
22 May 2020	<p>The Chair of the Academic Board approved a request from the Faculty of Medicine and Health for a revised Semester 2 2020 calendar for the following courses:</p> <ol style="list-style-type: none"> 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) MAMEDICI4CHA 7. Graduate Diploma in Medicine (Child and Adolescent Health) GNMEDICI2CHA 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) MAMEDICI4CCM 12. Graduate Diploma in Medicine (Critical Care Medicine) GNMEDICI2CCM 13. Graduate Certificate in Medicine (Critical Care Medicine) GCMEDICI2CCM 14. Master of Medicine (General Practice and Primary Health Care) MAMEDICI4GPC 15. Graduate Certificate in Medicine (General Practice and Primary Health Care) GCMEDICI2GPC 16. Master of Medicine (Genomics and Precision Medicine) MAMEDICI4GPM 17. Master of Medicine (Internal Medicine) MAMEDICI4ITM 18. Graduate Diploma in Medicine (Internal Medicine) GNMEDICI2ITM 19. Graduate Certificate in Medicine (Internal Medicine) GCMEDICI2ITM 20. Master of Medicine (Metabolic Health) MAMEDICI4MBH 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) MAMEDICI4PMV 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

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	<p>31. Graduate Certificate in Medicine (Sexual and Reproductive Health) GCMEDIC12SRH</p> <p>32. Master of Medicine (Sexual and Reproductive Health) MAMEDIC14SRH</p> <p>33. Graduate Certificate in Medicine (Sexual and Reproductive Health) in HIV and STIs GCMEDIC12SRV</p> <p>34. Master of Medicine (Sexual and Reproductive Health) in HIV and STIs MAMEDIC14SRV</p> <p>35. Graduate Certificate in Medicine (Sexual and Reproductive Health) in Psychosexual Therapy GCMEDIC12SRT</p> <p>36. Master of Medicine (Sexual and Reproductive Health) in Psychosexual Therapy MAMEDIC14SRT</p> <p>37. Master of Medicine (Sexual and Reproductive Health) in Reproductive Health and Fertility MAMEDIC14SRR</p> <p>38. Master of Medicine (HIV, STIs and Sexual Health) in Clinical Medicine MAMEDIC14HSI</p> <p>39. Master of Science in Medicine (HIV, STIs and Sexual Health) in Counselling MASCMEDI1HSC</p> <p>40. Master of Science in Medicine (Sexual and Reproductive Health) MASCMEDI1SRH</p> <p>41. Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) GNSCMEDI1SRH</p> <p>42. Master of Science in Medicine (Sexual and Reproductive Health) in HIV and STIs MASCMEDI1SRV</p> <p>43. Graduate Certificate in Science in Medicine (Sexual and Reproductive Health) in HIV and STIs GCSCMEDI1SRV</p> <p>44. Master of Science in Medicine (Sexual and Reproductive Health) in Psychosexual Therapy MASCMEDI1SRT</p> <p>45. Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) in Psychosexual Therapy GNSCMEDI1SRT</p> <p>46. Master of Science in Medicine (Sexual and Reproductive Health) in Public Health MASCMEDI1SRP</p> <p>47. Master of Science in Medicine (Sexual and Reproductive Health) in Reproductive Health and Fertility MASCMEDI1SRR</p> <p>48. Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) in Reproductive Health and Fertility GNSCMEDI1SRR</p> <p>49. Master of Surgery MASURGER-02</p> <p>50. Graduate Diploma in Surgery GNSURGER-02</p> <p>51. Graduate Certificate in Surgery GCSURGER-01</p> <p>52. Master of Surgery (Breast Surgery) MASURGER1BSU</p> <p>53. Graduate Certificate in Surgery (Breast Surgery) GCSURGER1BSU</p> <p>54. Master of Surgery (Cardiothoracic Surgery) MASURGER1CTS</p> <p>55. Master of Surgery (Colorectal) MASURGER1CLT</p> <p>56. Master of Surgery (Head and Neck) MASURGER1HNE</p> <p>57. Master of Surgery (Neurosurgery) MASURGER1NEU</p> <p>58. Master of Surgery (Orthopaedic) MASURGER1ORP</p> <p>59. Master of Surgery (Otorhinolaryngology) MASURGER1OTO</p> <p>60. Master of Surgery (Plastic/Reconstructive Surgery) MASURGER1PRS</p> <p>61. Master of Surgery (Surgical Anatomy) MASURGER1SUN</p> <p>62. Master of Surgery (Surgical Outcomes) MASURGER1SOU</p> <p>63. Master of Surgery (Surgical Sciences) MASURGER1SUS</p> <p>64. Graduate Certificate in Surgical Sciences GCSURGSC-01</p> <p>65. Master of Surgery (Surgical Skills) MASURGER1SSK</p> <p>66. Master of Surgery (Trauma Surgery) MASURGER1TSU</p> <p>67. Master of Surgery (Upper Gastrointestinal Surgery) MASURGER1UGS</p> <p>68. Master of Surgery (Urology) MASURGER1URO</p> <p>69. Master of Surgery (Vascular Surgery and Endovascular Surgery) MASURGER1VES</p>
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	<p>70. Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) GCADCLSK1SUN</p> <p>71. Master of Medicine (Clinical Neurophysiology) MAMEDIC14CNP</p> <p>72. Graduate Diploma in Medicine (Clinical Neurophysiology) GNMEDIC12CNP</p> <p>73. Master of Science in Medicine (Clinical Neurophysiology) MASCMEDI1CNP</p> <p>74. Graduate Diploma in Science in Medicine (Clinical Neurophysiology) GNSCMEDI1CNP</p> <p>75. Graduate Certificate in Science in Medicine (Clinical Neurophysiology) GCSCMEDI1CNP · Master of Medicine (Ophthalmic Science) MAMEOPSC-01</p> <p>76. Graduate Diploma in Ophthalmic Science GNOPHTSC-01</p> <p>77. Master of Science in Medicine (Ophthalmic Science) MASMOPSC-01</p> <p>78. Master of Medicine (Paediatric Medicine) MAMEDIC14PAM</p> <p>79. Master of Medicine (Psychiatry) MAMEDIC14PSR</p> <p>80. Master of Medicine (Trauma-Informed Psychotherapy) MAMEDIC14TIP</p> <p>81. Master of Science in Medicine (Trauma-Informed Psychotherapy) MASCMEDI1TIP</p> <p>82. Graduate Certificate in Science in Medicine (Trauma-Informed Psychotherapy) GCSCMEDI1TIP</p> <p>83. Master of Science in Medicine (Psychotherapy) MASMPSYC-01</p> <p>84. Doctor of Clinical Surgery TCCLISUR-01</p> <p>85. Sydney Professional Certificate in Fundamentals of Immunotherapy GSFNDIMT-01</p> <p>86. Sydney Professional Certificate in Intraoperative Neuromonitoring GSINOPNM-01</p> <p>87. Sydney Professional Certificate in Oncoplastic Breast Surgery GSONBRSR-01</p> <p>88. Sydney Professional Certificate in Orofacial Pain Science GSORFPSC-01</p> <p>89. Master of Cancer and Haematology Nursing MACAHANU-01</p> <p>90. Graduate Diploma in Cancer and Haematology Nursing GNCAHANU-01</p> <p>91. Graduate Certificate in Cancer and Haematology Nursing GCCAHANU-01</p> <p>92. Graduate Certificate in Clinical Nursing GCCLINUR-02</p> <p>93. Graduate Certificate in Emergency Nursing GCEMENUR-02</p> <p>94. Graduate Certificate in Intensive Care Nursing GCINCNUR-02</p> <p>95. Graduate Certificate in Pharmacy Practice GCPHAPRA-01</p> <p>96. Graduate Certificate in Primary Health Care Nursing GCPRHECA-01</p> <p>97. Graduate Diploma in Advanced Nursing Practice GNADNUPR-01</p> <p>98. Graduate Diploma in Emergency Nursing GNEMENUR-02</p> <p>99. Graduate Diploma in Intensive Care Nursing GNINCNUR-02</p> <p>100. Master of Advanced Nursing Practice MAADNUPR-01</p> <p>101. Master of Emergency Nursing MAEMENUR-02</p> <p>102. Master of Intensive Care Nursing MAINCNUR-02</p> <p>103. Master of Mental Health Nursing MAMEHNUR-02</p> <p>104. Master of Nursing (Nurse Practitioner) MANUNUPR-02</p> <p>105. Master of Primary Health Care Nursing MAPRHECA-01</p> <p>Details are provided in Attachment 1.</p>
13 June 2020	<p>The Chair of the Academic Board approved a request from the Faculty of Medicine and Health to retain the original semester 2, 2020 dates for a small number of additional courses:</p> <ol style="list-style-type: none"> 1. Sydney Professional Certificate in Metabolic Management GSMETBMG-01 2. Sydney Professional Certificate in Neurological Electrodiagnosis GSNRLELD-01 3. Sydney Professional Certificate in Qualitative Health Research GSQLHLTR-01 4. Master of Medicine (Advanced) MAMEDADV-01 5. Master of Medicine (Advanced) (Critical Care Medicine)* MAMEDADV1CCM 6. Master of Medicine (Advanced) (Child and Adolescent Health)* MAMEDADV1CHA 7. Master of Medicine (Advanced) (Clinical Neurophysiology)* MAMEDADV1CNP 8. Master of Medicine (Advanced) (General Practice and Primary Health Care)* MAMEDADV1GPC

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	<p>9. Master of Medicine (Advanced) (Genomics and Precision Medicine)* MAMEDADV1GPM</p> <p>10. Master of Medicine (Advanced) (Internal Medicine)* MAMEDADV1ITM</p> <p>11. Master of Medicine (Advanced) (Metabolic Health)* MAMEDADV1MBH</p> <p>12. Master of Medicine (Advanced) (Pharmaceutical and Medical Device Development)* MAMEDADV1PMV</p> <p>13. Master of Medicine (Advanced) (Psychiatry)* MAMEDADV1PSR</p> <p>14. Master of Science in Medicine (Advanced) MASCMEAD-01</p> <p>15. Master of Medicine (Sexual and Reproductive Health) and Master of Philosophy MAMEDPHL-01</p> <p>16. Master of Science in Medicine (Sexual and Reproductive Health) and Master of Philosophy MASCMPHL-01</p> <p>*including embedded courses and streams.</p> <p>Details are provided in Attachment 2.</p>
9 June 2020	<p>The Chair of the Academic Board approved a request from the Faculty of Medicine and Health to amend the Doctor of Medicine course resolutions to:</p> <ol style="list-style-type: none"> 1. update reporting lines in view of FMH structure; 2. update reference to provisions which have changed since FMH structure formed; 3. update clause 12 transitional provisions; and 4. remove the Clause 11 of progression rules which excludes students mid-year if they score >2SEM below the pass mark, in view of the disruption due to COVID-19. <p>Details are provided in Attachment 3.</p>
15 June 2020	<p>The Chair, Academic Board approved two minor course amendments from the Office of the Deputy Vice-Chancellor (Education) for Graduate Certificate courses in Infection and Immunity, and Agriculture and Environment to be offered under the Government's COVID-19 response short course scheme, and approved:</p> <ol style="list-style-type: none"> 1. the proposal from the Faculty of Medicine and Health to amend the Master of Medicine (Infection and Immunity); Master of Science in Medicine (Infection and Immunity); Graduate Diploma in Infection and Immunity and Graduate Certificate in Infection and Immunity, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 June 2020; and 2. the proposal from the Faculty of Science to amend the Master of Agriculture and Environment; Graduate Diploma of Agriculture and Environment and Graduate Certificate of Agriculture and Environment, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 June 2020. <p>Details are provided in Attachment 4.</p>

I have explicitly informed the University Senate of these changes to our procedures.

ATTACHMENTS

Attachment 1 – FMH Revised Calendar S2 2020

Attachment 2 – FMH Revised Calendar S2 2020 Additional Courses

Attachment 3 – Doctor of Medicine Course Resolutions

Attachment 4 – COVID-19 Response Short Course Scheme

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Proposal Title	Revised calendar for Semester 2, 2020, for the Faculty of Medicine and Health
Recommendation	That the Chair, Academic Board approve on behalf of the Academic Board a revised calendar for Semester 2, 2020 for specific courses in Faculty of Medicine and Health
Proposal Presenter	Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health
Consultation Pipeline	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Academic Board</div>

EXECUTIVE SUMMARY

The purpose of this request is to offer the following courses according to the original Semester 2 2020 dates, in line with teaching dates previously approved by Academic Board, rather than according to the revision to those dates that was approved on 7 May 2020.

The primary reasons for the request are to:

- avoid losing clinical placements in a challenging placement environment (because of COVID-19), and
- avoid losing postgraduate load from professional health workers who have planned work commitments around the original dates.

The Chair, Academic Board is asked to approve on behalf of Academic Board a revised calendar for Semester 2, 2020 for the specific courses listed below, as follows:

- The semester to run from 24 August 2020 to 20 November 2020
- A 13-week programmed learning period from 3 August 2020 to 6 November 2020
- A mid-semester break from 28 September 2020 to 2 October 2020
- A StuVac period from 9 November 2020 to 13 November 2020
- An examination period from 16 November 2020 to 28 November 2020.

The courses to which this change is proposed to apply in full are:

- Master of Brain and Mind Sciences MABRMISC-01
- Graduate Diploma in Brain and Mind Sciences GNBRMISC-01
- Graduate Certificate in Brain and Mind Sciences GCBRMISC-01
- Master of Advanced Surgery (Breast Surgery) MAADVSUR1BSU
- Graduate Diploma in Advanced Surgery (Breast Surgery) GNADVSUR1BSU
- Master of Medicine (Child and Adolescent Health) MAMEDIC14CHA
- Graduate Diploma in Medicine (Child and Adolescent Health) GNMEDIC12CHA
- Master of Clinical Trials Research MACLITRR-01
- Graduate Diploma in Clinical Trials Research GNCLITRR-01
- Graduate Certificate in Clinical Trials Research GCCLITRR-01
- Master of Medicine (Critical Care Medicine) MAMEDIC14CCM
- Graduate Diploma in Medicine (Critical Care Medicine) GNMEDIC12CCM
- Graduate Certificate in Medicine (Critical Care Medicine) GCMEDIC12CCM
- Master of Medicine (General Practice and Primary Health Care) MAMEDIC14GPC
- Graduate Certificate in Medicine (General Practice and Primary Health Care) GCMEDIC12GPC
- Master of Medicine (Genomics and Precision Medicine) MAMEDIC14GPM
- Master of Medicine (Internal Medicine) MAMEDIC14ITM
- Graduate Diploma in Medicine (Internal Medicine) GNMEDIC12ITM
- Graduate Certificate in Medicine (Internal Medicine) GCMEDIC12ITM
- Master of Medicine (Metabolic Health) MAMEDIC14MBH
- Master of Science in Medicine (Metabolic Health) MASCMEDI11MBH
- Master of Medicine (Pain Management) MAMEPAMA-02

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- Graduate Diploma in Pain Management GNPAIMGT-01
- Graduate Certificate in Pain Management GCPAIMGT-02
- Master of Science in Medicine (Pain Management) MASMPAMA-02
- Master of Medicine (Pain Management) in Orofacial Pain MAMEPAMA3ORF
- Master of Science in Medicine (Pain Management) in Orofacial Pain MASMPAMA3ORF
- Master of Medicine (Pharmaceutical and Medical Device Development) MAMEDICI4PMV
- Master of Science in Medicine (Pharmaceutical and Medical Device Development) MASCMEDI1PMV
- Graduate Diploma in Science in Medicine (Pharmaceutical and Medical Device Development) GNSCMEDI1PMV
- Graduate Certificate in Medicine (Sexual and Reproductive Health) GCMEDICI2SRH
- Master of Medicine (Sexual and Reproductive Health) MAMEDICI4SRH
- Graduate Certificate in Medicine (Sexual and Reproductive Health) in HIV and STIs GCMEDICI2SRV
- Master of Medicine (Sexual and Reproductive Health) in HIV and STIs MAMEDICI4SRV
- Graduate Certificate in Medicine (Sexual and Reproductive Health) in Psychosexual Therapy GCMEDICI2SRT
- Master of Medicine (Sexual and Reproductive Health) in Psychosexual Therapy MAMEDICI4SRT
- Master of Medicine (Sexual and Reproductive Health) in Reproductive Health and Fertility MAMEDICI4SRR
- Master of Medicine (HIV, STIs and Sexual Health) in Clinical Medicine MAMEDICI4HSI
- Master of Science in Medicine (HIV, STIs and Sexual Health) in Counselling MASCMEDI1HSC
- Master of Science in Medicine (Sexual and Reproductive Health) MASCMEDI1SRH
- Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) GNSCMEDI1SRH
- Master of Science in Medicine (Sexual and Reproductive Health) in HIV and STIs MASCMEDI1SRV
- Graduate Certificate in Science in Medicine (Sexual and Reproductive Health) in HIV and STIs GCSCMEDI1SRV
- Master of Science in Medicine (Sexual and Reproductive Health) in Psychosexual Therapy MASCMEDI1SRT
- Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) in Psychosexual Therapy GNSCMEDI1SRT
- Master of Science in Medicine (Sexual and Reproductive Health) in Public Health MASCMEDI1SRP
- Master of Science in Medicine (Sexual and Reproductive Health) in Reproductive Health and Fertility MASCMEDI1SRR
- Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) in Reproductive Health and Fertility GNSCMEDI1SRR
- Master of Surgery MASURGER-02
- Graduate Diploma in Surgery GNSURGER-02
- Graduate Certificate in Surgery GCSURGER-01
- Master of Surgery (Breast Surgery) MASURGER1BSU
- Graduate Certificate in Surgery (Breast Surgery) GCSURGER1BSU
- Master of Surgery (Cardiothoracic Surgery) MASURGER1CTS
- Master of Surgery (Colorectal) MASURGER1CLT
- Master of Surgery (Head and Neck) MASURGER1HNE
- Master of Surgery (Neurosurgery) MASURGER1NEU
- Master of Surgery (Orthopaedic) MASURGER1ORP
- Master of Surgery (Otorhinolaryngology) MASURGER1OTO
- Master of Surgery (Plastic/Reconstructive Surgery) MASURGER1PRS
- Master of Surgery (Surgical Anatomy) MASURGER1SUN
- Master of Surgery (Surgical Outcomes) MASURGER1SOU
- Master of Surgery (Surgical Sciences) MASURGER1SUS
- Graduate Certificate in Surgical Sciences GCSURGSC-01
- Master of Surgery (Surgical Skills) MASURGER1SSK
- Master of Surgery (Trauma Surgery) MASURGER1TSU
- Master of Surgery (Upper Gastrointestinal Surgery) MASURGER1UGS
- Master of Surgery (Urology) MASURGER1URO
- Master of Surgery (Vascular Surgery and Endovascular Surgery) MASURGER1VES
- Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) GCADCLSK1SUN
- Master of Medicine (Clinical Neurophysiology) MAMEDICI4CNP
- Graduate Diploma in Medicine (Clinical Neurophysiology) GNMEDICI2CNP

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- Master of Science in Medicine (Clinical Neurophysiology) MASCMEDI1CNP
- Graduate Diploma in Science in Medicine (Clinical Neurophysiology) GNSCMEDI1CNP
- Graduate Certificate in Science in Medicine (Clinical Neurophysiology) GCSCMEDI1CNP - Master of Medicine (Ophthalmic Science) MAMEOPSC-01
- Graduate Diploma in Ophthalmic Science GNOPHTSC-01
- Master of Science in Medicine (Ophthalmic Science) MASMOPSC-01
- Master of Medicine (Paediatric Medicine) MAMEDICI4PAM
- Master of Medicine (Psychiatry) MAMEDICI4PSR
- Master of Medicine (Trauma-Informed Psychotherapy) MAMEDICI4TIP
- Master of Science in Medicine (Trauma-Informed Psychotherapy) MASCMEDI1TIP
- Graduate Certificate in Science in Medicine (Trauma-Informed Psychotherapy) GCSCMEDI1TIP
- Master of Science in Medicine (Psychotherapy) MASMPSYC-01
- Doctor of Clinical Surgery TCCLISUR-01
- Sydney Professional Certificate in Fundamentals of Immunotherapy GSFNDIMT-01
- Sydney Professional Certificate in Intraoperative Neuromonitoring GSINOPNM-01
- Sydney Professional Certificate in Oncoplastic Breast Surgery GSONBRSR-01
- Sydney Professional Certificate in Orofacial Pain Science GSORFPSC-01
- Master of Cancer and Haematology Nursing MACAHANU-01
- Graduate Diploma in Cancer and Haematology Nursing GNCAHANU-01
- Graduate Certificate in Cancer and Haematology Nursing GCCAHANU-01
- Graduate Certificate in Clinical Nursing GCCLINUR-02
- Graduate Certificate in Emergency Nursing GCEMENUR-02
- Graduate Certificate in Intensive Care Nursing GCINCNUR-02
- Graduate Certificate in Pharmacy Practice GCPHAPRA-01
- Graduate Certificate in Primary Health Care Nursing GCPRHECA-01
- Graduate Diploma in Advanced Nursing Practice GNADNUPR-01
- Graduate Diploma in Emergency Nursing GNEMENUR-02
- Graduate Diploma in Intensive Care Nursing GNINCNUR-02
- Master of Advanced Nursing Practice MAADNUPR-01
- Master of Emergency Nursing MAEMENUR-02
- Master of Intensive Care Nursing MAINCNUR-02
- Master of Mental Health Nursing MAMEHNUR-02
- Master of Nursing (Nurse Practitioner) MANUNUPR-02
- Master of Primary Health Care Nursing MAPRHECA-01

The following courses will continue to teach to their unique calendar as approved by the Academic Board in 2019:

- Doctor of Dental Medicine MADNTLMD-01
- Bachelor of Oral Health BUORAHEA-01
- Doctor of Clinical Dentistry (Oral Medicine) TCCLDORM-01
- Doctor of Clinical Dentistry (Oral Surgery) TCCLDORS-01
- Doctor of Clinical Dentistry (Orthodontics) TCCLDORD-01
- Doctor of Clinical Dentistry (Paediatric Dentistry) TCCLDPAD-01
- Doctor of Clinical Dentistry (Periodontics) TCCLDPER-01
- Doctor of Clinical Dentistry (Prosthodontics) TCCLDPRO-01
- Doctor of Clinical Dentistry (Special Needs Dentistry) TCCLDSND-01
- Graduate Diploma in Clinical Dentistry (Oral Implants) GNCLDOIM-01
- Graduate Diploma in Clinical Dentistry (Surgical Dentistry) GNCLDSUD-01

Submission To	Academic Board
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Item No	4.1 Attachment 2

Non-Confidential

Proposal Title	Revised calendar for Semester 2, 2020, for the Faculty of Medicine and Health
Recommendation	That the Chair, Academic Board approve on behalf of the Academic Board a revised calendar for Semester 2, 2020 for specific courses in the Faculty of Medicine and Health
Proposal Presenter	Executive Dean, Faculty of Medicine and Health
Consultation Pipeline	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;">Academic Board</div>

EXECUTIVE SUMMARY

This proposal is supplementary to previous proposals presented to Academic Board in May and June 2020. This submission seeks to ensure consistency and completeness of the approved suite of courses in the Faculty of Medicine and Health.

The purpose of this request is to offer these courses, according to the original Semester 2 2020 dates, in line with teaching dates previously approved by Academic Board, rather than according to the revision to those dates that was approved on 7 May 2020.

The primary reasons for the request are to:

- avoid losing clinical placements in a challenging placement environment (because of COVID-19), and
- avoid losing postgraduate load from professional health workers who have planned work commitments around the original dates.

The Chair, Academic Board is asked to approve on behalf of Academic Board a revised calendar for Semester 2, 2020 for the specific courses listed below, as follows:

- The semester to run from 3 August 2020 to 30 November 2020
- A 13-week programmed learning period from 3 August 2020 to 8 November 2020
- A mid-semester break from 28 September 2020 to 4 October 2020
- A StuVac period from 9 November 2020 to 13 November 2020
- An examination period from 16 November 2020 to 28 November 2020.

The courses to which this change is proposed to apply are:

Course	Course code
Sydney Professional Certificate in Metabolic Management	GSMETBMG-01
Sydney Professional Certificate in Neurological Electrodiagnosis	GSNRLELD-01
Sydney Professional Certificate in Qualitative Health Research	GSQLHLTR-01
Master of Medicine (Advanced)	MAMEDADV-01
Master of Medicine (Advanced) (Critical Care Medicine)*	MAMEDADV1CCM
Master of Medicine (Advanced) (Child and Adolescent Health)*	MAMEDADV1CHA
Master of Medicine (Advanced) (Clinical Neurophysiology)*	MAMEDADV1CNP
Master of Medicine (Advanced) (General Practice and Primary Health Care)*	MAMEDADV1GPC
Master of Medicine (Advanced) (Genomics and Precision Medicine)*	MAMEDADV1GPM

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Master of Medicine (Advanced) (Internal Medicine)*	MAMEDADV1ITM
Master of Medicine (Advanced) (Metabolic Health)*	MAMEDADV1MBH
Master of Medicine (Advanced) (Pharmaceutical and Medical Device Development)*	MAMEDADV1PMV
Master of Medicine (Advanced) (Psychiatry)*	MAMEDADV1PSR
Master of Science in Medicine (Advanced)	MASCMEAD-01
Master of Medicine (Sexual and Reproductive Health) and Master of Philosophy	MAMEDPHL-01
Master of Science in Medicine (Sexual and Reproductive Health) and Master of Philosophy	MASCMPHL-01

*embedded courses or streams within the Master of Medicine (Advanced)

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Author	Professor Jane Bleasel
Reviewer/Approver	Associate Professor Tony Masters (Chair, Academic Board)
Paper title	Faculty of Medicine and Health (FMH) DOCTOR OF MEDICINE Course Resolutions Amendments
Recommendation	That the Admissions Committee and the Academic Board note the Faculty of Medicine and Health's proposal for amendments to the Doctor of Medicine Course Resolutions.
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> FMH Education Committee (Chair endorsed 22/05/2020) EdCT meeting (for noting 2/07/2020) </div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> FMH Faculty Board by circulation (26-29/05/2020) approved 1/06/2020 </div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> AB Admissions Committee (for noting) 14/07/2020 </div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Executive Approval (Chair Academic Board) 10/06/2020 </div> </div> <div style="text-align: right; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Academic Board (for noting) 21/7/2020 </div> </div>

RECOMMENDATION

That the Admissions Committee and the Academic Board note the Faculty of Medicine and Health's proposal for amendments to the Doctor of Medicine Course Resolutions.

EXECUTIVE SUMMARY

Year 2 of the MD Program has an assessment of Basic and Clinical Science scheduled for early June 2020, 2RSA1. This is part of an integrated assessment of the Basic and Clinical Science theme (BCS). Students are required to pass this theme to progress to the next year of the MD program. 2RSA1 is worth 35% of the total BCS theme. In the progression rules for the MD, students are required to withdraw from the MD and restart the following academic year if they score more than 2 standard errors of measurement (SEM) below the pass mark. The reason for this clause is that generally if students score lower than 2 SEM below the pass mark, previous analysis of students' progression has demonstrated that they have very little chance of passing the year.

In view of the disruption to the teaching structure of the first semester and other social and personal impacts related to COVID-19, we propose that the clause excluding students mid-year if they score >2SEM below the pass mark be removed. This is supported by the Head of School and Dean, Sydney Medical School, Professor Cheryl Jones and the Associate Dean Education, FMH, Professor Inam Haq.

In consultation with the Policy Management Unit, Office of General Counsel, the Admissions clauses have been amended to reflect the current University delegations of authority, as well as the addition of a new clause included relating to Transitional Provisions for students.

It should be noted that this is the last year that will be impacted by this clause in MD Resolutions 2019, as the MD 2020 has different progression rules. The exception is any repeating students or students who have suspended year 2 in 2020.

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On Friday 22 May the proposal was endorsed by Professor Inam Haq, Chair of the FMH Education Committee on behalf of FMH Education Committee members. The proposal was put forward to the FMH Faculty Board for rapid approval by circulation from 26 – 29 May 2020.

On Friday May 29th, the Faculty Board approved the proposal via circulation. During this process, it was recommended it be made clear the resolutions are for 2020 and 2021 only. This recommendation has been included in Clause 12 Transitional Provisions and have been marked in red below for reference.

12 Transitional Provisions

These resolutions apply to students **in 2020 and 2021** who commenced their candidature after 1 January 2019 and students who commenced their candidature prior to 1 January 2019 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

On 1 June 2020 the proposal was submitted to AB for rapid Executive Approval. Post Faculty Board, the below changes were made to the resolutions and incorporated into the revised proposal, including:

1. Amendment to clause 12 to make it clear that this is for 2020 and 2021 only, as mentioned above.
2. Mention of 'Faculty of Medicine' updated to Faculty of Medicine and Health for consistency
3. Clause 3(9), clause 4 and clause 11 changed to Executive Dean for consistency
4. Confirmation that clause 8(11) be removed

On Tuesday 2nd June the proposal was submitted for rapid Executive Approval to the Chair of the Academic Board. Notification of Executive Approval was received on 10th June 2020, which was followed by submission to the Academic Board and Admissions Committee for noting only.

Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Professor Jane Bleasel

1. Name of award course

Doctor of Medicine MD

2. Purpose of proposal

To amend the Course Resolutions for the Doctor of Medicine (MD) 2019:

- *Update reporting lines in view of FMH structure.*
- *Update reference to Provisions which have changed since FMH structure formed*
- *Update to add new clause (12): Transitional Provisions.*
- *Remove the Clause 11 of progression rules which states (11) Candidates who achieve a mark of two or more standard errors of measurement (SEM) below the pass mark in the in-semester assessments during Stage 1 or Stage 2 will not be permitted to continue their candidature in that Stage in that academic year. They will be permitted to withdraw and to return the following academic year to repeat the Stage in its entirety.*
In view of the disruption to the teaching structure of the first semester and other social and personal impacts related to COVID-19, we propose that the clause excluding students mid-year if they score >2SEM below the pass mark be removed.

3. Details of amendment

Cause 11 is deleted

4. Transitional arrangements

*- Course resolutions to be updated to include information for students in relation to Transitional Provisions:
"These resolutions apply to students in 2020 and 2021 who commenced their candidature after 1 January 2019 and students who commenced their candidature prior to 1 January 2019 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2019 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

Doctor of Medicine Pre-2020

Doctor of Medicine

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

Course resolutions

1 Course codes

Code	Course and stream title
MAMEDICI-03	Doctor of Medicine

2 Attendance pattern

- (1) The attendance pattern in Stage 1 and Stage 2 of the Doctor of Medicine (MD) is full-time only.
- (2) Subject to subclause (3) the attendance pattern in Stage 3 of the Doctor of Medicine is full-time only.
- (3) In exceptional circumstances, and with the permission of the Director(s) of the Sydney Medical Program, students may defer a Stage 3 unit of study.

3 Admission to candidature

- (1) Subject to subclause 3(14) below, available places will be offered to qualified applicants based on merit, according to the following admission criteria.
- (2) Admission to the Doctor of Medicine requires:
 - (a) completion of a bachelor degree comprising at least three full-time equivalent years of study which will be either:
 - (i) a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
 - (ii) a bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours); and
 - (b) a demonstrated sustained academic performance to a standard considered satisfactory by the Executive Dean or Deputy Executive Dean of the Faculty of Medicine and Health. In assessing sustained academic performance the Executive Dean or Deputy Executive Dean may, at his or her discretion, consider performance in the Bachelor's degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent); and
 - (c) performance in an admissions test approved by the Executive Dean or Deputy Executive Dean to a standard considered satisfactory by the Executive Dean or Deputy Executive Dean; and
 - (d) performance in an interview to a standard considered satisfactory by the Executive Dean or Deputy Executive Dean.
- (3) If the bachelor degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition:
 - (a) have completed within this 10 year period, or complete prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:
 - (i) a postgraduate degree or postgraduate diploma accredited at Level 8, 9, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
 - (ii) a postgraduate degree or postgraduate diploma at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or diploma accredited at Level 8, 9, or 10; or
 - (b) have demonstrated to the satisfaction of the Executive Dean sustained research productivity in a relevant discipline within this 10 year period.
- (4) An applicant will not be admitted to candidature for the Doctor of Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine.
- (5) The official results listed on an applicant's transcript, and his or her admission test results, will be taken as the awarding and testing authorities' assessment of the academic standards reached by the applicant, taking due account of disability, illness and misadventure according to the authorities' policies.
- (6) A person who has commenced the Doctor of Medicine in a fee-paying or bonded place at the University will not be eligible for admission or transfer to a Commonwealth supported or non-bonded place in the Doctor of Medicine. For this purpose, students are considered to have commenced the course at the time of their first enrolment.
- (7) The Executive Dean may, in exceptional circumstances, admit to the Doctor of Medicine an applicant who has commenced studies in postgraduate medicine at another University, provided that the applicant:
 - (a) has not previously applied unsuccessfully for admission to the Bachelor of Medicine and Bachelor of Surgery or the Doctor of Medicine at the University of Sydney;
 - (b) would have met the requirements for admission to the Doctor of Medicine that were in place at the time the applicant was admitted to his or her previous course in medicine; and
 - (c) will complete at least 50 per cent of the Doctor of Medicine at the University of Sydney.
- (8) Prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 3(7), the Executive Dean will consider:
 - (a) the circumstances leading to the applicant's request for admission;
 - (b) whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the Doctor of Medicine;



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- (c) the academic performance of the applicant in his or her previous course in medicine; and
- (d) the availability of places in the Doctor of Medicine in the relevant year.
- (9) The Executive Dean may, prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 3(7), require the applicant to undertake a barrier examination that permits entry into the relevant year.
- (10) Subject to the approval of the Academic Board, the Faculty of Medicine and Health may establish special admission schemes for defined classes of applicant, including:
 - (a) applicants who are of rural origin;
 - (b) Indigenous applicants.
- (11) The ~~Registrar~~ Deputy Vice-Chancellor (Education), on the recommendation of the Executive Dean, may establish a maximum quota for the number of applicants for admission as candidates for the Doctor of Medicine within a special admission scheme.
- (12) The Faculty of Medicine and Health will publish details of any special admission schemes approved by the Academic Board.
- (13) ~~The Executive Dean or Deputy Executive Dean may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria, on recommendation from a committee consisting of the Head of School and Dean, Associate Dean Education of the Faculty of Medicine and Health, Academic Coordinator Doctor of Medicine Admissions and Director~~ Dean, Deputy Deans and Director(s) of the Sydney Medical Program may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.
- (14) For admission through the Indigenous Entry Pathway for applicants with a postgraduate degree:
 - (a) applicants must be able to demonstrate that they are Aboriginal or Torres Strait Islander Australian as required by the *Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015*; and
 - (b) applicants must have completed a postgraduate degree within three years before 1 January of the year in which the applicant is seeking admission, which is either:
 - (i) a postgraduate degree accredited at level 9, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
 - (ii) a postgraduate degree at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree is equivalent to an Australian postgraduate degree accredited at Level 9, or 10.
- (15) The Deputy Vice-Chancellor (Education) ~~Registrar~~, on the recommendation of the Executive Dean, may establish a maximum quota for the number of applicants admitted as candidates through the Indigenous Entry Pathway.

4 Deferral

- (1) Applications for deferral of enrolment following an offer of a place in the Doctor of Medicine will only be considered under exceptional circumstances, and require the approval of the Executive Dean.

5 Course structure and units of study

- (1) The Doctor of Medicine is an integrated program of study framed by four Themes that run across all four years. These themes are:
 - (a) Basic and Clinical Sciences (BCS)
 - (b) Patient and Doctor (Pt-Dr)
 - (c) Population Medicine (PopMed); and
 - (d) Personal and Professional Development (PPD)
 - (2) All students must complete requirements for an MD Project including Research Methods and all related units of study.
 - (3) The Doctor of Medicine is divided into three Stages:
 - (a) Stage 1 comprises Year 1
 - (b) Stage 2 comprises Year 2; and
 - (c) Stage 3 comprises Years 3 and 4.
- Stages 1 and 2*
- (4) Stages 1 and 2 both start at the beginning of February and finish late in November.
 - (5) Students attend their allocated Clinical Schools for at least one day each week and classes on the University's main Camperdown campus for the rest of the week.
 - (6) In both Stage 1 and Stage 2, the course is delivered as a series of 10 sequential blocks:
 - (a) the first block in Stage 1 is designed to provide orientation and a foundation for the subsequent blocks.
 - (b) eight of the blocks focus on a particular organ system from both basic science and clinical perspectives, with an emphasis on the scientific foundations of clinical reasoning and clinical practice.
 - (c) the last block in Stage 2 covers cancer and palliative care.
 - (7) Content relating to each of the four Themes is delivered across and within each block. The blocks are as follows:
 - (a) Stage 1
 - (i) Orientation and Foundation Studies
 - (ii) Musculoskeletal Sciences
 - (iii) Respiratory Sciences
 - (iv) Haematology
 - (v) Cardiovascular Sciences
 - (b) Stage 2
 - (i) Neurosciences, Vision and Behaviour
 - (ii) Endocrine, Nutrition, Sexual Health and HIV
 - (iii) Renal and Urology
 - (iv) Gastroenterology, Nutrition, and Drug and Alcohol
 - (v) Oncology and Palliative Care
 - (c) The Haematology Block in Stage 1 and the Oncology and Palliative Care Block in Stage 2 are delivered mainly at the Clinical Schools. During these blocks, students attend their allocated Clinical Schools for four days, visiting the Camperdown campus to attend teaching sessions for one day each week, thus equating to full-time attendance during these blocks.
 - (8) Units of study
 - (a) The units of study that may be taken for the course are set out in the Table of Units of Study: Doctor of Medicine
 - (b) The units of study in Stages 1 and 2 correspond to the four Themes.
 - (c) Stage 1 contains Research Methods, delivered during the Musculoskeletal, Respiratory and Cardiovascular Blocks.
 - (d) Students are allocated to and begin work on their MD Projects in Semester 2, Year 1, and finish them by the end of Year 3.
 - (e) The MD Project equates to approximately 320 hours of full-time work.
 - (f) A unit of study in Year 2, is devoted to the MD Project.

Stage 3

- (9) Stage 3 consists mainly of clinical immersion, supported by lectures and structured tutorials.
- (10) Students are based full-time in their allocated Clinical Schools.
- (11) Year 3 begins in January and ends in December.
- (12) Year 4 begins in January and ends in October-November, depending on individual students' progression.
- (13) Between December of Year 3 and March of Year 4, students undertake a compulsory eight-week Elective Term.
- (14) The Stage 3 curriculum comprises eight by eight week clinical blocks, four themes, the Elective term, Pre-Internship term (PRINT) and MD Project work.
- (15) Students must complete all of these components successfully to graduate.
- (16) Students undertake the eight clinical blocks in four different sequences known as streams. This ensures that students are evenly distributed across the available clinical teaching facilities.
- (17) Students express preferences for one of the four streams and are allocated during Year 2, in anticipation of the commencement of Stage 3.
- (18) Content relating to each of the four Themes is delivered across and within each Core and Specialty Block.
- (19) The eight clinical blocks are as follows:
 - (a) Core Blocks:
 - (i) Medicine 3 (Year 3)
 - (ii) Surgery (Year 3 or Year 4)
 - (iii) Medicine 4 (Year 4)
 - (iv) Critical Care (Year 3 or Year 4)
 - (b) Specialty Blocks:
 - (i) Community Medicine (Year 3)
 - (ii) Perinatal and Women's Health (Year 3 or Year 4)
 - (iii) Psychiatry and Addiction Medicine (Year 3 or Year 4)
 - (iv) Child and Adolescent Health (Year 3 or Year 4).
- (20) The Elective Term consists of either one eight-week placement, or two four-week placements, at approved sites within or outside Australia.
- (21) Most elective term placements are clinical but students may undertake a research placement if they are not simultaneously enrolled in a concurrent research higher degree.
- (22) PRINT is completed after students have completed all Core and Specialty Blocks, Elective Term requirements and the MD Project.
- (23) Three sequential PRINT terms are offered, each of four weeks duration; students must successfully complete one of these to graduate.
- (24) The MD Project must be completed and submitted by the end of Year 3.
- (25) Students in Stage 3 enrol each semester in units of study corresponding to the Core and Specialty Blocks that they will undertake during that semester.
- (26) Students in Year 3 enrol in:
 - (a) five clinical blocks (two Core and three Specialty)
 - (b) four Themes
 - (c) two MD Project units of study, one in each of semester 1 and semester 2.
- (27) Students in Year 4 enrol in:
 - (a) three clinical blocks (two Core and one Specialty);
 - (b) Elective Term;
 - (c) PRINT;
 - (d) four Themes; and
 - (e) the MD Project.

6 Assessment

- (1) The Doctor of Medicine is an integrated program and assessment occurs throughout each year, not exclusively in the designated University of Sydney examinations periods.
- (2) Assessment is designed to examine:
 - (a) knowledge and understanding of content delivered across all four Themes
 - (b) clinical skills; and
 - (c) professional skill; and
 - (d) knowledge of research methods and research.
- (3) Details of assessment requirements in each Stage, including the structure, content and overall contribution to Unit of Study results for each examination, are available for enrolled students on the Learning Management System.
 - (a) Stage 1
 - (i) Two in-semester Examinations and one final Examination;
 - (ii) Two skills-based Examinations in Anatomy and one in Pathology;
 - (iii) Clinical Placement assessments;
 - (iv) Objective Structured Clinical Examination (OSCE);
 - (v) Completion of requirements for Research Methods and the MD Project unit of study;
 - (vi) Other required assessments approved by the MD Program Committee.
 - (b) Stage 2
 - (i) One in-semester Examination and one Final Examination
 - (ii) Two skills-based Examinations in Anatomy and one in Pathology;
 - (iii) A Population Medicine short written answer examination
 - (iv) Clinical Placement assessments
 - (v) Objective Structured Clinical Examination (OSCE);
 - (vi) Completion of requirements for Research Methods and the MD Project unit of study;
 - (vii) Other required assessments approved by the MD Program Committee.
 - (c) Stage 3
 - (i) A final integrated Stage 3 Barrier Examination for Year 3 and Year 4 that includes summative assessments for core and specialty blocks;
 - (ii) Long Case assessments in the Core Medicine 3 and Medicine 4 Blocks;
 - (iii) Clinical Placement assessments in the Core Medicine 3, Medicine 4, Surgery and Critical Care blocks
 - (iv) Specialty Block in-semester placement assessments;
 - (v) Specialty Block in-semester assessments and skill-based assessments and assignments (where applicable) for each Specialty Block undertaken;
 - (vi) Elective Term placement report;

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- (vii) Long Case Examination in August of Year 4;
- (viii) Completion of requirements for the MD Project units of study;
- (ix) MD Project Final Report;
- (x) PRINT placement assessment;
- (xi) Other required assessments approved by the MD Program Committee.

7 Requirements for Award

- (1) All units of study in the Doctor of Medicine are prescribed and must be taken in the Stage of enrolment to which they correspond. They are set out in the Table of Units of Study: Doctor of Medicine.
- (2) To qualify for the award of Doctor of Medicine, a candidate must successfully complete 192 credit points across the four years, made up of:
 - (a) 48 credit points in Stage 1
 - (b) 48 credit points in Stage 2; and
 - (c) 96 credit points in Stage 3.

8 Progression rules

All Stages

- (1) Candidates for the Doctor of Medicine degree must enrol in all the prescribed units of study in each Stage and Year of the Doctor of Medicine.
- (2) Candidates must pass all Themes and all prescribed units of study in order to progress to the next Stage.
- (3) Candidates who do not meet the attendance requirements of each Stage, as detailed in the Faculty of Medicine and Health - Attendance Provisions 2019 [Faculty local provisions \(http://sydney.edu.au/policies/showdoc.aspx?recnum=PD0C2015/399&RendNum=0\)](http://sydney.edu.au/policies/showdoc.aspx?recnum=PD0C2015/399&RendNum=0), will need approval from the Director of the Sydney Medical Program and/or the relevant Examination Committee to continue their candidature and/or to take the examinations.
- (4) In accordance with the Faculty of Medicine and Health - Professionalism Provisions 2019 [Faculty local provisions \(http://sydney.edu.au/policies/showdoc.aspx?recnum=PD0C2013/336&RendNum=0\)](http://sydney.edu.au/policies/showdoc.aspx?recnum=PD0C2013/336&RendNum=0) and <http://sydney.edu.au/policies/showdoc.aspx?recnum=PD0C2013/335&RendNum=0>, candidates who demonstrate serious or repeated unprofessional behaviour may be required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (5) Candidates who fail theme or unit of study may be offered a supplementary assessment by the responsible Examination Committee, taking into account the candidate's performance level compared to the set passing standard, the candidate's attendance record, performance in other assessments, past academic history and adherence to the professionalism standards detailed in Faculty local provisions.
- (6) Candidates who fail a supplementary assessment for a theme or the MD Project unit(s) of study will repeat the applicable Year in its entirety, unless, in accordance with Part 15 of the University of Sydney Coursework Policy 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (7) Subject to Clause 10 (Time limits), candidates may only repeat one of Stage 1, Stage 2, Stage 3 (Year 3) or Stage 3 (Year 4) once.
- (8) Candidates who are required to repeat a Stage or Year must repeat the entire Stage or Year, including all Themes and all prescribed units of study. No credit is given for any unit of study or Theme in the repeat Stage or Year.

Stages 1 and 2

- (9) Candidates must complete both Semester 1 and Semester 2 in the same calendar year in order to progress to the next Stage. This Clause may be waived in exceptional circumstances, as determined by the Director(s) of the Sydney Medical Program.
- (10) Candidates who withdraw in Stage 1 or Stage 2 will be required to repeat all of the applicable year subject to Clause 8(9).
- ~~(11) Candidates who achieve a mark of two or more standard errors of measurement (SEM) below the pass mark in the in-semester assessments during Stage 1 or Stage 2 will not be permitted to continue their candidature in that Stage in that academic year. They will be permitted to withdraw and to return the following academic year to repeat the Stage in its entirety.~~
- ~~(12) Clause 8(11) does not apply to the in-semester assessment at the end of Foundation Block in Stage 1 unless the candidate has failed to meet the attendance requirements and/or has demonstrated unprofessional behaviour as defined in Clause 8(4).~~
- (11) A supplementary assessment for the Stage 1 or 2 BCS Theme will not be granted to candidates who achieve a mark of two or more ~~standard errors of measurement (SEM)~~ SEM below the pass mark.
- (12) Candidates who sat a supplementary assessment in Stage 1 will not be eligible for a supplementary assessment in the same theme in Stage 2.

Stage 3 Years 3 and 4

- (13) Candidates must pass both Core Blocks in each Year of Stage 3 in order to be permitted to take the integrated Stage 3 Barrier Examination.
- (14) Candidates in Stage 3 who fail more than one of a Core or Specialty Block or an MD Project unit of study will not be permitted to continue the year.
- (15) Candidates who fail a Core Block will repeat that Core Block in its entirety in the same academic year. The Specialty Block that has been displaced by the repeat Core Block will be completed in the final academic term of Year 4.
- (16) Candidates who fail one Specialty Block in Stage 3 may repeat it in the final academic term of Year 4 only if they have not failed any other block, unit of study, Theme, Long Case Examination or the integrated Stage 3 Barrier Examination on the first attempt.
- (17) Subject to subclause 8(18~~20~~), candidates who fail a single Specialty Block or the integrated Stage 3 Barrier Examination or the Long Case Examination may be granted a supplementary assessment. Eligibility for a supplementary assessment will be determined by the Examination Committee, taking into account the candidate's performance level compared to the set passing standard, the candidate's attendance record, performance in other assessments, past academic history and adherence to the professionalism standards detailed in the Faculty local provisions.
- (18) A supplementary assessment for the integrated Stage 3 Barrier Examination or a Specialty Block in-term assessment will not be granted to candidates who achieve a mark of two or more SEM below the pass mark.
- (19) Candidates who are eligible for the integrated Stage 3 Supplementary Examination will be provided with remediation and will not be permitted to continue to their last scheduled clinical Block in Year 3 or Year 4.
- (20) Candidates who fail the integrated Stage 3 Supplementary Examination or the Supplementary Long Case Examination will repeat the applicable Stage or Year in its entirety, unless, in accordance with Part 15 of the University of Sydney Coursework Policy 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (21) Candidates who fail two or more of:
 - (a) a Core Block;
 - (b) a Specialty Block;
 - (c) the integrated Stage 3 Barrier Examination;
 - (d) a Theme

- (e) the Long Case Examination;
(f) the Elective term; or
(g) an MD Project unit of study;
will repeat the applicable Year unless, in accordance with Part 15 of the *University of Sydney Coursework Policy 2014*, they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (22) Candidates who fail the Year 4 MD Project unit of study will be required to undertake a repeat eight week MD Project.
- (23) Candidates who fail the repeat MD Project block will repeat Year 4 in its entirety, unless, in accordance with Part 15 of the *University of Sydney Coursework Policy 2014*, they are required to show good cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- Stage 3 Year 3
- (24) Candidates must pass the Year 3 Core Blocks, and the integrated Stage 3 Year 3 Barrier Examination (or the Supplementary Examination), in order to be eligible to take the Elective Term unit of study.
- (25) A candidate who is repeating Year 3 is required to successfully complete 40 weeks of clinical placement (two Core, three Specialty Blocks, each of eight weeks' duration) and the MD Project units of study.
- Stage 3 Year 4
- (26) Only candidates who have satisfied all of the academic requirements of Stage 3 Year 3 and Year 4 will be permitted to enrol in the PRINT term.
- (27) Students who fail their PRINT term will repeat it in the next available PRINT term, which may be in the following academic year if a candidate has failed the last of the available PRINT terms in that academic year.
- (28) A candidate who is repeating Year 4 is required to successfully complete 32 weeks of clinical placement (four Core/Specialty Blocks, in total, each of eight weeks' duration), an eight week MD Project and a four-week PRINT term.

9 Medicine weighted average mark (MWAM)

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

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

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

- (2) All Stage 3 units are weighted 1.

10 Time Limits

- (1) Subject to sub-clause 10(2), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years.
- (2) The Executive Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.

11 Credit for previous study

Advanced standing and credit for previous study is not available in this degree, except where approved by the Executive Dean for the purposes of subclause 3(7).

12 Transitional Provisions

These resolutions apply to students in 2020 and 2021 who commenced their candidature after 1 January 2019 and students who commenced their candidature prior to 1 January 2019 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement.



Non-Confidential

Submission To	Academic Board
Date	28 July 2020
Item No	4.1 Attachment 4

Author	Dr. Hayley Fisher – Academic Director, Post-Bachelor and Continuing Education
Reviewer/Approver	Dr. Hayley Fisher – Academic Director, Post-Bachelor and Continuing Education
Paper title	Approval of Minor Course Amendments for Graduate Certificates to be offered under the Government's COVID-19 response short course scheme
Purpose	To request the urgent approval of Minor Course Amendments to the Graduate Certificate in Infection and Immunity, and the Graduate Certificate in Agriculture and Environment

RECOMMENDATION

It is recommended that the Chair of the Academic Board approves the proposal from the Faculty of Medicine and Health to amend the Master of Agriculture and Environment; Graduate Diploma of Agriculture and Environment and and Graduate Certificate of Agriculture and Environment, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 June 2020.

EXECUTIVE SUMMARY

On Sunday 12 April 2020, the Federal Government announced policy changes in six distinct areas intended to provide higher education providers with relief from the impacts of the COVID-19 crisis. One of the six components was the short course initiative.

The short course initiative aims to enable individuals affected by the COVID-19 crisis to undertake a short period of study to learn new skills and reposition themselves to re-enter the labour market. The short courses offered under the initiative must:

- consist of 0.5 EFTSL of full-time study (ie. four standard units of study);
- be delivered entirely online;
- fall within an identified priority field of education; and
- be (part of) an AQF award course at levels 5-9.

For study completed before the end of 31 December 2020, students will pay a significantly discounted student contribution that varies depending on the field of education. Payment can be deferred via HECS-HELP loans. There is no requirement for full-time enrolment, but the discounted fee rates are limited to commencing students. If a student continues to study beyond the end 2020, they will be charged the standard CSP student contribution.

The University's response to this scheme has been to offer a suite of eight existing Graduate Certificates at the discounted rate, with a limited number of places available in each course. In two cases (Infection and Immunity, and Agriculture and Environment) a minor course amendment is needed to ensure that the course can be completed in full in semester two.

In the case of Agriculture and Environment, the minor course amendment also enables the Graduate Certificate to be offered as a standalone course instead of being an exit only pathway.

Urgent approval of the two minor course amendments is requested to allow the two Graduate Certificates to be open for applications and enrolment.

Author	Dr Megan Steain						
Reviewer/Approver	Professor Robyn Ward						
Paper title	Minor Amendment, Graduate Certificate in Infection and Immunity, School of Medical Science						
Purpose	The purpose of this proposal is to seek approval of the Academic Board to change the core unit requirements and associated table of units of study for the Graduate Certificate in Infection and Immunity, for semester 2, 2020.						
Consultation Pipeline	FMH Education Committee Endorsed 07/05/2020	→	FMH Board (approved by email circulation 11/05/2020)	→	Graduate Studies Committee Reserve 12 May 2020	→	Academic Board June 9, 2020

RECOMMENDATION

That the Academic Board review and approve the minor amendment for the Graduate Certificate in Infection and Immunity which includes the following changes to the Table of units of study:

- I. An additional session of INIM5111 Principles in Immunology, allowing it to run in Semester 2, 2020 for Grad Cert students (full-time).
- II. A session of PUBH5010 Epidemiological Methods and Uses for Grad Cert students (full-time) only and allowing it to run in Semester 2, 2020.
- III. Add an erratum to the UoS Table stating the following:

item	Errata	Date
1.	<p>The table of units of study has changed for Semester 2, 2020. The changes are as follows:</p> <p>(i) The table is now called Table A Infection and Immunity.</p> <p>(ii) Students in the Master of Medicine (Infection and Immunity), Master of Science in Medicine (Infection and Immunity), Graduate Diploma in Infection and Immunity and Graduate Certificate in Infection and Immunity (part-time only) will select their units of Table A Infection and Immunity.</p> <p>(iii) Students who do not have undergraduate studies in immunology are advised to enrol in INIM5111 Principles in Immunology in first semester before undertaking Clinical and Laboratory Immunology.</p>	02/06/2020
2.	<p>The requirements for the Master of Medicine are missing from Table A. They should read:</p> <p>Students must successfully complete 48 credit points, including:</p> <p>(a) 30 credit points of core units of study; and</p> <p>(b) 18 credit points of elective units of study.</p>	02/06/2020
3.	The Graduate Certificate in Infection and Immunity (full-time only) has been	02/06/2020

<p>introduced for Semester 2, 2020.</p> <p>(i) Students in the full-time Graduate Certificate in Infection and Immunity will select their core units from Table B Infection and Immunity.</p> <p>(ii) In order to qualify for the award, all core units must be completed in Semester 2 2020.</p>	
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Changes to the course resolutions reflective of these minor course amendments are also included in the proposal with marked-up changes.

These special conditions to the Grad Cert will only be available to CSP students. Because the new/amended units will be available via Departmental or Special permission, it will be ensured doctors would not be provided access to the Graduate Certificate – Infection and Immunity as part of the HE Relief initiative.

EXECUTIVE SUMMARY

We request a change to the core unit requirements and associated table of units of study for the Graduate Certificate in Infection and Immunity, for semester 2, 2020 only.

BACKGROUND / CONTEXT

This change is in response to the current SARS-CoV2 global pandemic the Federal Government Higher Education Relief initiative, allowing students to enrol in accredited study at discounted fees that must be completed by December 2020. This amendment allows new students to undertake full time study in semester 2 2020 and complete a Graduate Certificate in Infection and Immunity, with a focus on the control of viral infections.

CONSULTATION

Professor Inam Haq (Associate Dean Education)
Professor Jamie Triccas (Head of Discipline, Infectious Diseases and Immunology)
Professor Joel Negin (Head of School, Sydney School of Public Health)
Dr Hayley Fisher, Director of Post Bachelor Education, DVC Education
Ms Charlie Foxlee, Manager, Academic Model, Student Administration
Ms Linda Carmichael, Information Management Officer, Policy and Projects

This proposal was approved by the Education Committee during the May 7, 2020 meeting. Subsequently the proposal was approved by the Faculty Board via rapid circulation in time for inclusion at the May 12 GSC Reserve meeting to ensure implementation can occur in Semester 2, 2020.

On May 11th, 2020 the Graduate Studies Committee (GSC) resolved to recommend the proposal for Academic Board approval subject to the completion of Action AB-GSC-20/06-02.

Action AB-GSC-20/06-02

That the Faculty of Medicine and Health:

1. liaise with the Academic Model to investigate the available options for building the course in Sydney Student noting the concern of the workload generated by Departmental Permissions;
2. liaise with the Chair, Graduate Studies Committee to confirm that the learning outcomes are not significantly impacted by the proposed change; and
3. revise the documentation to include a complete unit of study table.

Consultation with Faculty Services resulted in PUBH5010 no longer being available by departmental permission but via EXMR (special permission) to help alleviate workload. The GSC Chair has also reviewed the learning outcomes and confirmed they have not been significantly impacted by the proposed change.

All changes to the UoS Table required by Action AB-GSC-20/06-02 are complete and accounted for in the proposal in its current form for submission to the Academic Board on June 9th, 2020.

Update: June 2, 2020 – Upon advice and feedback from the Academic Board Chair, the table was updated to position the amended Graduate Certificate – Infection and Immunity within a newly created table B and provide amended course resolutions reflective of these amendments. This updated table and amended course resolutions, which aims to remove complexity for students, are included within the proposal.

Update June 10, 2020: Further advice on course resolutions from the Chair and OGC are included within this amended proposal. Transitional provisions have also been amended.

IMPLEMENTATION

For implementation as soon as possible to allow advertising for a Semester 2 2020 start.

COMMUNICATION

Once approved, through marketing and recruitment channels.

ATTACHMENTS

Attachment outlines the amendments to the Graduate Certificate in Infection and Immunity:

- Amended UoS Table
- Amended Course resolutions

Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

School: Sydney Medical School

Contact person: Dr Megan Steain
megan.steain@sydney.edu.au
Ph: 9351 6178/0401 099 507

1. Name of award course

Graduate Certificate in Infection and Immunity (GCINFIMM1000)

2. Purpose of proposal

That the Academic Board review and approve the minor amendment for the Graduate Certificate in Infection and Immunity as listed within the details section.

These changes are in response to the current SARS-CoV2 global pandemic the Federal Government Higher Education Relief initiative, allowing students to enrol in accredited study at discounted fees that must be completed by December 2020. This amendment allows new students to undertake full time study in semester 2 2020 and complete a Graduate Certificate in Infection and Immunity, with a focus on the control of viral infections.

These special conditions to the Grad Cert will only be available to CSP students. Because the new/amended units will be available via Special permission, it will be ensured doctors would not be provided access to the Graduate Certificate – Infection and Immunity as part of the HE Relief initiative.

3. Details of amendment

Changes to the Infection and Immunity UoS Table are attached within and include the following:

- I. An additional session of INIM5111 Principles in Immunology, allowing it to run in Semester 2, 2020 for Grad Cert students (full-time).
- II. A session of PUBH5010 Epidemiological Methods and Uses for Grad Cert students (full-time) only and allowing it to run in Semester 2, 2020.
- III. An erratum to the UoS Table stating the following:

item	Errata	Date
1.	<p>The table of units of study has changed for Semester 2, 2020. The changes are as follows:</p> <p>(i) The table is now called Table A Infection and Immunity.</p> <p>(ii) Students in the Master of Medicine (Infection and Immunity), Master of Science in Medicine (Infection and Immunity), Graduate Diploma in Infection and Immunity and Graduate Certificate in Infection and Immunity (part-time only) will select their units of Table A Infection and Immunity.</p> <p>(iii) Students who do not have undergraduate studies in immunology are advised to enrol in INIM5111 Principles in Immunology in first semester before undertaking Clinical and Laboratory Immunology.</p>	02/06/2020

2.	<p>The requirements for the Master of Medicine are missing from Table A. They should read:</p> <p>Students must successfully complete 48 credit points, including:</p> <p>(a) 30 credit points of core units of study; and</p> <p>(b) 18 credit points of elective units of study.</p>	02/06/2020
3.	<p>The Graduate Certificate in Infection and Immunity (full-time only) has been introduced for Semester 2, 2020.</p> <p>(i) Students in the full-time Graduate Certificate in Infection and Immunity will select their core units from Table B Infection and Immunity.</p> <p>(ii) In order to qualify for the award, all core units must be completed in Semester 2 2020.</p>	02/06/2020

Changes to the course resolutions reflective of these minor course amendments are also included in the proposal with marked-up changes.

4. **Transitional arrangements**

The course resolutions will state:

(3) Candidates that do not complete Table B core unit requirements by the end of semester 2, 2020 for the Graduate Certificate in Infection and Immunity will be provided enrolment progression plans by the course director.

(4) Candidates that complete Table B core unit requirements by the end of semester 2, 2020 for the Graduate Certificate in Infection and Immunity will be provided enrolment progression plans by the course director if they elect to progress to higher awards within the embedded programs.

5. **Other relevant information**

See attachments below:

1. Units of study tables
2. Amended course resolutions

6. **Signature of Dean**

INFECTION AND IMMUNITY

Errata

item	Errata	Date
1.	<p>The table of units of study has changed for Semester 2, 2020. The changes are as follows:</p> <p>(i) The table is now called Table A Infection and Immunity.</p> <p>(ii) Students in the Master of Medicine (Infection and Immunity), Master of Science in Medicine (Infection and Immunity), Graduate Diploma in Infection and Immunity and Graduate Certificate in Infection and Immunity (part-time only) will select their units of Table A Infection and Immunity.</p> <p>(iii) Students who do not have undergraduate studies in immunology are advised to enrol in INIM5111 Principles in Immunology in first semester before undertaking Clinical and Laboratory Immunology.</p>	02/06/2020
2.	<p>The requirements for the Master of Medicine are missing from Table A. They should read:</p> <p>Students must successfully complete 48 credit points, including:</p> <p>(a) 30 credit points of core units of study; and</p> <p>(b) 18 credit points of elective units of study.</p>	02/06/2020
3.	<p>The Graduate Certificate in Infection and Immunity (full-time only) has been introduced for Semester 2, 2020.</p> <p>(i) Students in the full-time Graduate Certificate in Infection and Immunity will select their core units from Table B Infection and Immunity.</p> <p>(ii) In order to qualify for the award, all core units must be completed in Semester 2 2020.</p>	02/06/2020

Table A Infection and Immunity

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Infection and Immunity			

Master of Medicine (Infection and Immunity)

Master of Science in Medicine (Infection and Immunity)

Students must successfully complete 48 credit points, including:

- (a) 30 credit points of core units of study; and
- (b) 18 credit points of elective units of study.

Graduate Diploma in Infection and Immunity

Students must successfully complete 36 credit points, including:

- (a) 24 credit points of core units of study; and
- (b) 12 credit points of elective units of study.

Graduate Certificate in Infection and Immunity

Students must successfully complete 24 credit points, including:

- (a) 24 credit points of core units of study.

Core units

Students who do not have undergraduate studies in immunology are advised to enrol in INIM5111 Principles in Immunology in first semester before undertaking Clinical and Laboratory Immunology.

INIM5002 Virology and Cell Technology	6	A Undergraduate Microbiology or Infectious Diseases	Semester 2
INIM5011 Advanced Medical Bacteriology	6	A Undergraduate Microbiology or Infectious Diseases	Semester 1
INIM5100 Infection and Immunity Capstone	6	A A pass grade in all core INIM units undertaken in the previous semester. This unit is not available to students undertaking the Graduate Certificate or Graduate Diploma C INIM5111 and INIM5002 and INIM5011 and INIM5112	Semester 1 Semester 2
INIM5111 Principles in	6	A Undergraduate immunology and undergraduate bacteriology and	Semester 1

Immunology		virology	
INIM5112 Clinical Immunology and Immunotherapy	6	A Understanding of basic biochemistry and cell biology P INIM5111	Semester 2
Elective units			
INIM5013 Clinical Mycology and Parasitology	6	A Knowledge in general microbiology and molecular biology.	Semester 1
INIM5022 Global Control of Infectious Diseases	6	A Undergraduate bacteriology and virology; basic concepts of epidemiology	Semester 2
PGEN5001 Pathogen Genomics	6	A Basic understanding of microbiology or medical microbiology and genetics.	Semester 2
SEXH5200 Advanced STIs	6		Semester 1

Table B Graduate Certificate in Infection and Immunity (full-time)

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Infection and Immunity			
Graduate Certificate in Infection and Immunity (full-time only)			
Full-time study is open to students commencing in Semester 2, 2020 and who will complete their studies in December 2020.			
Students must successfully complete 24 credit points, including:			
(a) 24 credit points of core units of study from Table B.			

Table B

Core units

INIM5002 Virology and Cell Technology	6	A Undergraduate Microbiology or Infectious Diseases	Semester 2
INIM5111 Principles in Immunology	6	A Undergraduate immunology and undergraduate bacteriology and virology Note: This unit of study will be available in semester 2 with special permission.	Semester 1 Semester 2
INIM5022 Global Control of Infectious Disease	6	A Undergraduate bacteriology and virology; basic concepts of epidemiology	Semester 2
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011 or CEPI5100 Note: This unit of study will be available in semester 2 with special permission.	Semester 1 Semester 2

Master of Medicine (Infection and Immunity)

Graduate Certificate in Infection and Immunity

Graduate Diploma in Infection and Immunity

Master of Medicine (Infection and Immunity)

Master of Science in Medicine (Infection and Immunity)

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
GCINFIMM-01	Graduate Certificate in Infection and Immunity
GNINFIMM-01	Graduate Diploma in Infection and Immunity
MAMEINIM-01	Master of Medicine (Infection and Immunity)
MASMINIM-01	Master of Science in Medicine (Infection and Immunity)

2 Attendance pattern

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

The attendance pattern for the Master of Medicine (Infection and Immunity), the Master of Science in Medicine (Infection and Immunity), the Graduate Diploma in Infection and Immunity is full time or part time according to candidate choice. The attendance pattern for the Graduate Certificate in Infection and Immunity is:

- (a) for students holding a reduced fee Commonwealth Supported place in 2020, as part of the Higher Education Relief package, full time and online only;
- (b) for all other students: part time only.

3 Masters type

The masters degrees in these resolutions are professional masters courses, as defined by the Coursework Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Infection and Immunity
 - (b) the Graduate Diploma in Infection and Immunity
 - (c) the Master of Medicine (Infection and Immunity); or
 - the Master of Science in Medicine (Infection and Immunity)
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Faculty may admit applicants without these qualifications who, in the opinion of the Faculty, have provided qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Infection and Immunity requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
 - or
 - (b) a bachelors degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification.
- (3) Admission to the Graduate Diploma in Infection and Immunity requires:
 - (a) completion of the requirements of the embedded graduate certificate, or equivalent qualification;
 - or
 - (b) a medical degree from the University of Sydney or an equivalent qualification;
 - or
 - a bachelors degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine (Infection and Immunity) requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification;
 - or

Master of Medicine (Infection and Immunity)

-
- (b) completion of the requirements of a credit average across all units of study in the embedded graduate certificate or graduate diploma, or equivalent qualification;
or
- (c) a bachelors degree with first or second class honours in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification;
or
- (d) a pass bachelors degree from the University of Sydney, or equivalent qualification, and completion of a minimum of 12 months research or work experience in the field of infectious disease and immunology after the completion of the degree.
- (5) Admission to the Master of Science in Medicine (Infection and Immunity) requires:
- (a) completion of the requirements of a credit average across all units of study in the embedded graduate certificate or graduate diploma, or equivalent qualification;
or
- (b) a bachelors degree with first or second class honours in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification;
or
- (c) a pass bachelors degree from the University of Sydney, or equivalent qualification, and completion of a minimum of 12 months research or work experience in the field of infectious disease and immunology after the completion of the degree.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in Table A and Table B, the Table of Units of Study: Infection and Immunity.
- (2) To qualify for the award of the Graduate Certificate in Infection and Immunity a candidate must successfully complete 24 credit points , including:
- (a) 24 credit points of core units of study as set out in Table A part-time attendance pattern; or
(b) 24 credit points of core units of study as set out in Table B full-time attendance pattern.
- (3) To qualify for the award of the Graduate Diploma in Infection and Immunity a candidate must successfully complete 36 credit points, including:
- (a) 24 credit points of core units of study as set out in Table A or Table B; and
(b) 12 credit points of selective or elective units of study as set out in Table A.
- (4) To qualify for the award of the Master of Medicine (Infection and Immunity) or Master of Science in Medicine (Infection and Immunity) a candidate must successfully complete 48 credit points, including:
- (a) ~~30 credit points of core units of study~~ 24 credit points of core units of study as set out in Table A or Table B; and 6 credit points of core units of study as set out in Table A; and
(b) 18 credit points of selective or elective units of study as set out in Table A.

7 Credit for previous studies

The maximum credit a candidate can receive for previous studies (not undertaken as a component of an embedded graduate certificate or graduate diploma) is not to exceed six credit points. Credit will only be awarded for units that are equivalent in content and level of study to that which they replace. Undergraduate degree units are not eligible for credit.

8 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January 2020 and persons who commenced their candidature prior to 1 January 2020 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January 2020 and elect not to proceed under these resolutions will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement.
- (3) Candidates that do not complete Table B core unit requirements by the end of semester 2, 2020 for the Graduate Certificate in Infection and Immunity will be provided enrolment progression plans by the course director.
- (4) Candidates that complete Table B core unit requirements by the end of semester 2, 2020 for the Graduate Certificate in Infection and Immunity will be provided enrolment progression plans by the course director if they elect to progress to higher awards within the embedded programs.

9 Reduced fee Graduate Certificate in 2020

- (1) Reduced fee Commonwealth Supported Places in this course are only available for full time online study before 31 December 2020. Online study may not be available after this date.
- (2) The reduced fee is only available up to 31 December 2020. Students who continue study after this date will be required to pay the standard rate Commonwealth Supported Places for the course.



Non-Confidential

Author	Cecily Oakley (Manager, Curriculum and Quality)
Reviewer/Approver	Pauline Ross (Associate Dean Education) and Veronica Boulton (Head, Education)
Proposal / Paper Title	Graduate Certificate in Agriculture and the Environment
Proposed Year of Implementation	2020
Faculty Approval Date	26 May 2020
Purpose	This proposal requests to open the Graduate Certificate in Agriculture and Environment to admission (it is currently an exit-only degree).
Proposal Presenter	Professor Pauline Ross

RECOMMENDATION

That the Admissions Sub-committee recommend that the Graduate Studies Committee recommend that Academic Board approves opening the Graduate Certificate in Agriculture and Environment for admission effective from Semester 2, 2020.

EXECUTIVE SUMMARY

In response to the request from the Minister for Education for online short courses to support workers displaced by the COVID-19 crisis in strategic areas, the Faculty of Science has reviewed its Graduate Certificate offerings. "Agriculture" and "Environmental studies" are two of those strategic areas identified, however our Graduate Certificate in Agriculture and Environment is currently an exit-only course for the Master of Agriculture and Environment or the Graduate Diploma in Agriculture and Environment.

Currently, only a quarter of the enrolments in the Masters course are domestic students, Beyond this current crisis, a short, online, graduate certificate offering may be pathway to educating more domestic students in this critical area of Agriculture.

ATTACHMENTS

1. Minor Course amendment proposal
2. Email from the Chair of Academic Board for further revisions to the Resolutions and Table
3. Marked-up Course resolutions
4. Table of Units

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager, Curriculum and Quality

1. Name of award course

Graduate Certificate in Agriculture and Environment

2. Purpose of proposal

To amend the Course Resolutions for the Master of Agriculture and Environment (and embedded Grad Dip and Grad Cert) degree to change the Graduate Certificate to allow for admission, instead of being an exit only pathway.

3. Details of amendment

Amend the course resolutions for the Graduate Certificate in Agriculture and Environment

Clause 3(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. Admission to the Graduate Certificate in Agriculture and Environment is available only via transfer from the Master of Agriculture and Environment or from the Graduate Diploma of Agriculture and Environment, and with the approval of the Dean.

Clause 4(2)

Admission to candidature for the Graduate Certificate in Agriculture and Environment is available only via transfer from the Master of Agriculture and Environment and or from the Graduate Diploma of Agriculture and Environment with the approval of the Dean. requires a bachelor's degree in Agriculture, Science or Economics or an equivalent qualification

Clause 5(2)

To qualify for the award of the Graduate Certificate in Agriculture and Environment a candidate must complete 24 credit points from Table B.

http://sydney.edu.au/handbooks/science_PG/coursework/agriculture_environment.shtml

Amend the table of units to update the instructions as to which units to complete and to create a collection "Table B" for the students to choose units. This approach will allow for student to complete the Graduate Certificate within a single semester if they choose, without having to teach the core units in both semesters

Graduate Certificate in Agriculture and Environment

Students must complete 24 credit points from Table A- B below.

4. Transitional arrangements

There are no students currently enrolled in the Graduate Certificate of Agriculture and Environment as it is currently an exit-only degree.

5. Other relevant information

6. Signature of Dean



Iain M Young, Dean Faculty of Science
180520

From: [Anthony Masters](#)
To: [Cecily Oakley](#)
Cc: [Alyssa White](#); [Pauline Ross](#)
Subject: RE: Request for expedited Academic Board approval: minor course amendments for Graduate Certificates
Date: Tuesday, 2 June 2020 6:30:23 PM

Cecily,

Thanks.

That seems sensible. There have been several versions of this, but we seem to have landed on something that will work. Would you mind sending Alyssa a version with all the changes the faculty wants (including the minor corrections, like “Tables A and B”, Horticulture assigned its rightful place, etc.) so we’re all agreed on what is approved.

Thanks again.

Tony

Tony Masters | Chair, Academic Board | Associate Professor, School of Chemistry
THE UNIVERSITY OF SYDNEY
Level 5, F23 Administration Building | The University of Sydney | NSW | 2008
T +61 2 9351 5655
E chair.academicboard@sydney.edu.au | W <http://sydney.edu.au>
Maridarangun Academic Board
Respect is a core value of the Academic Board

From: Cecily Oakley <cecily.oakley@sydney.edu.au>
Sent: Tuesday, 2 June 2020 12:27 PM
To: Anthony Masters <anthony.masters@sydney.edu.au>
Cc: Alyssa White <alyssa.white@sydney.edu.au>; Pauline Ross <pauline.ross@sydney.edu.au>
Subject: FW: Request for expedited Academic Board approval: minor course amendments for Graduate Certificates

Dear Professor Masters,

Hayley Fisher suggested we liaise with you directly about the outstanding questions re the GradCertAg&Env.

Your suggestion of a clearer pathway from the Grad Cert to the Grad Dip and Masters was in our first iterations, but revised due to some constraints.

We are happy to revisit.

Professor Ross has suggested that for Clause 5(2) we reword to

“To qualify for the award of the Graduate Certificate in Agriculture and Environment a candidate must complete 24 credit points, including

- a. 12 credit points from units of study listed in the Table A Agricultural and Environmental Technologies specialisation;
and
- b. 12 credit points from units of study listed in Table B.”

Yes, it is the Faculty’s intention that students only take the Agricultural and Environmental Technologies specialisation; Economics has said the Government’s funding model will make it uneconomical for them. We may look again at this after the Government scheme has closed and revise to open up the specialisations in the Grad Cert to include Economics.

The Horticultural Technologies specialisation will have no intake from 2021, but we have not been given permission to close intake for 2020 – apologies that the versioning of the resolutions is not clear; we have only just gained access to editing the 2020 version, the version you had seen previously was 2021 overlaid with our requests for 2020.

Sincerely,
Cecily

DR CECILY OAKLEY | Manager, Curriculum and Quality
Faculty of Science, Education

I am working from home. You can reach me via email or via my office number, which has been diverted.

Room 221 Carlaw Building F07

THE UNIVERSITY OF SYDNEY

T +61 2 9114 0835 | **M** 0427 726 668

E cecily.oakley@sydney.edu.au | **W** sydney.edu.au/science/

Carlaw Building F07 | The University of Sydney | NSW | 2006

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From: Hayley Fisher <hayley.fisher@sydney.edu.au>

Sent: Sunday, 31 May 2020 7:45 PM

To: Cecily Oakley <cecily.oakley@sydney.edu.au>; Pauline Ross <pauline.ross@sydney.edu.au>

Subject: FW: Request for expedited Academic Board approval: minor course amendments for Graduate Certificates

Hi Cecily and Pauline,

See below additional comments from Tony’s close reading of the revised proposal.

Best wishes,
Hayley

Dr Hayley Fisher | Academic Director – Post Bachelor and Continuing Education
Office of the Deputy Vice Chancellor (Education)
The University of Sydney

Level 4, F23 Administration Building | The University of Sydney | NSW | 2006
+61 2 9036 9196

hayley.fisher@sydney.edu.au | sydney.edu.au

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From: Anthony Masters <anthony.masters@sydney.edu.au>

Date: Friday, 29 May 2020 at 7:04 pm

To: Hayley Fisher <hayley.fisher@sydney.edu.au>

Cc: Alyssa White <alyssa.white@sydney.edu.au>

Subject: RE: Request for expedited Academic Board approval: minor course amendments for Graduate Certificates

Haley,

Thanks.

Some additional questions.

In the previous iteration, Horticultural Technologies was listed as a specialization with the addition “(No new intake from 2021)”. This is missing from the current version. Notably, the Table does not list this specialization. So, should it be deleted from the Resolutions”?

Since this is now intended as a possible entry to the degree of Master, it needs to be consistent with that award (unlike the previous version when it was an exit degree). The Master requires 4 uos of core, 2 uos of a specialisation and 4 uos of capstone uos. With the proposed resolutions, there is no requirement for any contribution to this requirement in the Grad Cert. There are 3 core uos and 5 specialisation uos, but there are 6 uos which are neither. So, it is possible a student could complete the Grad Cert, want to continue, but would be required to complete those 10 uos in 2 semesters, which would not be possible. Moreover, given the content of Table B, the only specialisation they could do in the Grad Cert would be Agricultural and Environmental Technologies. Is this the Faculty’s intention?

It might be prudent to require a student to complete, say, “12 credit points from units of study listed in Table A for the selected specialisation (mirroring (almost) the requirement for the Grad Dip) and 12 credit points from Table B”. They could then meet the requirements for the Grad Dip, in which they could complete the 24 cp of core required for the degree of Master, in which they would do the 24 cp of capstone. The extra 12 cp of electives would have been completed in the Grad Cert.

There may be other ways to achieve this, but I suggest that the resolutions and Tables of uos be structured with sufficient guidance, that a student can complete the degree of Master other than serendipitously.

Tony

Tony Masters | Chair, Academic Board | Associate Professor, School of Chemistry
THE UNIVERSITY OF SYDNEY
Level 5, F23 Administration Building | The University of Sydney | NSW | 2008
T +61 2 9351 5655
E chair.academicboard@sydney.edu.au | W <http://sydney.edu.au>
Maridarangun Academic Board
Respect is a core value of the Academic Board

From: Hayley Fisher <hayley.fisher@sydney.edu.au>
Sent: Friday, 29 May 2020 1:31 PM
To: Anthony Masters <anthony.masters@sydney.edu.au>
Cc: Alyssa White <alyssa.white@sydney.edu.au>
Subject: Re: Request for expedited Academic Board approval: minor course amendments for Graduate Certificates

Dear Tony,

Please see attached amended papers for Agriculture and Environment that incorporate your suggestions.

Many thanks,
Hayley

Dr Hayley Fisher | Academic Director – Post Bachelor and Continuing Education
Office of the Deputy Vice Chancellor (Education)
The University of Sydney
Level 4, F23 Administration Building | The University of Sydney | NSW | 2006
+61 2 9036 9196
hayley.fisher@sydney.edu.au | sydney.edu.au
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This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited.
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From: Anthony Masters <anthony.masters@sydney.edu.au>
Date: Thursday, 28 May 2020 at 4:15 pm
To: Hayley Fisher <hayley.fisher@sydney.edu.au>
Cc: Alyssa White <alyssa.white@sydney.edu.au>
Subject: RE: Request for expedited Academic Board approval: minor course amendments for Graduate Certificates

Haley,

Thanks.

These appear to be suitable in principle for approval. I will circulate them amongst the Academic Board Committee Chairs for comment. However, I have some comments for you to consider.

With respect to the changes to the Grad Cert AgEnv

1. My understanding is that one incentive for offering these awards is that students may enroll in a longer award in the future. However, although clause 3 specifies that this is part of an embedded sequence, there is no provision in the admissions clause (clause 4(3)) to use the Grad Cert to qualify for the Grad Dip (other than that they share the same entry criterion of a bachelor's degree). Is it worth replacing clause 4(3) with

Admission to the Graduate Diploma in Agriculture and Environment requires:

- (a) a degree of Bachelor from the University of Sydney or equivalent qualification; or
- (b) completion of the requirements of the Graduate Certificate in Agriculture and Environment from the University of Sydney or equivalent qualification.

This is actually allowed by clause 3(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."

But wording to include the Grad Dip as an entry to the degree of Master is provided in clause 4(4)(b), so the omission of a like statement in clause 4(3) may cause confusion, generate enquiries and/or dissuade Grad Cert students from enrolling in the Grad Dip.

2. Clause 5(1) states that "The units of study that may be taken for the courses are set out in Table A". However, clause 5(2) makes reference to Table B. Should not therefore, Clause 5(1) state "The units of study that may be taken for the courses are set out in Tables A and B"?
3. We now have a labeled Table B, but Table A is unlabeled. Should a label for Table A be included, to avoid confusion?
4. Clause 8 allows transfer from a longer award to a shorter award. This appears to be unnecessary, since this is an embedded sequence and the use of the Grad Cert as an exit only pathway has been removed. It is also inconsistent with the resolutions of (at least some of) the other embedded programs offered by the faculty.
5. Clause 9(1) refers to the resolutions applying to candidates who start after 1 Jan 2021. Should this be in 2020, e.g., 1 June 2020?

Master of Agriculture and Environment 2020

Graduate Certificate in Agriculture and Environment

Graduate Diploma in Agriculture and Environment

Master of Agriculture and Environment

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
GCAGRENV-01	Graduate Certificate in Agriculture and Environment
GNAGRENV-01	Graduate Diploma in Agriculture and Environment
MAAGRENV-01	Master of Agriculture and Environment

2 Attendance pattern

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

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

3 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Agriculture and Environment
 - (b) the Graduate Diploma in Agriculture and Environment
 - (c) the Master of Agriculture and Environment
- (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. ~~Admission to the Graduate Certificate in Agriculture and Environment is available only via transfer from the Master of Agriculture and Environment or from the Graduate Diploma of Agriculture and Environment; and with the approval of the Dean.~~

4 Admission

- (1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to candidature for the Graduate Certificate in Agriculture and Environment ~~is available only via transfer from the Master of Agriculture and Environment and/or from the Graduate Diploma of Agriculture and Environment with the approval of the Dean; requires a bachelor's degree in Agriculture, Science or Economics or an equivalent qualification.~~
- (3) Admission to the Graduate Diploma in Agriculture and Environment requires:
 - (a) a bachelor's degree in Agriculture, Science or Economics or an equivalent qualification; or
 - (b) completion of the requirements of an embedded graduate certificate in this discipline from the University of Sydney, or equivalent qualification.
- (4) Admission to the Master of Agriculture and Environment requires:
 - (a) a bachelor's degree with a credit average in Agriculture, Science or Economics, or an equivalent qualification; or
 - (b) completion of the requirements of an embedded graduate diploma in this discipline from the University of Sydney, or equivalent qualification.

5 Requirements for award

- (1) The units of study that may be taken for the courses are set out in Table A and B.
- (2) To qualify for the award of the Graduate Certificate in Agriculture and Environment a candidate must complete 24 credit points, including 12 credit points from units of study listed in the Table A Agricultural and Environmental Technologies specialisation; and
 - (a) 12 credit points from units of study listed in Table B.
- (3) To qualify for the award of the Graduate Diploma in Agriculture a candidate must complete 48 credit points, including at least 12 credit points from units of study listed in the table for the selected specialisation.
- (4) To qualify for the award of the Master of Agriculture and Environment a candidate must complete 72 credit points, including:
 - (a) 24 credit points of core units of study; and
 - (b) 24 credit points of elective units of study, including at least 12 credit points from units of study listed in the table for the selected specialisation; and
 - (c) 24 credit points of research capstone units of study.
 - (d) With permission, up to 12 credit points of the elective requirements may be taken from other courses outside the Faculty, including foundational units of study.

6 Specialisations

- (1) Completion of a specialisation is a requirement of the Graduate Certificate in Agriculture and Environment, Graduate Diploma of Agriculture and Environment and the Master of Agriculture and Environment, and requires the accumulation of 12 credit points chosen from units of study listed in the table for that specialisation. The specialisations available are:
 - (a) Agricultural and Environmental Economics
 - (b) Agricultural and Environmental Technologies
 - (c) Horticultural Technologies
- (2) Candidates for the Master of Agriculture and Environment will complete a research project as part of their research capstone units of study. The research area of this research project is expected to correlate to the chosen specialisation. However, the number of research projects in each specialisation varies from year to year, and may be limited.
- (3) Not every specialisation is available every year.

7 Recognition of prior learning

Candidates offered admission to the Master of Agriculture and Environment may be eligible for recognition of prior learning in accordance with the University Coursework Policy.

8 ~~Course transfer~~

~~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.~~

8 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 ~~January~~ June 2020 and students who commenced their candidature prior to 1 ~~January~~ June 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 ~~January~~ June 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

AGRICULTURE AND ENVIRONMENT 2020 TABLE

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Agriculture and Environment			
Master of Agriculture and Environment			
Students must complete 72 credit points from Table A below, comprising:			
(i) 24 credit points of core units of study			
(ii) 24 credit points of elective units of study, including at least 12 credit points of specialisation units of study			
(iii) 24 credit points of capstone units of study			
Students who have completed relevant prior learning at an equivalent level may be given up to 24 credit points advanced standing.			
Graduate Diploma of Agriculture and Environment			
Students must complete 48 credit points including:			
(i) 48 credit points from Table A below			
(ii) at least 12 credit points of specialisation elective units.			
Graduate Certificate in Agriculture and Environment			
Students must complete 24 credit points <u>including from Table A below</u> .			
(i) <u>12 credit points of Agricultural and Environmental Technologies specialisation electives</u>			
(ii) <u>12 credit points of units of study from Table B</u>			
Specialisations			
The specialisations are:			
(a) Agricultural and Environmental Economics			
(b) Agricultural and Environmental Technologies			
(c) Horticultural Technologies			

Table A

Core

AFNR5511 Soil Processes, Assessment and Management	6		Semester 1
AFNR5801 Climate Change: Process, History, Issues	6	A A basic understanding of climate change processes and issues.	Semester 2
AGRI4001 Advanced Plant Production	6		Semester 1
WORK6002 Strategic Management	6		Semester 1 Semester 2

Specialisation electives

Agricultural and Environmental Economics

AREC3004 Economics of Water and Bio-Resources <i>This unit of study is not available in 2020</i>	6	P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901	Semester 1
AREC3006 Agricultural Production Economics	6	P AREC2005 or ECOS2001 or ECOS2901 or AREC2003 N AREC2001 or AREC3001	Semester 1
AREC3007 Benefit-Cost Analysis	6	P ECOS2001 or ECOS2901 or AREC2005 or AREC2003 N (AREC2004 and RSEC4131)	Semester 2
AREC3002 Agricultural Markets	6	P AREC2005 or AREC2001 or AGE2103 or ECOS2001 or ECOS2901	Semester 2
AREC3005 Agricultural Finance and Risk	6	P AREC2005 or AREC2001 or AGE2103 or AREC2002 or AGE2101 or ECOS2001 or ECOS2901	Semester 1
ECOS3013 Environmental Economics	6	P AREC2005 or AREC2003 or RSEC2031 or ECOS2001 or ECOS2901	Semester 2

Agricultural and Environmental Technologies			
AGRO4004 Sustainable Farming Systems	6		Semester 1
ENVI5708 Introduction to Environmental Chemistry	6		Semester 1
AFNR5110 Crop Improvement	6	A Basic knowledge of plant genetics and breeding, similar to that covered by GENE4012 and GENE4013.	Semester 2
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
AFNR5510 The Soil at Work	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
Horticultural Technologies			
AFNR5110 Crop Improvement	6	A Basic knowledge of plant genetics and breeding, similar to that covered by GENE4012 and GENE4013.	Semester 2
HORT4005 Research and Practice in Horticulture	6	P HORT3005	Semester 2
General Electives			
ECOS3002 Development Economics	6	P ECOS2001 or ECOS2901 or ECOS2002 or ECOS2902	Semester 2
ENVI5708 Introduction to Environmental Chemistry	6		Semester 1
GOVT6135 Global Environmental Politics	6		Semester 2
IBUS5002 Strategy, Innovation and Entrepreneurship	6	N IBUS5001	Semester 1 Semester 2
PHYS5031 Ecological Econ and Sustainable Analysis	6		Semester 1

PHYS5034 Life Cycle Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 2
AREC3003 Econ of Minerals and Energy Industries	6	P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901	Semester 1
ECOS3002 Development Economics	6	P ECOS2001 or ECOS2901 or ECOS2002 or ECOS2902	Semester 2
ECOS3005 Industrial Organisation	6	P ECOS2001 or ECOS2901 N ECOS2201	Intensive January 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
ECON5001 Microeconomic Theory	6	N ECON5040	Intensive January Semester 1 Semester 2
PHYS5033 Environmental Footprints and IO Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 1 Semester 2
STAT5002 Introduction to Statistics	6	A HSC Mathematics	Semester 1 Semester 2
SUST5001 Introduction to Sustainability	6	<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 1 Semester 2
Capstone			
AFNR5905 Research Paper	6	P AFNR5901 and AFNR5904 C AFNR5906	Semester 1 Semester 2
AFNR5906 Research Communication	6	P AFNR5901 and AFNR5904 C AFNR5905	Semester 1 Semester 2
AFNR5901 Research Review	6	C AFNR5904 N AFNR5902 or AFNR5903 <i>Note: Department permission required for enrolment in the following sessions:Semester 1</i>	Semester 1 Semester 2
AFNR5904 Research Proposal and Approach	6	C AFNR5901 <i>Note: Department permission required for enrolment in the following sessions:Semester 1</i>	Semester 1 Semester 2

Table B

<u>AGRI4001</u> <u>Advanced Plant Production</u>	<u>6</u>		<u>Semester 1</u>
<u>AGRO4006</u> <u>New and Emerging Tech in Animal Science</u>	<u>6</u>	<u>P</u> 6cp from BIOL1XXX	<u>Semester 2</u>
<u>AFNR5110</u> <u>Crop Improvement</u>	<u>6</u>	<u>A</u> Basic knowledge of plant genetics and breeding, similar to that covered by GENE4012 and GENE4013.	<u>Semester 2</u>
<u>AFNR5210</u> <u>Sustainable Horticultural Cropping</u>	<u>6</u>		<u>Semester 1</u>
<u>AFNR5502</u> <u>Remote Sensing, GIS and Land Management</u>	<u>6</u>	<u>A</u> This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	<u>Semester 2</u>
<u>AFNR5510</u> <u>The Soil at Work</u>	<u>6</u>	-	<u>Semester 2</u>
<u>AFNR5511</u> <u>Soil Processes, Assessment and Management</u>	<u>6</u>	-	<u>Semester 1</u>
<u>AFNR5801</u> <u>Climate Change: Process, History, Issues</u>	<u>6</u>	<u>A</u> A basic understanding of climate change processes and issues.	<u>Semester 2</u>
<u>ENVI5708</u> <u>Introduction to Environmental Chemistry</u>	<u>6</u>	-	<u>Semester 1</u>
<u>HORT4005</u> <u>Research and Practice in Horticulture</u>	<u>6</u>	<u>P</u> HORT3005	<u>Semester 2</u>
<u>PHYS5034</u> <u>Life Cycle Analysis</u>	<u>6</u>	<i>Minimum class size of 5 students.</i>	<u>Semester 2</u>
<u>ENVI5809</u> <u>Environmental Simulation Modelling</u>	<u>6</u>	<u>A</u> This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.	<u>Semester 2a</u>
<u>PHYS5033</u> <u>Environmental Footprints and IO Analysis</u>	<u>6</u>	<i>Minimum class size of 5 students.</i>	<u>Semester 1</u> <u>Semester 2</u>
<u>STAT5002</u> <u>Introduction to Statistics</u>	<u>6</u>	<u>A</u> HSC Mathematics	<u>Semester 1</u> <u>Semester 2</u>

<u>SUST5001</u> <u>Introduction to</u> <u>Sustainability</u>	<u>6</u>	<i><u>This unit of study involves essay-writing. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.</u></i>	<u>Semester 1</u> <u>Semester 2</u>
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Submission To	Academic Board
Date	21 July 2020
Item No	4.2

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: #f08080; padding: 10px; display: inline-block;">Academic Board</div>

QUEEN'S BIRTHDAY HONOURS LIST

Companion in the General Division of the Order of Australia (AC)

Ms Belinda Jane Hutchinson, Chancellor

Officer in the General Division of the Order of Australia (AO)

Professor Georgina Venetia Long, Faculty of Medicine and Health

Member in the General Division of the Order of Australia (AM)

Emeritus Professor Robert Baxter, Faculty of Medicine and Health

Mr Malcolm Stuart Boyd, Faculty of Engineering

Professor Stephen Garton, Senior Deputy Vice-Chancellor

Dr Phoebe Joy Ho, Faculty of Medicine and Health

Medal in the General Division of the Order of Australia (OAM)

Emeritus Professor Roy MacLeod, Faculty of Arts and Social Sciences

OTHER STAFF AWARDS

Professor Jacob George, Faculty of Medicine and Health

The Asian Pacific Association for the Study of the Liver Okuda-Omata Award for scientific contributions of outstanding significance in the field of hepatology (the study of liver diseases)

Dr Gordon McDonald, Sydney Informatics Hub

Named as one of the Institute of Analytics Professionals of Australia (IAPA) 2020 Top 25 Analytics Leaders

STUDENT AWARDS

Josh Mok and Jagen Yoon, The University of Sydney Business School

First Place in the Australia/New Zealand regional competition at the IBM A/NZ Call for Code Hackathon

Submission To	Academic Board
Date	21 July 2020
Item No	4.2

Non-Confidential

Kim Nguyen, Connor Russell and Liam Mills, The University of Sydney Business School

Honourable Mention in the Australia/New Zealand regional competition at the IBM A/NZ Call for Code Hackathon



Non-Confidential

Submission To	Academic Board
Date	21 July 2020
Item No	7

Proposal Title	Report of the Academic Standards and Policy Committee
Recommendation	<p>That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on 30 June 2020 and:</p> <ol style="list-style-type: none"> 1. 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; and 2. endorse and recommend that the University of Sydney Senate approve the proposed amendments to the <i>University of Sydney (Academic Board) Rule 2017</i>.
Proposal Presenter	Professor Jane Hanrahan (Chair, Academic Standards and Policy Committee)
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">AB Academic Standards and Policy Committee</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Academic Board</div> </div>

EXECUTIVE SUMMARY

This report summarises the business of the meeting of the Academic Standards and Policy Committee on 30 June 2020.

ITEMS FOR APPROVAL

The Academic Standards and Policy Committee endorsed and recommended for presentation to Academic Board the following:

7.1 Minor amendments to the Admissions Standards – English Language Proficiency

The Academic Standards and Policy Committee resolved to recommend that the Academic Board 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.

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

The Academic Standards and Policy Committee resolved to recommend that Academic Board endorse and recommend to the University of Sydney Senate for approval the proposed amendments to the *University of Sydney (Academic Board) Rule 2017*.

ITEMS FOR NOTING

The Academic Standards and Policy Committee also noted:

- the report of the Chair;
- the report of the Academic Board; and
- the report of the Admissions Subcommittee.

FURTHER INFORMATION

Full agenda papers are available from the [Academic Standards and Policy Committee](#) website

Approver and Proposal Sponsor	Professor Jane Hanrahan (Chair, Academic Standards and Policy Committee)
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Non-Confidential

Submission To	Academic Board
Date	21 July 2020
Item No	7

ATTACHMENTS

- 7.1 [Minor amendments to the Admissions Standards – English Language Proficiency](#)
- 7.2 [Amendments to the University of Sydney \(Academic Board\) Rule 2017](#)



Non-Confidential

Submission To	Academic Standards and Policy Committee
Date	30 June 2020
Item No	2.3 Attachment 1

Proposal Title	Minor amendments to the Admissions Standards – English Language Proficiency
Recommendation	That the Academic Standards and Policy Committee recommend that the Academic Board 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.
Proposal Presenter	Dr Jennifer Green (Academic Leader, Sydney Nursing School)
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Admissions Subcommittee</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; margin: 5px; background-color: #f8d7da;">Academic Standards and Policy Committee</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Academic Board</div> </div>

EXECUTIVE SUMMARY

Sydney Nursing School is seeking approval to:

- add a clause to the faculty-specific English language requirements for Nursing and Midwifery combined degrees, Bachelor of Nursing (Advanced Studies), Master of Nursing (Pre-registration) in Table 4 & 5 of the Admissions Standards- English Language Proficiency document. The text of the proposed clause is as follows:

‘Applicants must also meet all English language requirements applicable under the current [Nursing and Midwifery Board of Australia Registration Standard: English Language Skills](#).’
- add Clause 2(3) to stress the different lists of the recognised countries between NMBA and the University. The text of the clause is as follows:

‘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.’
- remove Nursing specific requirements - Clause 4(4) b and c as they are not accurate due to the NMBA standards. The text of the new proposed Clause 4(4) b is as follows:

‘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.’

This amendment is to ensure the pre-registration programs will meet the current Australian Nursing & Midwifery Accreditation Council (ANMAC) Registered Nurse Accreditation Standards requirement. Prior to receiving an offer for enrolment applicants are to demonstrate English proficiency either by providing a written declaration that English is their primary language or, evidence that they have achieved the minimum English language test results as specified in the [Nursing and Midwifery Board of Australia Registration Standard: English Language Skills](#).

RATIONALE

Accreditation of the Nursing pre-registration programs at Sydney University is regulated by ANMAC. In late 2019, the ANMAC Registered Nurse Accreditation Standards updated the program admission requirements requiring applicants’ English language proficiency to meet the English skills registration standards set by the NMBA.



Submission To	Academic Standards and Policy Committee
Date	30 June 2020
Item No	2.3 Attachment 1

Non-Confidential

Therefore, students seeking admission to pre-registration nursing courses at Sydney Nursing School must demonstrate that:

- a) English is their primary language, and they have attended and satisfactorily completed at least six years of primary and secondary education taught and assessed solely in English in a recognised country, including at least two years between years 7 and 12.

Recognised countries include: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, United States of America.

OR

- b) have achieved the required minimum scores in one of the NMBA recognised English language tests and meet the requirements for test results specified in the NMBA English language skills standard: e.g. the IELTS (academic module) with a minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking) or equivalent. The IELTS exam (or equivalent) needs to have been completed no more than two years prior to applying for the degree.

The current University standards for meeting English as a primary language are to have citizenship or permanent long-term residency (minimum ten years) from one or more of 25 listed countries and to have completed secondary or tertiary study from one of those 25 countries. As such, the School requests that the NMBA's English language skills registration standards be added to the requirements of the pre-registration programs.

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.

Additionally, the special English language criteria for the Nursing pre-registration programs has been published on the University's English language requirements website. Therefore, it is crucial to incorporate the change in the Admissions Standards- English Language Proficiency document to ensure that all references on the website are in line with the standards document.

CONSULTATION AND COMMUNICATIONS

Consultations with the following stakeholders have been conducted:
Associate Professor Tim Wilkinson, Chair of the Admissions Subcommittee
Wencong Chai, Director, Admissions
Kerrie Henderson, University Policy Manager, Office of General Counsel
Louise Pritchard, Policy Solicitor, Office of General Counsel
Internally with the Sydney Nursing School

The decision will be communicated to the FMH Admissions Team, Admissions, Student Administration Services (SAS), future students, Nursing academic and professional staff.

RISKS / BENEFITS

There are no foreseeable risks associated with this proposal.

The anticipated benefits will be that

1. the Nursing pre-registration programs meet the ANMAC accreditation standards and the programs can continue operating in 2021.
2. all references to the English language requirements for the pre-registration programs on the website will be in line.

Approver	Associate Professor Tim Wilkinson (Chair, Admissions Subcommittee)
Faculty/Proposal Sponsor	Professor Robyn Ward (Executive Dean and PVC Medicine & Health)



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.
 - (b) admission to all undergraduate courses offered by the Sydney Nursing School requires, in addition to 4(2)(b), satisfactory achievement in tertiary studies in which the duration study:
 - (i) was at least one year of full time university study in an English speaking country within the past two years at the time of commencement;
 - (ii) or in a university institution where the language of instruction, assessment, examination, and the institution was English was in English within the past two years at the time of commencement.
 - (c) admission to all 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, and** 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; ~~and~~
- ~~(b) the TOEFL Special Home Edition Test will be considered equivalent to the TOEFL iBT; and~~
- ~~(c) the IELTS Indicator will be considered equivalent to the IELTS; and~~
- ~~(d) Only for applicants residing in countries where neither of the TOEFL Special Home Edition Test or the IELTS Indicator is unavailable;~~
 - ~~(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 Human- ities	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 in teaching period two of 2020 and teaching period one of 2021:

- the TOEFL Special Home Edition Test will be considered equivalent to the TOEFL iBT;
- and the IELTS Indicator will be considered equivalent to the IELTS; and
- Only for applicants residing in countries where neither the TOEFL Special Home Edition Test or the IELTS Indicator is available:
 - o the Password English language test will be considered equivalent to IELTS; and



o ~~Lingu~~ skill will be considered equivalent to the Cambridge English Scale

See subclause 5(2A)(~~b & c~~).

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 and Information Technologies	
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 and Information Technologies	



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	
<u>Nursing and Midwifery – Master of Nursing (Pre-registration)</u>	<p><u>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components.</u></p> <p><u>Applicants must also meet all English language requirements applicable under the current Nursing and Midwifery Board of Australia Registration Standard: English Language Skills</u></p>
Nursing and Midwifery - All postgraduate (coursework and research) award courses <u>other than the Master of Nursing (Pre-registration)</u>	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	<p>IELTS – Overall band score of 7.0 with no band less than 7.0</p> <p>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.</p>
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 Standards and Policy Committee
Date	30 June 2020
Item No	3.1

Non-Confidential

Policy Title	University of Sydney (Academic Board) Rule 2017
Recommendation	That the Academic Standards and Policy Committee endorse the proposed amendments to the <i>University of Sydney (Academic Board) Rule 2017</i> to reflect the proposed changes to Academic Board Student Elections to be held in Semester 2 2020.
Proposed Date of Implementation	Mid-August 2020
Proposal Presenter	Secretary to Senate & University Returning Officer, David Pacey
Consultation Pipeline	<pre> graph LR A[Elections Working Group] --> B[Academic Standards and Policy Committee] B --> C[Academic Board] </pre>
Endorsements received	Elections Working Group
Policy Unit Review	Approved <i>University Policy Manager</i> Date: 18/06/2020
Consequential Amendments	(List the amendments required to other documents in the University policy framework if the proposed policy amendment is approved)

EXECUTIVE SUMMARY

Elections for students to the Academic Board are held annually in semester two of each year, while elections for staff to the Academic Board are held every two years.

Following motions at the Academic Board and the 15 October 2019 ASPC meeting, the Academic Board Elections Working Group (“the Working Group”) has been established to make recommendations about how the elections process and related communications for faculty, faculty board and Academic Board elections can be improved. The Working Group has been convened and has already held two meetings (via Zoom) in April and May 2020.

The goals of the Working Group are both short term (to facilitate immediate changes to the elections process for 2020 student elections) and also longer-term. The longer-term work is multi-faceted, comprising an uplift to elements of the elections process for faculty/University school, faculty/University school board and Academic Board elections. For example, the Working Group will be considering the appropriateness of the timeframe for elections, while also considering how the current policy documents can be consolidated and refined. In addition, there will be a focus on improving training and communications to promote an increased understanding of the elections process and promote participation in governance bodies.

However, this paper focuses on the short-term objectives of the Working Group, being to facilitate changes to the process for upcoming 2020 student elections to Academic Board. A brief outline of each proposed change, as well as the rationale for the change is provided below.



Submission To	Academic Standards and Policy Committee
Date	30 June 2020
Item No	3.1

Non-Confidential

PROPOSED AMENDMENTS TO FACILITATE 2020 ACADEMIC BOARD STUDENT ELECTIONS

1) Broadening the student electorate for Academic Board elections:

Section 3.4(1) of the current Academic Board Rule states that the student members of each faculty and University school board will elect student members of the Academic Board from among themselves. This means that students must already be elected members of the faculty board or University school board to be eligible for election to the Academic Board. This inadvertently excludes students who may be interested in seeking election to the Academic Board but are unable to do so because of the prerequisite requirement.

It is proposed that this section of the Rule be amended to enable all students the opportunity to seek election to the Academic Board, not merely just those already elected to the faculty/University school board.

2) A clear process to manage student casual vacancies for Academic Board elections:

The current Academic Board Rule does not outline who appoints students to the Academic Board when there are vacancies (either through seats remaining unfilled when the elections process has concluded or through vacancies arising outside of the elections cycle).

It is proposed that if there are insufficient nominees to fill available places, the nominees will be declared elected unopposed and the Chair of the Academic Board, after consultation with the relevant Deans, may nominate students from the relevant faculties to fill the vacant positions. When nominating students to fill vacant positions, the Chair of the Academic Board must take into account the need to achieve an appropriate and equitable representation of the faculty's diversity.

PROPOSED NEXT STEPS

Subject to the endorsement of the Academic Standards and Policy Committee, these proposed changes will be submitted to the 21 July Academic Board meeting for endorsement, to the 30 July University Executive Framing meeting for noting and to the 14 August 2020 Senate meeting for adoption.

Once approved, the revised Academic Board Rule would commence in mid-August 2020, in time for commencement of the Academic Board student elections in semester two, 2020.

Approver	Manager of Governance (Senate and Academic Board)
Proposal Sponsor	Secretary to Senate

ATTACHMENTS

Please attach a copy of the completed policy proposal.

Attachment 1 Marked Up University of Sydney (Academic Board) Rule 2017



UNIVERSITY OF SYDNEY (ACADEMIC BOARD) RULE 2017

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

Adopted on: 23 August 2017

Amended on: 27 June 2018

6 November 2019

[insert date]

Effective from: 1 September 2017

23 July 2018

13 November 2019

[insert date]

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PART 1 PRELIMINARY

1.1 Name of Rule

This is the University of Sydney (Academic Board) Rule 2017.

1.2 Commencement

This Rule commences on 31 July 2017.

1.3 Purpose of Rule

The purpose of this Rule is to provide for the constitution, functions and operations of the Academic Board.

1.4 Interpretation

(1) In this Rule:

Academic Board	means the Academic Board established by section 15 of the University of Sydney Act 1989 (NSW)
Act	means the University of Sydney Act 1989 (NSW) as amended from time to time
academic staff member	has the meaning given in section 50(1) of the By-Law , which at the date of this Rule is: a person who is employed as a member (other than a casual member) of the academic staff of the University.
allocated position	means a position allocated to be filled by a member of a particular school, as provided by subsection 3.3(3).
By – Law	means the University of Sydney By-Law 1999 (NSW) as amended from time to time.



Category A	means a faculty or University school which employs 5% or less of the University's full-time equivalent academic staff, as specified in Schedule 1.
Category B	means a faculty or University school which employs more than 5% and up to (and including) 15% of the University's full-time equivalent academic staff, as specified in Schedule 1.
Category C	means a faculty or University school which employs more than 15% and up to (and including) 25% of the University's full-time equivalent academic staff, as specified in Schedule 1.
Category D	means a faculty or University school which employs more than 25% of the University's full-time equivalent academic staff, as specified in Schedule 1.
centre	means an academic grouping or collaborative network established by the University to add value to research or education activities, enhance collaboration and increase knowledge transfer. Note: <u>See also Centres and Collaborative Networks Policy 2017</u>
<u>Dean</u>	<u>means, as appropriate:</u> <ul style="list-style-type: none">• <u>the Executive Dean and Pro Vice-Chancellor of the Faculty of Medicine and Health;</u>• <u>the Dean of a faculty; or</u>• <u>the Head of School and Dean of a University school.</u>
clinical school	means any clinical school in the Faculty of Medicine, or any such school as may be defined in the <u>University of Sydney (Governance of Faculties and University Schools) Rule 2016</u> .
enrolled student	has the meaning given in section 50(1) of the <u>By-Law</u> , which at the date of this Rule is: means a person (other than a person who is an academic staff member) who is enrolled as a student in an award course at the University.
faculty	means, as appropriate, a faculty or a University school.
Faculty General Managers Academic Services Committee	means the University Executive subcommittee of that name.
Heads of School Committee	means the University Executive subcommittee of that name.
procedures	means any procedures associated with this Rule, as provided in Part 8.



quota requirement	means the requirements for representation of academic staff between Levels A-C and Levels D – E specified in subsection 3.3(4).
Returning Officer	means the Secretary to Senate, or their nominee.
school	means a school within a faculty, established and constituted consistently with the provisions of the University of Sydney (Governance of Faculties and University Schools) Rule 2016 .
Secretary to the Academic Board	means the Secretary to Senate or their nominee.
University Executive	means the senior management committee comprised of the Vice-Chancellor, Deputy Vice-Chancellors, Deans of Faculties, Vice-Principals and Chair of the Academic Board.
University school	means a University school as constituted and established by the University of Sydney (Governance of Faculties and University Schools) Rule 2016 .

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

PART 2 PURPOSE AND FUNCTIONS OF THE ACADEMIC BOARD

2.1 Principal responsibilities

- (1) Subject to the Act, the By-law, the governing authority of the Senate and to the powers of the Vice-Chancellor, the Academic Board has the functions, powers and responsibilities set out in this part.
- (2) The Academic Board has principal responsibility for:
 - (a) assuring the highest standards in teaching, scholarship and research and, in so doing, safeguarding the academic freedom of the University;
 - (b) overseeing and monitoring the development of academic activities of the University;
 - (c) communicating with the academic community, particularly through academic organisational units such as faculties, University schools, boards of studies and centres; and
 - (d) providing a forum for debate and information flow within the University in relation to academic matters.



2.2. Specific roles and powers

- (1) Subject to any inconsistent provision in the Act, By-Law or any Rule, the Academic Board will determine standards and, after consultation with the University Executive, determine policy in relation to:
 - (a) admission requirements;
 - (b) programs of study, including requirements for the award of any qualification;
 - (c) progression requirements;
 - (d) examinations and assessment;
 - (e) student recognition awards, including scholarships, subsidies or prizes; and
 - (f) such other matters as Senate may delegate to it.

Note: See the ~~University of Sydney (Delegations of Authority—Academic Functions) Rule 2016~~[University of Sydney \(Delegations of Authority\) Rule 2020—Academic Functions\) Rule 2016](#) for details of the Academic Board's delegated powers.

See the [University of Sydney \(Policies Development and Review\) Rule 2011](#) for details of the requirements for developing and registering policies and procedures.

- (2) The Academic Board will consider and, if appropriate, approve new academic award courses and amendments to existing courses, provided that the approved new or amended course:
 - (a) is tabled and considered at the next appropriate Senate meeting; and
 - (b) may not commence until after it has been endorsed by Senate.
- (3) The Academic Board will provide advice to Senate, the Vice-Chancellor and the University Executive about academic matters, including but not limited to:
 - (a) teaching, research and educational programs;
 - (b) academic priorities;
 - (c) academic aspects of current and proposed University strategic plans;
 - (d) academic aspects of policies and procedures, including but not limited to those relating to the appointment, promotion and conditions of employment of academic staff;
 - (e) establishing and maintaining academic standards; and
 - (f) any academic matter it considers to be of strategic importance.
- (4) Jointly with the University Executive, the Academic Board will initiate and oversee a formal program of reviews of the academic activities of the University and its academic organisational units.
- (5) The Academic Board may receive, and may direct provision of, reports from faculties and other organisational units in relation to academic matters.

2.3 Reporting

- (1) The Academic Board must report to Senate:
 - (a) after each meeting of the Academic Board, on its activities; and
 - (b) annually, on its activities and its assessment of its own performance.



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

PART 3 MEMBERSHIP

3.1 Membership of Academic Board

The Academic Board will consist of:

- (a) the Chair;
- (b) the Vice-Chancellor;
- (c) the *ex officio* members;
- (d) the elected staff members;
- (e) the student members; and
- (f) appointed or co-opted members.

3.2 *Ex officio* members

The *ex-officio* members will be:

- (a) the Vice-Chancellor;
- (b) the Deputy Vice-Chancellors;
- (c) the Pro Vice-Chancellors;
- (d) the Deans;
- (e) the Heads of School and Deans of University schools;
- (f) the ~~Director, University Libraries~~ University Librarian;
- (g) the Executive Director, Student Administrative Services;
- (h) two representatives nominated by the Heads of School Committee;
- (i) two representatives nominated by the Faculty ~~General Managers~~ Academic Services Committee;
- (j) the President of the Students' Representative Council;
- (k) two other undergraduate students nominated by the executive of the Students' Representative Council;
- (l) the President of the Sydney University Postgraduate Representative Association;
- (m) two other postgraduate students nominated by the executive of the Sydney University Postgraduate Representative Association; and
- (n) appointed or co-opted members, as provided in section 3.5.



3.3 Elected staff members

- (1) The elected staff members must be academic staff members who do not already hold office in another capacity, elected or appointed consistently with this Rule.
- (2) Academic staff members of faculties and University schools will be entitled to elect staff members of the Academic Board from ~~among themselves~~their own faculty, on the following basis:
 - (a) Category A – four members each;
 - (b) Category B – eight members each;
 - (c) Category C – 12 members each;
 - (d) Category D – 16 members each.
- (3) One of each faculty or University school's member entitlement will be allocated for each school (other than a clinical school) within the faculty or University school.
- (4) In addition, the following quotas will apply to the elected members for each faculty or University school:
 - (a) at least 25% must be from Levels A-C; and
 - (b) at least 25% must be from Levels D and E, with at least one from Level E.
- (5) Election results will be determined in the manner set out in the procedures, in the following sequence:
 - (a) allocated places;
 - (b) places subject to any remaining quota requirements; then
 - (c) any remaining places.
- (6) If there are insufficient nominees to fill available places (whether allocated places or quota requirements or otherwise):
 - (a) the nominees will be declared elected unopposed; and
 - (b) the Faculty Board may nominate staff members to fill the vacant positions.
- (7) When nominating staff members to fill vacant positions, the Faculty Board must take into account the need to achieve an appropriate and equitable representation of the faculty's diversity.

3.4 Student members

- (1) Subject to subsection 3.4 (3), ~~the student members of each~~ enrolled students in each faculty and University school ~~board~~ will elect student members of the Academic Board from ~~among themselves~~the enrolled students in the faculty, on the following basis:
 - (a) Category A – two members each;
 - (b) Category B – two members each;
 - (c) Category C – four members each;
 - (d) Category D – four members each.
- (2) For each faculty or University school:



- (a) at least one elected student member of the Academic Board must be an undergraduate student and one a postgraduate student; and
 - (b) the elected student members must be enrolled students who do not already hold office on the Academic Board in another capacity.
- (3) If there are insufficient nominees to fill available places:
- (a) the nominees will be declared elected unopposed; and
 - (b) the Chair of the Academic Board, after consultation with the relevant Deans, may nominate students from the relevant faculties to fill the vacant positions.
- (4) When nominating students to fill vacant positions, the Chair of the Academic Board must take into account the need to achieve an appropriate and equitable representation of the faculty's diversity.

3.5 Appointed or co-opted members

- (1) The Academic Board may appoint up to four members who do not already hold office in another capacity:
 - (a) on the recommendation of the Chair; and
 - (b) by resolution at an ordinary meeting.
- (2) Co-opted members are intended to be short term appointees appointed to assist the Academic Board with a particular issue or project.
- (3) Co-opted members must be appointed:
 - (a) by resolution at an ordinary meeting; and
 - (b) for a specified term of office which reflects the time span of the relevant issue or project.

3.6 Terms of office

- (1) Elected staff members hold office for a term of two years commencing on 1 January in the year following their election.
- (2) *Ex officio* members hold office during the period in which they hold the position on which their membership depends.
- (3) Student members hold office for a term of one year commencing on 1 January in the year following their nomination.
- (4) Appointed and co-opted members hold office for the term, and on the conditions, specified in the resolution by which their membership is approved.
- (5) A person filling a casual vacancy holds office from the time that person is elected or appointed to do so, until the expiry of the term of the person's predecessor.

3.7 Re-election or re-nomination in the same category

- (1) Elected members of the Academic Board are eligible to be re-elected in the same category provided that:



- (a) they meet the eligibility criteria for that category at the time of their nomination; and
 - (b) they may not serve more than three, full, consecutive terms in the same category.
- (2) Student members of the Academic Board are eligible to be re-nominated in the same category provided that:
 - (a) they meet the eligibility criteria for that category at the time of their nomination; and
 - (b) they may not serve more than three, full consecutive terms in the same category.

3.8 Cessation of membership

A person will cease to be a member of the Academic Board if they:

- (a) resign from the Academic Board;
- (b) cease to hold the position on which their *ex officio* membership depends;
- (c) as appropriate, cease to be an academic staff member or an enrolled student; or
- (d) die.

PART 4 OFFICE BEARERS

4.1 Chair

- (1) The Chair of the Academic Board is responsible for:
 - (a) managing and supervising the functions and business of the Academic Board;
 - (b) facilitating communications between the academic community of the University, the University Executive and Senate;
 - (c) subject to delegations of authority by Senate and resolutions of the Academic Board, apportioning authority for carrying out the Academic Board's functions to other members of the Academic Board;
 - (d) reporting to Senate on behalf of the Academic Board, as required by this Rule or any request of Senate.
- (2) The Chair must be an academic staff member appointed at Level D or Level E.
- (3) Elections for the position of Chair must be held and finalised before the final meeting of the Academic Board for the year preceding the commencement of a new Chair's term of office.
- (4) The electorate for election of the Chair will consist of:
 - (a) all incoming elected staff members;
 - (b) all incoming student members; and



- (c) all *ex officio* members.
- (5) The term of office for the Chair is:
 - (a) if elected immediately after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
 - (b) if elected at any other time, from the date of their election until 31 December immediately following the next elections for staff members of the Academic Board.
- (6) A Chair is eligible for re-election, provided that no person may serve as Chair for more than three, full, consecutive terms.
- (7) A person may not serve as Chair while they are:
 - (a) the Vice-Chancellor;
Note: The Vice-Chancellor may preside at any Academic Board meeting: see section 47(3)(b) of the [*University of Sydney By-Law 1999 \(as amended\)*](#).
 - (b) a Deputy Vice-Chancellor;
 - (c) a Pro Vice-Chancellor;
 - (d) a Dean; or
 - (e) a Head of School and Dean of a University school.
- (8) The office of Chair will become vacant if the occupant:
 - (a) resigns, either as Chair or from the University;
 - (b) assumes any of the positions referred to in subsection 4.1(7); or
 - (c) dies.
- (9) If the office of Chair becomes vacant on or after the last six months of the Chair's term, the vacancy must be filled by the Deputy Chair.
- (10) If the office of Chair becomes vacant before the last six months of the Chair's term, a new Chair must be elected as soon as possible, by the electorate specified in subsection 4.1(4).

4.2 Deputy Chair

- (1) The Deputy Chair of the Academic Board is responsible for:
 - (a) assisting the Chair in the performance of their functions, as determined by the Chair from time to time;
 - (b) acting as Chair when:
 - (i) the Chair is on leave;
 - (ii) the Chair is otherwise unavailable to attend meetings; or
 - (iii) the office of Chair is vacant.
- (2) The Deputy Chair must be an academic staff member.
- (3) The Deputy Chair must be appointed by the Academic Board on the recommendation of the Chair:
 - (a) from among the Committee Chairs;



- (b) by ordinary resolution;
 - (c) at, or as soon as possible after, the meeting at which Committee Chairs are appointed.
- (4) If the Deputy Chair is required to act as Chair but is unavailable or unable to do so, the Academic Board may appoint an interim Acting Chair for a specified period.
 - (a) Such an appointment may be made by ordinary resolution, at a meeting or by circular resolution.
- (5) The term of office of the Deputy Chair is:
 - (a) if appointed after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
 - (b) if appointed at any other time, from the date of their appointment until 31 December immediately following the next elections for staff members of the Academic Board.
- (6) A Deputy Chair is eligible for re-election, provided that no person may serve as Deputy Chair for more than three, full, consecutive terms.
- (7) A person may not serve as Deputy Chair while they are:
 - (a) the Vice-Chancellor;
 - (b) a Deputy Vice-Chancellor;
 - (c) a Pro Vice-Chancellor;
 - (d) a Dean; or
 - (e) a Head of School and Dean of a University school.
- (8) The office of Deputy Chair will become vacant if the occupant:
 - (a) resigns, either as Deputy Chair or from the University;
 - (b) assumes any of the positions referred to in subsection 4.2 (7); or
 - (c) dies.
- (9) If the office of Deputy Chair becomes vacant the Academic Board must appoint a new Deputy Chair, as provided in subsection 4.2(3).
 - (a) A person elected under this subsection will hold office for the remainder of their predecessor's term of office.

4.3 Committee Chairs

- (1) Committee Chairs will be appointed by the Academic Board as soon as possible after:
 - (a) the Chair of the Academic Board takes office; or
 - (b) establishment of the committee.
- (2) If necessary, the Academic Board may appoint a Committee Chair by circular resolution.
- (3) The term of office of a Committee Chair is:
 - (a) if appointed after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or



- (b) if appointed at any other time, from the date of their appointment until 31 December immediately following the next elections for staff members of the Academic Board.
- (4) A Committee Chair is eligible for re-appointment, provided that no person may serve as Chair of the same committee for more than three, full, consecutive terms.
- (5) A person may not serve as a Committee Chair while they are:
 - (a) the Vice-Chancellor;
 - (b) a Deputy Vice-Chancellor;
 - (c) a Pro Vice-Chancellor;
 - (d) a Dean; or
 - (e) a Head of School and Dean of a University school.
- (6) The office of Committee Chair will become vacant if the occupant:
 - (a) resigns, either as Committee Chair or from the University;
 - (b) assumes any of the positions referred to in subsection 4.3 (5); or
 - (c) dies.
- (7) If the office of Committee Chair becomes vacant the Chair of the Academic Board must appoint a new Committee Chair, as soon as practicable.
 - (a) A person appointed under this subclause will hold office for the remainder of their predecessor's term of office.

PART 5 ELECTIONS

- (1) Elections for staff members of the Academic Board will be held:
 - (a) in the second semester of every alternate year, commencing in the second semester of 2017; and
 - (b) in the manner specified in the procedures.
- (2) The University Secretariat will conduct the elections.
- (3) The Returning Officer's decision in relation to any matter affecting the conduct of an election will be final including, but not limited to, eligibility of candidates or results of elections.

PART 6 COMMITTEES AND WORKING PARTIES

- (1) The Academic Board will have such committees and sub-committees as it determines to be appropriate from time to time.
- (2) The Academic Board may establish committees and sub-committees by ordinary resolution.
- (3) The Chair of the Academic Board may preside at any meeting of any Academic Board Committee or sub-committee.
- (4) When establishing a committee, the Academic Board will:



- (a) after consultation with the University Executive, determine the Terms of Reference; and
 - (b) appoint an initial Chair.
- (5) Committee membership must:
 - (a) provide appropriate discipline representation and expertise;
 - (b) as far as possible, reflect the diversity of the University community;
 - (c) include:
 - (i) academic staff members who are not members of the Academic Board;
 - (ii) non- academic staff members with relevant expertise or experience; and
 - (iii) at least one enrolled student, but preferably one undergraduate and one postgraduate enrolled student.
- (6) The Chair of each committee must report:
 - (a) to each meeting of the Academic Board, on the committee's activities; and
 - (b) annually, on the committee's activities and its assessment of its own performance.
- (7) The Academic Board, or the Chair of the Academic Board, may establish such working parties, with such terms of reference, as they consider necessary to assist or advise the Academic Board or the Chair in performance of their functions.

PART 7 MEETINGS

7.1 Meetings of the Academic Board

- (1) The Chair is responsible for convening meetings of the Academic Board, in the manner specified in the procedures.
 - (a) The Chair must convene at least six meetings in each calendar year.
 - (b) The Chair may also convene a meeting at any time on their own motion.
 - (c) The Chair must convene a meeting if requested to do so by any of:
 - (i) Senate;
 - (ii) the Vice-Chancellor; or
 - (iii) at least 50% of all members.
- (2) A meeting held or a resolution passed at a meeting is not invalid because:
 - (a) a person entitled to receive notice of the meeting did not receive it; or
 - (b) less than the prescribed time of notice was given.
- (3) A person who is acting in the position of an *ex officio* member may attend meetings and may exercise the voting rights of that position.
- (4) An *ex officio* member, elected staff member or student member may nominate a standing alternate to attend meetings on their behalf.



- (a) The member must inform the Secretary to the Academic Board in writing of the following at least two days before the next meeting:
 - (i) the fact of the appointment of the alternate;
 - (ii) the alternate's name;
 - (iii) the alternate's contact details; and
 - (iv) the alternate's position.
 - (b) The alternate must meet the membership criteria applicable to the member.
- (5) Quorum for Academic Board meetings is 30 members.
 - (a) If no quorum is present within 30 minutes of the notified starting time of a meeting, the meeting may consider only procedural matters and must not transact any other business.
- (6) The Secretary to the Academic Board must arrange for minutes of each meeting to be taken and recorded.

Note: See [Recordkeeping Policy 2017](#) and [Recordkeeping Manual](#).

 - (a) Minutes must record all motions put to a meeting, and their outcomes.
 - (b) Copies of draft minutes must be provided to each member no later than the date when notice of the next meeting is given.
 - (c) Minutes, once approved, must be signed by the Chair as a true and correct record.
- (7) Any resolution which is to be put to a vote by members must be duly proposed and seconded.
- (8) Each member present at a meeting has one deliberative vote.
 - (a) Voting will be conducted by show of hands, unless a secret ballot is required.
 - (b) A secret ballot must be conducted if:
 - (i) demanded by any two members present at the meeting and entitled to vote; or
 - (ii) directed by the Chair.
- (9) Except in relation to motions of dissent under subsection 7.1(13), the Chair has one casting vote, in addition to a deliberative vote, if there is a tied vote.
 - (a) No casting vote is available in relation to a motion of dissent under subsection 7.1(13).
- (10) Ordinary resolutions will be carried by a majority of those present at the meeting and eligible to vote.
- (11) A special resolution will be carried by at least 75% of those present at the meeting and eligible to vote.
 - (a) A special resolution is required to amend any Rule made by the Academic Board.
- (12) Except for a motion of dissent in the Chair, only the Chair may put a motion without notice to a meeting of the Academic Board.
- (13) A member of the Academic Board may move a motion of dissent from a ruling by the Chair without notice.



- (a) A motion of dissent will be carried by at least 75% of those present at the meeting and eligible to vote.
- (b) A successful motion of dissent will:
 - (i) overrule the relevant ruling of the Chair; and
 - (ii) substitute a new ruling for that ruling.
- (c) The Chair must not preside when a dissent motion is put and resolved. The Deputy Chair will preside in such circumstances, and if they are not present, the Academic Board must elect another member to preside.

7.2 Meetings of Committees

- (1) Committee Chairs are responsible for convening committee meetings, and will determine the schedule of meetings in consultation with the Chair of the Academic Board.
- (2) A member of a committee may nominate an alternate to attend a meeting on their behalf, by giving written notice to the relevant Chair at least two days before any meeting the alternate is to attend.
- (3) Meeting and quorum requirements for committees will be as specified in their Terms of Reference.
- (4) The Secretary to the Academic Board will arrange for minutes of each committee meeting to be taken and recorded.

Note: See [Recordkeeping Policy 2017](#) and [Recordkeeping Manual](#).

PART 8 ADMINISTRATIVE MATTERS

8.1 Procedures

- (1) The Returning Officer may determine procedures for the conduct of elections under this Rule
- (2) The Returning Officer may determine conduct rules regulating the behaviour of candidates for, and other participants in, elections under this Rule.
 - (a) A breach of any such conduct rules may constitute, as appropriate, a breach of the [Student Charter 2020](#), [Code of Conduct for Students-University of Sydney \(Student Discipline\) Rule 2016](#), or [Code of Conduct – Staff and Affiliates](#).
- (3) The Chair of the Academic Board may determine any other procedures as they consider necessary for the implementation of this Rule.

8.2 Transitional provisions – 2019

- (1) In 2019, elections will be held for staff and student members of the Academic Board for each of:
 - (a) The University of Sydney School of Architecture, Design and Planning;



- (b) The University of Sydney Law School;
 - (c) The Sydney Conservatorium of Music;
 - (d) The University of Sydney Business School;
 - (e) The Faculty of Engineering;
 - (f) The Faculty of Arts and Social Sciences; and
 - (g) The Faculty of Science
- (2) Each faculty or University school listed in subsection 8.2 (1) will be entitled to elect representatives consistently with the provisions of subsections 3.3(2) and 3.4(1).
- (3) In 2019:
- (a) Separate elections will be held for staff representatives of the Academic Board for the Faculty of Health Sciences and the Faculty of Medicine and Health, in accordance with subsection 3.3(2);
 - (b) Two student representatives from the Faculty of Health Sciences will be appointed as members of the Academic Board for 2020 by the Dean of the Faculty of Health Sciences and the Head of School of the School of Health Sciences jointly.
 - (c) Four student representatives from the Faculty of Medicine and Health will be appointed as members of the Academic Board for 2020 by the Executive Dean of the Faculty of Medicine and Health.
- (4) Staff members of the Academic Board elected, and student members appointed, in 2019 from the Faculty of Health Sciences will hold office until the expiration of the term for which they were elected or appointed, but as from the date of the merger of the Faculty of Health Sciences with the Faculty of Medicine and Health will do so on behalf of the Faculty of Medicine and Health (called in this clause the “merged Faculty”)
- (5) Notwithstanding any other provision in this Rule, following the merger of the Faculty of Health Sciences with the Faculty of Medicine and Health and for so long as there are:
- (a) more than sixteen staff of the merged Faculty; or
 - (b) more than four students of the merged Faculty;
- who are members of the Academic Board, then no further staff or students will be appointed to fill any casual vacancy on the Academic Board created by reason of any of them ceasing to be a member of the Academic Board.

8.3 Rescissions and replacements

This document replaces the *University of Sydney (Academic Governance) Rule 2009 (as amended)* which is rescinded as from the date of commencement of this Rule.



NOTES

University of Sydney (Academic Board) Rule 2017

Date adopted: 23 August 2017

Date amended: 27 June 2018

6 November 2019

[insert date]

Date commenced: 1 September 2017

23 July 2019

13 November 2019

[insert date]

Rescinded documents: *University of Sydney (Academic Governance) Rule 2009 (as amended).*

Related documents: *University of Sydney Act 1989 (NSW)*

University of Sydney By-Law 1999 (NSW)

University of Sydney (Delegations of Authority) ~~Rule 2020—Academic Functions—Rule 2016~~

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

~~*Code of Conduct for Students*~~ *Student Charter 2020*

Code of Conduct – Staff and Affiliates

Recordkeeping Policy 2017

Recordkeeping Manual

AMENDMENT HISTORY

Provision	Amendment	Commencing
3.4(3)	Deleted	23 July 2018
8.2 (1) –(3)	Deleted. New 8.2 inserted: Transitional Provisions 2019	13 November 2019
Schedule 1	References to Faculties of Dentistry, Pharmacy and Medicine Deleted. Reference to University of Sydney Nursing School deleted.	13 November 2019



Reference to Faculty of Engineering and Information Technologies changed to Faculty of Engineering.

Reference to Faculty of Medicine and Health inserted.

<u>1.4</u>	<u>Definition of Dean added</u>	<u>TBC</u>
<u>1.4</u>	<u>Definition of Faculty General Managers Committee changed to Faculty Academic Services Committee</u>	<u>TBC</u>
<u>3.2(g)</u>	<u>“Executive” added before “Director, Student Administrative Services”</u>	<u>TBC</u>
<u>3.3(2)</u>	<u>“From among themselves” deleted and replaced by “from their own faculty”</u>	<u>TBC</u>
<u>3.4(1)</u>	<u>Reference to “board” deleted. “the student members of each” deleted and replaced by “the enrolled students in each”. “From among themselves” deleted and replace by “from the enrolled students in their faculty”</u>	<u>TBC</u>
<u>3.4 (3) and (4)</u>	<u>New subclauses added</u>	<u>TBC</u>



SCHEDULE 1 - CATEGORISATION OF FACULTIES AND UNIVERSITY SCHOOLS

Category A	<ul style="list-style-type: none">• The University of Sydney School of Architecture, Design and Planning• The University of Sydney Law School• Sydney Conservatorium of Music
Category B	<ul style="list-style-type: none">• The University of Sydney Business School• Faculty of Engineering• Faculty of Health Sciences•
Category C	<ul style="list-style-type: none">• Faculty of Arts and Social Sciences• Faculty of Science
Category D	<ul style="list-style-type: none">• Faculty of Medicine and Health

Note: ~~This schedule sets out the position as at 13 November 2019.~~



Submission To	Academic Board
Date	21 July 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 2 June 2020:</p> <ol style="list-style-type: none"> 1. 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; 2. 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; 3. 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; 4. approve 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; 5. 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; and 6. approve 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.
Proposal Presenter	Associate Professor Lenka Munoz (Chair, Undergraduate Studies Committee)
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin: 0 10px;">AB USC</div> <div style="margin: 0 10px;">→</div> <div style="background-color: #f08080; border: 1px solid black; padding: 5px; margin: 0 10px;">AB</div> </div>

EXECUTIVE SUMMARY

This report summarises for the Academic Board the business of the meeting of the Undergraduate Studies Committee held on 2 June 2020.

ITEMS FOR APPROVAL

The Undergraduate Studies Committee endorsed and recommended for presentation to Academic Board the following proposals:

- FMH: Bachelor of Advanced Studies (Honours, Human Movement), project units
- SCI: Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, admissions amendments
- FE: Bachelor of Advanced Computing, addition of 0 cp shell unit for Honours mark



Submission To	Academic Board
Date	21 July 2020
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Non-Confidential

- FE: Bachelor of Advanced Computing, Computer Science major, additional selective unit
- FE: Bachelor of Engineering Hons Civil Engineering stream core unit
- FE: Bachelor of Project Management Table A Built Environment, major core unit

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 Admissions Subcommittee.

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	Associate Professor Lenka Munoz (Chair, Undergraduate Studies Committee)
Proposal Sponsor	Associate Professor Lenka Munoz (Chair, Undergraduate Studies Committee)

ATTACHMENTS

- 8.1 FMH: Bachelor of Advanced Studies (Honours, Human Movement), project units
- 8.2 SCI: Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, admissions amendments
- 8.3 FE: Bachelor of Advanced Computing, addition of 0 cp shell unit for Honours mark
- 8.4 FE: Bachelor of Advanced Computing, Computer Science major, additional selective unit
- 8.5 FE: Bachelor of Engineering Honours Civil Engineering stream, core unit
- 8.6 FE: Bachelor of Project Management Table A Built Environment, major core unit



Submission To	Undergraduate Studies Committee
Date	2 June 2020
Item No	3.1

Non-Confidential

Author	Associate Professor Mark Halaki
Reviewer/Approver	Professor Inam Haq (Associate Dean Education)
Paper title	Human Movement Honours Project units
Purpose	The purpose of this proposal is to seek approval of the Undergraduate Studies Committee to approve 6 honours project units for the Bachelor of Advanced Studies (Honours – Human Movement) for 2021.
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">FMH Education Committee 12/3/2020</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">FMH Board 2/4/2020</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">BIS 13/5/2020</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center; background-color: #f9cb9c;">Undergraduate Studies Committee</div> </div> <div style="text-align: center; margin-top: 10px;">↓</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 0 auto; width: 150px;">Academic Board</div>

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board approve the proposal for 6 honours project units for the Bachelor of Advanced Studies (Honours – Human Movement) for commencement in 2021.

EXECUTIVE SUMMARY

These units of study are a part of the transition from the Bachelor of Health Sciences (Movement Science major) to the Bachelor of Science (Health) (Human Movement Major)/Bachelor of Advanced Studies (Honours - Human Movement). These units will replace the project units currently in the appended Honours program for the Bachelor of Health Sciences students. The units are identical to those of the Bachelor of Science (Health) /Bachelor of Advanced Studies (Honours - Health) but require separate codes for the Human Movement major. The proposed units will run in conjunction with the Health units with all workshops run together. The assessments are identical to what currently exists in the appended Honours program as well as to those in the Health units.

BACKGROUND / CONTEXT

With the transition of the Bachelor of Health Sciences (Movement Science) to Bachelor of Science (Health) (Human Movement major) and the Bachelor of Health Sciences (Honours) to the Bachelor of Advanced Studies (Honours), new units of study have to be created to meet the requirements of the structure of the new degrees. The new Honours program will consist of 12 cp of selective coursework units and 36 cp of project units. The coursework units have been approved. The current proposal is for the creation of the 6 x 6 cp project units.

In the Bachelor of Advanced Studies (Honours), Honours in a given major area requires separate project units to be able to distinguish which major area the Honours was complete in. Therefore, these 6 x 6 cp units are required for Honours in the Human Movement major. The units are identical to those of the Bachelor of Science (Health)/Bachelor of Advanced Studies (Honours - Health). The proposed units will run in conjunction with the Health units with all workshops run together. The assessments are identical to what currently exists in the appended Honours program and to those in the Health units.

CONSULTATION

Extensive consultations with the Faculty of Science and the Honours coordinators have been conducted regarding the structure of the new honours program, the coursework units and the project units. The proposals have been approved by the Academic Leads (Education), Sydney School of Health Sciences and Director of Honours, Sydney School of Health Sciences.

The proposals have been reviewed by the FMH Education Committee (March 12, 2020) and FMH Faculty board and approved (April 2, 2020). On 13 May the proposal was presented to the Board of Interdisciplinary Studies (BIS) where the committee resolved to approve the proposal, subject to completion of Action BIS-20/04-01; That FMH consider inclusion of general ICPU units into the tables for the Bachelor of Advanced Studies. FMH confirmed that given that the Industry and Community Science Project A - SCPU4001 and Industry and Community Science Project B - SCPU4002 are the Science shell units for Science the general ICPU, there would be no need to add any units. This confirmation was communicated to DVC Education, by way of the Secretariat.

IMPLEMENTATION

These units are proposed to commence in 2021 for the current 3rd year Bachelor of Science (Health) (Human Movement Major) students entering into the Bachelor of Advanced Studies (Honours - Human Movement).

AMT have reviewed this nature of this proposal and have agreed to accept it after the deadline for 2021 implementation, pending approval from the relevant governance committees.

COMMUNICATION

The proposed units have already been communicated to the Faculty of Science and the appropriate steps have been made to ensure the units are reflected in the 2021 handbook.

ATTACHMENTS

Attachment 1 - Minor course amendment

Attachment 2 - Marked Up Unit of Study Tables

Attachment 3 - FMH Unit of Study Proposal Forms

Minor Course Amendment Proposal

Faculty: FMH

Contact person: Associate Professor Mark Halaki

1. Name of award course

Bachelor of Science (Health) (Human Movement Major) / Bachelor of Advanced Studies (Honours – Human Movement)

2. Purpose of proposal

With the transition of the Bachelor of Health Sciences (Movement Science) to Bachelor of Science (Health) (Human Movement major) and the Bachelor of Health Sciences (Honours) to the Bachelor of Advanced Studies (Honours), new units of study have to be created to meet the requirements of the structure of the new degrees.

3. Details of amendment

The new Honours program will consist of 12 cp of selective coursework units and 36 cp of project units. The coursework units have been approved. The current proposal is for the creation of the 6 x 6 cp project units listed below (and details with UoS proposal forms below):

- EXSS4103 Human Movement Honours Project A*
- EXSS4104 Human Movement Honours Project B*
- EXSS4105 Human Movement Honours Project C*
- EXSS4106 Human Movement Honours Project D*
- EXSS4107 Human Movement Honours Project E*
- EXSS4108 Human Movement Honours Project F*


4. Transitional arrangements

N/A

5. Other relevant information

6. Signature of Dean

Robyn
Ward

 Digitally signed by
Robyn Ward
Date: 2020.04.30
10:26:32 +10'00'

BACHELOR OF ADVANCED STUDIES

BACHELOR OF ADVANCED STUDIES (HONOURS) HUMAN MOVEMENT

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
This information is for students who have completed a major in Human Movement and are enrolled in the BAS or the BAS (Honours, Human Movement).			
Bachelor of Advanced Studies			
4000-level units			
Project units			
<u>EXSS4888</u> Advanced Human Movement Project <i>Note: To be developed for offering in 2022</i>	<u>12</u>	A 48 credit points of Senior units of study P SCPU3001 or (EXSS3062 and EXSS3061)	<u>Semester 1</u> <u>Semester 2</u>
SCPU4001 Industry and Community Science Project A	12	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. C: SCPU4002 A: Depth of knowledge in at least one Science discipline (completion of a major)	Semester 1 Semester 2
SCPU4002 Industry and Community Science Project B	12	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. C: SCPU4001 A: Depth of knowledge in at least one Science discipline (completion of a major)	Semester 1 Semester 2
Coursework units			
The following units provide recommended pathways for students with a major in Human Movement, however students may select from any 4000-level unit of study for which they meet the prerequisites.			

HSBH4101 Research Design and Analysis in Health	6	A 48cp of 3000 level units of study P HSBH3018 or HSBH3019	Semester 1 Semester 2
SCIE4001 Science Communication	6	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>	Semester 1

SCIE4002 Experimental Design and Data Analysis	6	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	Intensive March
SCIE4003 Ethics in Science	6	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 and 18 credit points of 3000- or 4000-level units from Science Table A N HSBH3004 or HPSC3107	Intensive August Intensive March
Bachelor of Advanced Studies (Honours, Human Movement)			
The Bachelor of Advanced Studies (Honours, Human Movement) requires 48 credit points from this table including:			
(i) 12 credit points of 4000-level Honours coursework selective units, and			
(ii) 36 credit points of 4000-level Honours research project units			
Honours Coursework Selective units			
HSBH4101 Research Design and Analysis in Health	6	A 48cp of 3000 level units of study P HSBH3018 or HSBH3019	Semester 1 Semester 2
SCIE4001 Science Communication	6	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>	
SCIE4002 Experimental Design and Data Analysis	6	A Completion of units in quantitative research methods, mathematics or statistical analysis at least at 1000-level.	Intensive March

		<p>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.</p> <p>N ENVX3002 or STAT3X22 or STAT4022 or STAT3X12</p>	
<p>SCIE4003 Ethics in Science</p>	6	<p>A Successful completion of a Science major.</p> <p>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</p> <p>N HSBH3004 or HPSC3107</p>	<p>Intensive August Intensive March</p>
Honours Core Research Project units			
<p>EXSS4103 Human Movement Honours Project A</p>	<u>6</u>	<u>C EXSS4104</u>	<p><u>Semester 1</u> <u>Semester 2</u></p>
<p>EXSS4104 Human Movement Honours Project B</p>	<u>6</u>	<u>C EXSS4103</u>	<p><u>Semester 1</u> <u>Semester 2</u></p>
<p>EXSS4105 Human Movement Honours Project C</p>	<u>6</u>	<u>C EXSS4104</u>	<p><u>Semester 1</u> <u>Semester 2</u></p>
<p>EXSS4106 Human Movement Honours Project D</p>	<u>6</u>	<u>C EXSS4105</u>	<p><u>Semester 1</u> <u>Semester 2</u></p>
<p>EXSS4107 Human Movement Honours Project E</p>	<u>6</u>	<u>C EXSS4106</u>	<p><u>Semester 1</u> <u>Semester 2</u></p>
<p>EXSS4108 Human Movement Honours Project F</p>	<u>6</u>	<u>C EXSS4107</u>	<p><u>Semester 1</u> <u>Semester 2</u></p>



THE UNIVERSITY OF
SYDNEY

FACULTY OF MEDICINE AND HEALTH

UNIT OF STUDY PROPOSAL

The intention of this submission is to (please select one):

Propose a new unit of study

Propose an amendment to an existing unit of study

Propose to withdraw a unit of study from offer
to take effect from 1 January 2021 (please select one)

This proposal relates to:

A Core Unit of Study

An Elective Unit of Study

**Unit of Study code
and name***

EXSS4103 Human Movement Honours Project A

*The unit of study name should not exceed 40 characters, including spaces.

Proposal Rationale (no more than 500 words):

This unit of study is a part of the transition from the Bachelor of Health Sciences (Movement Science major) to the Bachelor of Science (Health) (Human Movement Major). The unit will replace the project unit currently in the appended Honours program for the Bachelor of Health Sciences students.

In this unit, students will have a structured curriculum to support their Honours project. These supports exist in the current appended Honours program and help students prepare literature reviews, their research proposal, and communicate effectively in oral form. The unit will consist of workshops on types of literature reviews, procedural ethics for health research, and communicating effectively through presentations. This content is tailored to our students' needs and provides important scaffolding for their Honours projects.

Proposed Learning and Teaching strategies (no more than 500 words):

In this unit of study, students will attend interactive workshops and lectures, and engage in learning activities for formative feedback relevant to their Honours project. Engagement and learning is fostered through an active learning approach in the lectures, and focus on the relevance to students' projects. Formative activities enable students to receive feedback on their presentation and literature review to further build their graduate qualities of communication, and critical analysis.

The workshops and assessments have been used in the current appended Honours program, and are well received by staff and students.

Assessment and assurance of learning (no more than 300 words):

This unit consists of two formal assessment tasks aimed to develop students' communication, critical thinking, and research skills.

1. *Research proposal presentation- 35%*

Students present their research proposal orally to their peers and other Honours supervisors. There is an opportunity for feedback on the proposal and development of presentation skills.

2. *Literature review – 65%*

This is an extended piece of writing where students demonstrate their understanding of the literature, ability to critically appraise research, and synthesize ideas into an evidence-based argument. It is further development of students' written communication skills.

Both approaches are currently used in the appended Honours program and have received positive feedback from students and staff.

Workload Implications (no more than 300 words):

This content is currently taught as an optional component of the appended Honours program (though attendance and uptake is high). There are no major changes to workload though we will need to formally allocate a unit of study coordinator and confirm teaching staff. We have the teaching expertise in our Faculty (e.g. Glen Davis currently teaches ethics, Maria Fiatarone Singh systematic literature review, Michelle Villeneuve the narrative review and oral presentation skills, and our librarians teach database search and how to use reference tools, etc.) to teach this content.

Other Requirements:

N/A

Details of the Proposal:

Unit of Study Code*	EXSS4103
Unit of Study Name*	Human Movement Honours Project A
Associated Award Course/s* or Majors	Bachelor of Science (Health) Human Movement major
Credit point Value*	6
When offered (Semester/Year)*	Semester 1, semester 2 2021 (offered both semesters for students commencing their degree in semester 2)
Delivery mode*	ND
Campus*	Camperdown
Unit of Study Learning Outcomes*	A. know the ethical principles of health research and procedures used to ensure they are adhered to B. choose the type of literature review that best addresses the needs of their project, conduct it and write it up

	<p>C. contribute to the development of the research proposal</p> <p>D. orally present a research proposal and respond to questions</p> <p>E. write up their research proposal, with a detailed methods section, taking into account any feedback received</p>
Description for Handbook	<p>Honours students undertake a supervised research project in a human movement discipline area. The student will work closely with their supervisors in planning a literature review, designing a study or refining the initial design, and communicating the outcomes of these processes in writing and orally. Students will also attend seminars and workshops that contribute to the successful completion of these tasks: classes on library skills, ethics in health research, writing a literature review, and presentation skills. Additionally, students will meet with their supervisor(s) on a regular basis for other aspects of research supervision.</p>
Assumed knowledge	
Prerequisite*	
Corequisite*	EXSS4104
Prohibitions*	
NB (for inclusion in Handbook)	
Classes	<p>Average seminars/tutorials per week over the 13-week semester: 2 hrs.</p> <p>Wk 3-10: 2 - 4 hs per week</p> <p>Supervisory meetings: normally 1-hr/week (variable)</p>
Practical	
Assessment (for Handbook)	Presentation, literature review
Mark/Grade Scheme	<input checked="" type="checkbox"/> Mark and Grade <input type="checkbox"/> Grade Only
Textbook	<p><i>A list of required and recommended readings will be available at the beginning of semester.</i></p>

Notes:

* Approval from the relevant Academic Governance Committee is required for any alteration to information in this field.

2. Delivery mode: (Please choose from one of the following.)

BM: Block Mode
CE : Clinical Experience
DE: Distance Education
DI: Distance Education/Intensive on Campus
EXT: External (It means that the unit is actually taught by another institution.)
FE: Field Experience
ND: Normal (lecture/lab/tutorial) Day
NE: Normal (lecture/lab/tutorial) Evening
OL: Online
PP: Professional Practice (preferred option for all FHS clinical/fieldwork/professional experience units.)

Submitted by:

Signature:

Date of Submission:



UNIT OF STUDY PROPOSAL

The intention of this submission is to (please select one):

Propose a new unit of study

Propose an amendment to an existing unit of study

Propose to withdraw a unit of study from offer

to take effect from 1 January 2021

This proposal relates to:

A Core Unit of Study

An Elective Unit of Study

**Unit of Study code
and name***

EXSS4104 Human Movement Honours Project B
EXSS4105 Human Movement Honours Project C
EXSS4106 Human Movement Honours Project D
EXSS4107 Human Movement Honours Project E

*The unit of study name should not exceed 40 characters, including spaces.

Proposal Rationale (no more than 500 words):

These units of study will be shell units for Honours projects in the appended Honours program for Bachelor of Science (Health) (Human Movement major) students. They are a part of the transition from the Bachelor of Health Sciences (Movement Science major) to the Bachelor of Science (Health) (Human Movement major). They replace the project units currently in the appended Honours program for the Bachelor of Health Sciences students.

Proposed Learning and Teaching strategies (no more than 500 words):

These units of study will be for students' Honours projects. Learning and teaching strategies include:

- *Personalised and ongoing opportunities for formative feedback*
- *Research-led teaching as students will be developing their research methods skills and knowledge by designing, implementing, and reflecting on their own research projects.*
- *Active and problem-based learning*

Assessment and assurance of learning (no more than 300 words):

There will be no formal assessments for these units as students will be working towards their final thesis and presentation.

Workload Implications (no more than 300 words):

None in addition to existing Honours workload of Honours supervisors and Honours coordinators.

Other Requirements:

N/A

Details of the Proposal:

Unit of Study Code*	EXSS4104 EXSS4105 EXSS4106 EXSS4107
Unit of Study Name*	Human Movement Honours Project B Human Movement Honours Project C Human Movement Honours Project D Human Movement Honours Project E
Associated Award Course/s* or Majors	Bachelor of Science (Health) Human Movement major
Credit point Value*	6
When offered (Semester/Year)*	Semester 1, semester 2 2021 (offered both semesters for students commencing their degree in semester 2)
Delivery mode*	ND
Campus*	Camperdown campus
Unit of Study Learning Outcomes*	A. study and work independently and in teams B. manage schedules and resources C. propose research that will increase knowledge in the area of interest D. know the ethical principles of research and adhere to them E. investigate a topic under supervision, including data collection and analysis
Description for Handbook	Honours students undertake a supervised research project in a human movement discipline area. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with academic staff, normally 2 co-supervisors, who will supervise their research activities.
Assumed knowledge	

Prerequisite*		
Corequisite*	EXSS4103 and EXSS4104 and EXSS4105 and EXSS4106	
Prohibitions*		
NB (for inclusion in Handbook)		
Classes	Supervisory meetings: normally 1-hr/week (variable)	
Practical		
Assessment (for Handbook)		
Mark/Grade Scheme	<input type="checkbox"/> Mark and Grade	<input checked="" type="checkbox"/> Grade Only
Textbook	<i>A list of required and recommended readings will be provided by individual supervisors.</i>	

Notes:

* Approval from the relevant Academic Governance Committee is required for any alteration to information in this field.

2. Delivery mode: (Please choose from one of the following.)

- BM: Block Mode
- CE : Clinical Experience
- DE: Distance Education
- DI: Distance Education/Intensive on Campus
- EXT: External (It means that the unit is actually taught by another institution.)
- FE: Field Experience
- ND: Normal (lecture/lab/tutorial) Day
- NE: Normal (lecture/lab/tutorial) Evening
- OL: Online
- PP: Professional Practice (preferred option for all FHS clinical/fieldwork/professional experience units.)

Submitted by: _____

Signature: _____

Date of Submission: _____



UNIT OF STUDY PROPOSAL

The intention of this submission is to (please select one):

Propose a new unit of study

Propose an amendment to an existing unit of study

Propose to withdraw a unit of study from offer
to take effect from 1 January 2021 (please select one)

This proposal relates to:

A Core Unit of Study

An Elective Unit of Study

**Unit of Study code
and name***

EXSS4108 Human Movement Honours Project F

*The unit of study name should not exceed 40 characters, including spaces.

Proposal Rationale (no more than 500 words):

This unit of study is a part of the transition from the Bachelor of Health Sciences (Movement Science major) to the Bachelor of Science (Health) (Human Movement major). The unit will replace a component of BHSC4006 Honours Thesis B currently in the appended Honours program for Bachelor of Health Sciences students. Students will continue to work with their Honours supervisors to complete their research projects. This is the final of the Honours project units where students will submit their thesis and deliver a presentation on their final project.

Proposed Learning and Teaching strategies (no more than 500 words):

This unit of study is the final in a series of units for students enrolled in Honours in the Health stream. Students will continue working on their research projects, receiving feedback and training from their supervisors.

Learning and teaching strategies include:

- *Personalised and ongoing opportunities for formative feedback*
- *Research-led teaching as students will be developing their research methods skills and knowledge by designing, implementing, and reflecting on their own research projects.*
- *Active and problem-based learning*

Assessment and assurance of learning (no more than 300 words):

This unit consists of two formal assessment tasks aimed to develop students' communication, critical thinking, and research skills.

1. *Journal article – 80%*

Students will submit their dissertation in the form of a journal article, accompanied by a cover letter.

2. Research presentation – 20%

Students present their research projects orally to their peers and other Honours supervisors. There is an opportunity for feedback and development of presentation skills.

Both approaches are currently used in the appended Honours program and have received positive feedback from students and staff.

Workload Implications (no more than 300 words):

None in addition to existing Honours workload of Honours supervisors and Honours coordinators.

Other Requirements:

N/A

Details of the Proposal:

Unit of Study Code*	EXSS4108
Unit of Study Name*	Human Movement Honours Project F
Associated Award Course/s* or Majors	Bachelor of Science (Health) Human Movement major
Credit point Value*	6
When offered (Semester/Year)*	Semester 1, semester 2 2021 (offered both semesters for students commencing their degree in semester 2)
Delivery mode*	ND
Campus*	Camperdown campus
Unit of Study Learning Outcomes*	Review, analyse, and synthesise knowledge to address health research questions with a degree of intellectual independence. Effectively communicate the research process in different formats
Description for Handbook	Honours students undertake a supervised research project in a human movement discipline area. In completing the research thesis, the student will work closely with academic staff, who will supervise their research activities. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications comprised of their literature review, research proposal, journal manuscript and final oral slides.
Assumed knowledge	

Prerequisite*	
Corequisite*	EXSS4107
Prohibitions*	
NB (for inclusion in Handbook)	
Classes	Supervisory meetings: normally 1-hr/week (variable)
Practical	
Assessment (for Handbook)	Journal manuscript and detailed methods chapter (80%); Oral presentation (20%)
Mark/Grade Scheme	<input checked="" type="checkbox"/> Mark and Grade <input type="checkbox"/> Grade Only
Textbook	

Notes:

* Approval from the relevant Academic Governance Committee is required for any alteration to information in this field.

2. Delivery mode: (Please choose from one of the following.)

BM: Block Mode

CE : Clinical Experience

DE: Distance Education

DI: Distance Education/Intensive on Campus

EXT: External (It means that the unit is actually taught by another institution.)

FE: Field Experience

ND: Normal (lecture/lab/tutorial) Day

NE: Normal (lecture/lab/tutorial) Evening

OL: Online

PP: Professional Practice (preferred option for all FHS clinical/fieldwork/professional experience units.)

Submitted by:

Signature:

Date of Submission:



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	2 June 2020
Item No	3.2

Paper Title	Bachelor of Veterinary Biology/Doctor of Veterinary Medicine
Proposal Presenter	Sanaa Zaki
Author	Richa Kamrah, School Manager, Sydney School of Veterinary Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean (Education), Faculty of Science
Recommendation	That the Undergraduate Studies Committee recommend that the Academic Board: <ol style="list-style-type: none"> 1. approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine 2. approve the amendment to the course resolutions arising from the proposal, with effect from 1 January 2021
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px;">Faculty of Science Faculty Board</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px;">Admissions Subcommittee</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px;">Undergraduate Studies Committee</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px;">Academic Board</div> </div>

EXECUTIVE SUMMARY

This proposal seeks to amend the course resolution for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine to update details of admission to candidature and credit for previous study.

The proposed changes will:

- state the details of admission to candidature, limiting entry to students at the University of Sydney or those from other institutions with a Credit Recognition Pathway
- specify the timeline for place offerings of the course and credit application
- clarify that credit can only be granted at the time the student is admitted
- detail that credit may only be granted for units completed with a minimum credit grade or equivalent and no more than five years prior to admission
- update dates for transitional provisions to 1 January 2021

ATTACHMENTS

Attachment 1 Minor course amendment

Attachment 2 Course resolutions

Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course

Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

2. Purpose of proposal

To amend the Course Resolutions for the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine degree to:

- (i) clarify admission to candidature*
- (ii) clarify credit for previous study*
- (iii) amend dates to transitional provisions*
- (iv) correct numbering of clauses and typos*

It further ensures that identical terminology is used consistently across programs.

3. Details of amendment

Bachelor of Veterinary Biology/Doctor of Veterinary Medicine:

Clause 3

Clause 7(1)

Clause 9

Clause 11

Clause 12

Please see attached resolutions

4. Transitional arrangements

None required.

5. Other relevant information

6. Signature of Dean

RLR

LMY

Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

These resolutions must be read in conjunction with the applicable University By Laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Science, 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
BPVBLVMD-01	Bachelor of Veterinary Biology/Doctor of Veterinary Medicine
BHVETBIO-01	Bachelor of Veterinary Biology (Honours)

2 Attendance pattern

- The attendance pattern for Year 1 and Year 2 of the Bachelor of Veterinary Biology is full time or part-time according to candidate choice.
- The attendance pattern for Year 3 to Year 6 is full-time only.

3 Admission to candidature

- Admission to this quota course is subjected to availability of places and on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) **and** or tertiary study at the University of Sydney or institutions with which the University of Sydney has a Credit Recognition Pathway.
- English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants, rural applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.
- In addition, admission to this course requires the applicant to submit a Commitment to Veterinary Science Form. The results of this process will form part of the ranking of applicants.
- Applicants with tertiary study may only be offered a place in Year 1 or Year 2 of the course, subject to availability of place in the relevant year group. No offers will be made from Year 3 onwards.
- Applicants must apply for credit at the time of application.

4 Requirements for award

- The units of study that may be taken for the course are set out in the Table of units of study for the Bachelor Veterinary Biology/Doctor of Veterinary Medicine.
- To qualify for the award of both degrees, a candidate must successfully complete 288 credit points comprising:
 - 96 credit points from the Bachelor of Veterinary Biology unit of study Table for Years 1 and 2,
 - 48 credit points from the Doctor of Veterinary Medicine unit of study Table for Year 1 that contributes to Year 3 of the Bachelor of Veterinary Biology degree; students may exit at this point with a Bachelor of Veterinary Biology degree, and
 - 144 credit points from the Doctor of Veterinary Medicine unit of study Table for Years 2, 3 and 4.
- the prescribed extramural placements as outlined in the Doctor of Veterinary Medicine resolutions

5 Degree Type

The Doctor of Veterinary Medicine in these resolutions is an accredited professional doctorate degree, as defined by the Coursework Rule.

6 Progression rules

Progression to Year 3 of the course is based on successful completion of Year 1 and Year 2 of the course and academic merit in Year 1 and Year 2 of the course.

- All students who have successfully completed Year 1 and Year 2 with a Weighted Average Mark (WAM) of 65.0 or greater at the end of Year 2 will be eligible for progression to Year 3.
- Students who have successfully completed Year 1 and Year 2 with a Year 1 plus Year 2 WAM of less than 65.0 will not be eligible for entry into Year 3 of the course.
- Students who commenced after 1 January 2020 and who fail to achieve progression into Year 3 of the combined course will not continue in the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and can apply to enrol into the Bachelor of Science (no stream), or the Bachelor of Science/Bachelor of Advanced Studies (AVBS stream) with credit for the units of study completed.
- Students for the course may enrol in the units of study prescribed for Year 4 of candidature only after successful completion of Year 1, Year 2 and Year 3.
- Students for the course may enrol in the units of study prescribed for Year 5 of candidature only after successful completion of Year 1, Year 2, Year 3 and Year 4
- Students for the course may enrol in the units of study prescribed for Year 6 of candidature only after successful completion of Year 1, Year 2, Year 3, Year 4 and Year 5.

7 Requirements for the Honours degree

- Honours in the Bachelor of Veterinary Biology is available to meritorious candidates who complete an additional year of full-time study, after the successful completion of Year 3. Students must complete the requirements for the honours course full-time over two consecutive



Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

semesters. If the Faculty is satisfied that a student is unable to attempt the honours course on a full-time basis and if the Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

- (2) Admission to the honours programme requires a Year 2 plus Year 3 WAM of at least 65.0.
- (3) Students who qualify to undertake honours in the Bachelor of Veterinary Biology may elect to enrol in the honours programme:
 - (a) at any stage after successful completion of Year 3, with the permission of the Faculty, by:
 - (i) suspending candidature from the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine for one year;
 - (ii) transferring to the Bachelor of Veterinary Biology (Honours);
 - (iii) enrolling and completing the units of study for the Bachelor of Veterinary Biology Honours;
 - (iv) returning to complete the combined course; or
 - (b) by undertaking the honours course after completion of both courses in the combined course.

8 Award of the degree

- (1) The Bachelor of Veterinary Biology/Doctor of Veterinary Medicine is awarded as either Pass or Honours. The honours degree, Bachelor of Veterinary Biology Honours/Doctor of Veterinary Medicine, is awarded in classes ranging from First Class to Third Class.
- (2) The grade of honours and the honours mark are determined by performance in the honours course.
- (3) Honours is awarded according to the Coursework Policy 2014.

Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

9 Course transfer

- (1) A candidate may abandon the combined programme and elect to complete a Bachelor of Science (no stream), or the Bachelor of Science/Bachelor of Advanced Studies (AVBS stream) in accordance with the resolutions governing that degree. Candidates who discontinue after Year 3 without completing the combined course, but have satisfactorily completed 144 credit points including all requirements for Year 1, Year 2 and Year 3 may exit with the Bachelor of Veterinary Biology.
- (2) Completion of the Doctor of Veterinary Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that course.

10 Reassessment

Students enrolled in a postgraduate unit of study prescribed for Year 3, Year 4, Year 5 or Year 6 of candidature of the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, who fail one unit of study only within a semester may be offered the opportunity for re-assessment for the failed unit of study.

- (1) The scope of the re-assessment will encompass all topics and learning outcomes within the unit of study. The re-assessment type may differ from those used in the original delivery of the unit.
- (2) Re-assessment will only be offered to eligible students on the dates prescribed in the year schedule, and it is the student's responsibility to be available to attend at these times.
- (3) The maximum mark awarded for a unit of study in these circumstances will be Pass (50 - PS for units of study with Mark and Grade assessment type or SR for units of study with Grade only (Pass/Fail) assessment type).
- (4) Students who have been awarded an Absent Fail grade for a unit of study will not be eligible for re-assessment for that unit of study.

11 Credit for previous study

- (1) Credit may only be granted at the time the student is admitted into their candidature.
- (2) Credit may only be granted for units completed with a minimum credit grade (65) or equivalent and no more than five years prior to admission.
- (3) Credit may only be granted for units in Year 1 and Year 2 with the approval of the Associate Dean and in accordance with the University Coursework Policy 2014.

12 Transitional Provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January 2020¹ and students who commenced their candidature prior to 1 January 2020¹ who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020¹ may complete the requirements in accordance with the resolutions in force at the time of their commencement.



Submission To	Undergraduate Studies Committee
Date	2 June 2020
Item No	3.4

Non-Confidential

Author	Christine Lacey, Curriculum Team Leader, Faculty of Engineering
Reviewer/Approver	Teng Joon Lim, Associate Dean (Education), Faculty of Engineering
Paper title	Amendment to Bachelor of Advanced Computing to include an Honours Result shell unit
Purpose.	To amend the Bachelor of Advanced Computing to include an Honours Result shell unit

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board approve:

- 1. the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing; and*
- 2. the amendment to the table of Units of Study arising from these proposals, with effect from Semester 1, 2021.*

EXECUTIVE SUMMARY

The purpose of the proposal is to update the Bachelor of Advanced Computing unit of study table to include a 0 cp shell unit INFO4999 which will contain the overall Honours mark calculated as per the degree resolutions.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Bachelor of Advanced Computing

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Masahiro Takatsuka, Christine Lacey x40678

1. Name of award course:

Bachelor of Advanced Computing

2. Purpose of proposal

To update the Bachelor of Advanced Computing unit of study table to include a 0 cp shell unit INFO4999 which will contain the overall Honours mark calculated as per the degree resolutions.

3. Details of amendment

Appendix 1: Bachelor of Advanced Computing unit of study table

INFO4999 will be added as a corequisite for INFO4003.

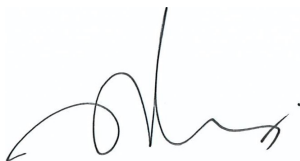
4. Transitional arrangements

It is requested that the unit be added to the existing BAdvComp diets so that current students who go on to do Honours may enrol in it. Students will receive communication about the change.

5. Other relevant information

Nil

6. Signature of Dean



Professor Teng Joon Lim
Associate Dean (Education)

Appendix 1

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
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

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

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. Students undertaking Honours must enrol in the 0 cp unit INFO4999 Computer Science Honours Result.

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 HSC Mathematics N MATH1004 or MATH1904	Semester 2
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) P INFO1103 OR INFO1903 OR INFO1113 N COMP2922	Semester 2
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 COMP2022	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	Semester 2

		STAT1021] N STAT2012 or STAT2912 or DATA2902	
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 N COMP2007 OR COMP2907 OR COMP3927	Semester 1
COMP3109 Programming	6	P COMP2017 AND COMP2022	Semester 2

Languages and Paradigms			
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
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.	Semester 1

		P DATA2001 OR DATA2901 OR ISYS2120 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	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) <u>AND INFO4999</u> <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
<u>INFO4999</u> <u>Computer Science</u> <u>Honours Result</u>	<u>0</u>	<u><i>Note: Department permission required for enrolment</i></u>	<u>Semester 1</u> <u>Semester 2</u>
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 OR INFO1905 (or equivalent UoS from different institutions).	Semester 1
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).	Semester 1 Semester 2

		<i>Note: Department permission required for enrolment in the following sessions: Semester 1</i>	
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 is expected to be taken after introductory courses in related units such as COMP5214 or COMP9103 Software Development in JAVA	Semester 1
COMP5415 Multimedia Design and Authoring	6	A It is assumed that students will have experience with software development as covered in SOFT2412	Semester 2

		or COMP9103 (or equivalent UoS from different institutions).	
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 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 Communications, ELEC3506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.	Semester 1
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



Submission To	Undergraduate Studies Committee
Date	2 June 2020
Item No	3.5

Non-Confidential

Author	Christine Lacey, Curriculum Team Leader, Faculty of Engineering
Reviewer/Approver	Teng Joon Lim, Associate Dean (Education), Faculty of Engineering
Paper title	Amendment to Bachelor of Advanced Computing Table A major in Computer Science
Purpose.	To amend the Table A Computer Science major to include an additional selective unit.

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board approve:

- 1. The proposal from the Faculty of Engineering to amend the Table A Computer Science major; and*
- 2. The amendment to the table of Units of Study arising from these proposals, with effect from Semester 1, 2021.*

EXECUTIVE SUMMARY

The purpose of the proposal is to add another 3000-level selective unit to the Computer Science major. COMP3109 Programming Languages and Paradigms builds on COMP2022/2922 Models of Computation and COMP2123/2923 Data Structures and Algorithms. The unit covers topics relevant to Computer Science which are not covered in other units of study.

The same change is also being made by the Faculty of Science for the Bachelor of Science and Table S version of the major.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Computer Science major

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Masahiro Takatsuka, Christine Lacey x40678

1. Name of award course:

Computer Science major, available within:
Bachelor of Advanced Computing

2. Purpose of proposal

The purpose of the proposal is to add another 3000-level selective unit to the major. COMP3109 Programming Languages and Paradigms builds on COMP2022/2922 Models of Computation and COMP2123/2923 Data Structures and Algorithms. The unit covers topics relevant to Computer Science which are not covered in other units of study.

The same change is also being made by the Faculty of Science for the Bachelor of Science and Table S version of the major.

3. Details of amendment

Appendix 1: Computer Science major handbook table (Bachelor of Advanced Computing)

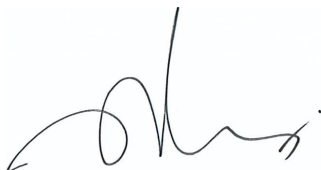
4. Transitional arrangements

New unit to be available in the major from 2021.

5. Other relevant information

Nil

6. Signature of Dean



Professor Teng Joon Lim
Associate Dean (Education)

Appendix 1 – Computer Science handbook table (Bachelor of Advanced Computing)

<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			
Computer Science major			
Achievement of a major in Computer Science requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 18 credit points of 2000-level core units			
(iii) 12 credit points of 3000-level core units			
(iv) 6 credit points of 3000-level (major only) selective units.			
Computer Science minor			
Achievement of a minor in Computer Science requires 36 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 18 credit points of 2000-level core units			
(iii) 6 credit points of 3000-level (minor only) selective 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	Semester 1 Semester 2

Appendix 2 – Computer Science handbook table (Bachelor of Advanced Computing)

		<i>Note: Department permission required for enrolment</i>	
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
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
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 COMP2022	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
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
3000-level 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

Appendix 2 – Computer Science handbook table (Bachelor of Advanced Computing)

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
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
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
Selective units (major only)			
<u>COMP3109 Programming Languages and Paradigms</u>	<u>6</u>	<u>P 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
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
Selective units (minor only)			

Appendix 2 – Computer Science handbook table (Bachelor of Advanced Computing)

<u>COMP3109 Programming Languages and Paradigms</u>	<u>6</u>	<u>P COMP2017 AND COMP2022</u>	<u>Semester 2</u>
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
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>	



THE UNIVERSITY OF
SYDNEY

Non-Confidential

Submission To	Undergraduate Studies Committee
Date	2 June 2020
Item No	3.6

Author	Christine Lacey, Curriculum Team Leader, Faculty of Engineering
Reviewer/Approver	Teng Joon Lim, Associate Dean (Education), Faculty of Engineering
Paper title	Amendment to Bachelor of Engineering Honours Civil Engineering stream
Purpose.	To amend the unit of study tables for the Bachelor of Engineering Honours Civil Engineering stream to replace a core unit of study.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board 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 table of Units of Study arising from these proposals, with effect from Semester 1, 2021.

EXECUTIVE SUMMARY

Academic Board recently approved a restructure of the Bachelor of Engineering Honours, including the replacement of Integrated Engineering units with new Project units. As a result of this restructure, one unit in the Civil Engineering stream, CIVL2110 Materials, will be modified to become a 1000-level unit, CIVL1110 Materials, in order that students will be able to take a full load of 1000-level units in their first year of study.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Bachelor of Engineering Honours Single and Combined Degrees Civil Engineering Stream
Attachment 2: Unit of study tables

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Peter Cafe, Christine Lacey x40678

1. Name of award course:

Bachelor of Engineering Honours Single and Combined Degrees – Civil Engineering Stream

2. Purpose of proposal

Academic Board recently approved a restructure of the Bachelor of Engineering Honours, including the replacement of Integrated Engineering units with new Project units. As a result of this restructure, one unit in the Civil Engineering stream, CIVL2110 Materials, will be modified to become a 1000-level unit, CIVL1110 Materials, in order that students will be able to take a full load of 1000-level units in their first year of study.

3. Details of amendment

Appendix 1: Civil Engineering single and combined unit of study tables

4. Transitional arrangements

CIVL2110 to be offered for the final time in 2021 for students who commenced in 2020.
CIVL1110 to be offered from 2021 for students who commence in that year.

5. Other relevant information

Nil

6. Signature of Dean



Professor T. J. Lim
Associate Dean (Education)

BACHELOR OF ENGINEERING HONOURS (CIVIL)

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Civil Engineering Stream			
Completion of a stream is a requirement of the Bachelor of Engineering Honours.			
Students complete 192 credit points comprising:			
(a) 18 credit points from the Engineering Foundations Table			
(b) 30 credit points from the Engineering Projects (Single) Table			
(c) 138 credit points of Civil Stream (Single) Table units			
(d) 6 credit points of elective from Table S or any unit offered by the Faculty of Engineering			
(e) The requirements of the Professional Engagement Program			
Civil Stream (Single) Table			
Students complete 138 credit points of the following units of study.			
Students must complete 96 credit points from the following:			
CIVL1802 Statics	6	A HSC Mathematics Extension 1 N ENGG1802 OR AMME1802	Intensive January Semester 2 <u>Semester 1</u>
CIVL1810 Engineering Construction and Surveying	6	A CIVL1900. Some statistical awareness is an advantage and co-enrolment in MATH1005 Statistics is advised. HSC Mathematics Extension 1 or completion of (MATH1001 or MATH1021) and MATH1002 are sufficient for non-statistical maths preparation N CIVL2810	Semester 2
GEOL1501 Engineering Geology 1	6	N GEOL1002, GEOL1902, GEOS1003, GEOS1903	Semester 2
CIVL2110 Materials	6	A ENGG1802 or CIVL1802 N AMME1362	Semester 1
<u>CIVL1110 Materials</u>	<u>6</u>	<u>A ENGG1802 or CIVL1802 N AMME1362 or CIVL2110</u>	<u>Semester 2</u>
CIVL2201 Structural Mechanics	6	A From (CIVL1802 or AMME1802): students should be competent in the following areas. 1. The concept of force and momentum equilibrium in two and three dimensions. 2. Drawing free body diagrams. 3. Establishing and solving the	Semester 1

		<p>equations of equilibrium from the FBD. 4. Setting out solutions logically, clearly and neatly. Students should be competent in certain mathematical skills. 1. Solving algebraic equations. 2. Differentiation and integration (including double integrals). 3. Drawing graphs of polynomials (especially) and other mathematical function. 4. Trigonometry.</p> <p>P CIVL1802 OR AMME1802 N AMME2301</p>	
CIVL2700 Transport Systems	6	<p>A (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) AND MATH1005 AND ENGG1801. Basic statistics through regression analysis, differential and integral calculus, computer programming.</p>	Semester 1
MATH2061 Linear Mathematics and Vector Calculus	6	<p>P (MATH1X21 or MATH1011 or MATH1931 or MATH1X01 or MATH1906) and (MATH1014 or MATH1X02) and (MATH1X23 or MATH1933 or MATH1X03 or MATH1907) N MATH2961 or MATH2067 or MATH2021 or MATH2921 or MATH2022 or MATH2922</p> <p><i>This unit of study is only available to Faculty of Engineering and Information Technologies students.</i></p>	Intensive January Semester 1
CIVL2010 Environmental Engineering	6	<p>A MATH1023 AND ENGG1801. Strong calculus knowledge from 1000 level MATH, as well as the ability to program in MATLAB. Basic understanding of structural mechanics (CIVL2201) is also an advantage. N CIVL3010</p>	Semester 2
CIVL2410 Soil Mechanics	6	<p>A CIVL2201 AND GEOL1501 AND (CIVL1802 or ENGG1802). An understanding of simple statics, equilibrium, forces and bending moments, and of stress and strain and the relationship between them. This is covered by University of Sydney courses CIVL1802 Statics (or ENGG1802 Engineering Mechanics), CIVL2201 Structural Mechanics. Familiarity with the use of spreadsheets (Excel, Mathcad) to obtain solutions to engineering problems, and with the graphical presentation of this data. Familiarity with word processing packages for report presentation. Familiarity with partial differential equations, and their analytical and numerical solution.</p>	Semester 2
CIVL2611 Introductory Fluid Mechanics	6	<p>A CIVL2201 AND (CIVL1802 or ENGG1802) AND (MATH1001 OR MATH1021). Students are expected to have a strong understanding of fundamental physics, statics, equilibrium, forces, and dimensional analysis. Familiarity with simple</p>	Semester 2

		calculus, partial differential equations, and the analytical and numerical solutions.	
CIVL2812 Project Appraisal	6	A MATH1005 N ENGG2850 OR CIVL3812	Semester 2
CIVL3205 Concrete Structures 1	6	A CIVL2110 AND CIVL2201 AND (CIVL2230 OR CIVL1900). Basic concepts of solid mechanics and structural mechanics, including: compatibility of strains; stress-strain relationships; equilibrium; flexure, shear and torsion; statically determinate load effects (reactions, bending moments, shear forces); elastic beam theory (strains, stresses and beam deflections).	Semester 1
CIVL3206 Steel Structures 1	6	A CIVL2110 AND CIVL2201 AND (CIVL2230 or CIVL1900) <i>It is assumed that students are competent in the following areas: the methods of load transfer in structures - tension, compression, bending, shear, torsion, and bearing; an appreciation of stress and strain, and being able to determine stresses and strains in simple sections under axial force, bending moments, shear and torsion; calculating and understanding the physical significance of geometric section properties - centroid, I_x, I_y, Z_x, Z_y, S_x, S_y, r_x, r_y, J, A_g; knowledge of the basic elastic-plastic material properties of steel, E, G, f_y, f_u; and knowledge of loading of structures. A special "assumed knowledge" lecture will be given in Week 1 to refresh the knowledge of students.</i>	Semester 2
CIVL3612 Fluid Mechanics	6	A CIVL2611	Semester 1
CIVL3811 Engineering Design and Construction	6	P CIVL1810 or CIVL2810 N CIVL4811	Semester 2
CIVL4903 Civil Engineering Design	6	A CIVL2410 AND CIVL3612 AND (CIVL4811 OR CIVL3811) P (CIVL3205 and CIVL3206) OR CIVL4811	Semester 1
Students must complete 30 credit points from the following:			
CIVL3805 Project Scope, Time and Cost Management	6	A CIVL2810 or CIVL1810 N ENGG1865 OR QBUS2350	Semester 1
CIVL3704 Transport Informatics	6	A MATH1005 AND CIVL2700. Understanding of statistical inference. Familiarity with the urban transport network and basic concepts in	Semester 1

		transport studies. N ENGG2851	
CIVL3310 Humanitarian Engineering	6		Semester 1
CIVL4815 Project Formulation	6	P CIVL3805 AND (CIVL3812 OR CIVL2812)	Semester 1
CIVL5266 Steel Structures - Stability	6	A There are no prerequisites for this unit of study but it is assumed that students are competent in the content covered in Structural Mechanics, Steel Structures, and Structural Analysis.	Semester 1
CIVL5458 Numerical Methods in Civil Engineering	6		Semester 1
CIVL5668 Fundamentals of Wind Engineering for Design	6		Semester 1
CIVL5670 Reservoir, Stream and Coastal Engineering	6	A (CIVL3612 OR CIVL9612) AND MATH2061	Semester 1
CIVL5999 Advanced Research and Analysis	6	A (CIVL2201 OR CIVL9201) AND (CIVL2611 OR CIVL9611) AND (CIVL2410 OR CIVL9410)	Semester 1
CIVL5702 Traffic Engineering	6	A (CIVL2700 OR CIVL9700) AND (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) AND MATH1005 AND ENGG1801. Basic statistics through regression analysis, differential and integral calculus, computer programming.	Semester 1
CIVL5703 Transport Policy, Planning and Deployment	6	A CIVL2700 N CIVL3703 OR CIVL9703	Semester 1
CIVL5452 Foundation Engineering	6	A [CIVL2410 OR CIVL9410] AND [CIVL3411 OR CIVL9411]. Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity) N CIVL6452	Semester 1
CIVL5460 Particle Mechanics for Geotechnics	6		Semester 1

CIVL3235 Structural Analysis	6	A CIVL2110 AND (CIVL2230 or CIVL1900) AND MATH2061	Semester 2
CIVL3411 Geotechnical Engineering	6	A CIVL2410	Semester 2
CIVL4813 Contracts Formulation and Management	6	A CIVL3805. Students are expected to have grasped the concepts of basic legal and management principles and the understanding of construction and engineering terminologies. As there are no any prerequisite courses for this UoS, without prior knowledge student can perform exceptionally well with regular attendance and participation in course activities. N CIVL3813 OR ENGG3854	Semester 2
CIVL4814 Project Procurement and Tendering	6	A CIVL3805	Semester 2
CIVL4810 Mgmt of People, Quality and Risk in PE	6	A CIVL3805. Students are expected to have understood and applied basic tools for project scope, cost and time management for projects as taught in (CIVL3805) or equivalent courses. N ENGG3853	Semester 2
CIVL5269 Advanced Concrete Structures	6	P CIVL3205 OR CIVL9205	Semester 2
CIVL5453 Geotechnical Hazards	6	A (CIVL2410 AND CIVL3411) OR (CIVL9410 AND CIVL9411). Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity).	Semester 2
CIVL5351 Geoenvironmental Engineering	6		Semester 2
CIVL5320 Engineering for Sustainable Development	6	P CIVL3310 OR CIVL9310	Semester 2
CIVL5277 Structural Rehabilitation and Timber Design	6	A (CIVL2201 AND CIVL3205 AND CIVL3206) OR (CIVL9201 AND CIVL9205 AND CIVL9206)	Semester 2
CIVL5701 Transport Networks	6	A CIVL2700 OR CIVL9700	Semester 2
CIVL5704 Transport Analytics	6	A CIVL3704 OR CIVL9704	Semester 2

CIVL5330 Global Engineering Field Work	6	<i>Note: Department permission required for enrolment</i>	Intensive December Intensive July
CIVL5276 Bridge Engineering	6	A (CIVL2201 AND CIVL3205 AND CIVL3206) OR (CIVL9201 AND CIVL9205 AND CIVL9206). Students who have not completed Concrete Structures (CIVL3205 or CIVL9205) will be very disadvantaged and should not attempt this unit.	Semester 2 (new for 2021)
CIVL3511 Basics of Integrated Building Engineering	6		Semester 1 (new for 2021)
CIVL5531 Advanced Integrated Building Engineering	6		Semester 1 (new for 2022)
CIVL5533 Energy-efficient Building Systems	6		Semester 2 (new for 2021)
CIVL5535 Building Envelope and Adaptive Engineering	6		Semester 2 (new for 2022)
Students must complete 12 credit points from the following:			
Any 3000- or higher level units of study offered by the Faculty of Engineering which are available to undergraduate students.			

Civil Stream (Combined) Table

Students complete 102 credit points of the following units of study.

Students must complete 96 credit points from the following:

CIVL1802 Statics	6	A HSC Mathematics Extension 1 N ENGG1802 OR AMME1802	Intensive January Semester 2 <u>Semester 1</u>
CIVL1810 Engineering Construction and Surveying	6	A CIVL1900. Some statistical awareness is an advantage and co-enrolment in MATH1005 Statistics is advised. HSC Mathematics Extension 1 or completion of (MATH1001 or MATH1021) and MATH1002 are sufficient for non-statistical maths preparation N CIVL2810	Semester 2
GEOL1501 Engineering Geology 1	6	N GEOL1002, GEOL1902, GEOS1003, GEOS1903	Semester 2
CIVL2110 Materials	6	A ENGG1802 or CIVL1802 N AMME1362	Semester 1
<u>CIVL1110 Materials</u>	<u>6</u>	<u>A ENGG1802 or CIVL1802 N AMME1362 or CIVL2110</u>	<u>Semester 2</u>
CIVL2201 Structural Mechanics	6	A From (CIVL1802 or AMME1802): students should be competent in the following areas. 1. The concept of force and momentum equilibrium in two and three dimensions. 2. Drawing free body diagrams. 3. Establishing and solving the equations of equilibrium from the FBD. 4. Setting out solutions logically, clearly and neatly. Students should be competent in certain mathematical skills. 1. Solving algebraic equations. 2. Differentiation and integration (including double integrals). 3. Drawing graphs of polynomials (especially) and other mathematical function. 4. Trigonometry. P CIVL1802 OR AMME1802 N AMME2301	Semester 1
CIVL2700 Transport Systems	6	A (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) AND MATH1005 AND ENGG1801. Basic statistics through regression analysis, differential and integral calculus, computer programming.	Semester 1
MATH2061 Linear Mathematics and Vector Calculus	6	P (MATH1X21 or MATH1011 or MATH1931 or MATH1X01 or MATH1906) and (MATH1014 or MATH1X02) and (MATH1X23 or MATH1933 or MATH1X03 or MATH1907) N MATH2961 or MATH2067 or MATH2021 or MATH2921 or MATH2022 or MATH2922	Intensive January Semester 1

		<i>This unit of study is only available to Faculty of Engineering and Information Technologies students.</i>	
CIVL2010 Environmental Engineering	6	A MATH1023 AND ENGG1801. Strong calculus knowledge from 1000 level MATH, as well as the ability to program in MATLAB. Basic understanding of structural mechanics (CIVL2201) is also an advantage. N CIVL3010	Semester 2
CIVL2410 Soil Mechanics	6	A CIVL2201 AND GEOL1501 AND (CIVL1802 or ENGG1802). An understanding of simple statics, equilibrium, forces and bending moments, and of stress and strain and the relationship between them. This is covered by University of Sydney courses CIVL1802 Statics (or ENGG1802 Engineering Mechanics), CIVL2201 Structural Mechanics. Familiarity with the use of spreadsheets (Excel, Mathcad) to obtain solutions to engineering problems, and with the graphical presentation of this data. Familiarity with word processing packages for report presentation. Familiarity with partial differential equations, and their analytical and numerical solution.	Semester 2
CIVL2611 Introductory Fluid Mechanics	6	A CIVL2201 AND (CIVL1802 or ENGG1802) AND (MATH1001 OR MATH1021). Students are expected to have a strong understanding of fundamental physics, statics, equilibrium, forces, and dimensional analysis. Familiarity with simple calculus, partial differential equations, and the analytical and numerical solutions.	Semester 2
CIVL2812 Project Appraisal	6	A MATH1005 N ENGG2850 OR CIVL3812	Semester 2
CIVL3205 Concrete Structures 1	6	A CIVL2110 AND CIVL2201 AND (CIVL2230 OR CIVL1900). Basic concepts of solid mechanics and structural mechanics, including: compatibility of strains; stress-strain relationships; equilibrium; flexure, shear and torsion; statically determinate load effects (reactions, bending moments, shear forces); elastic beam theory (strains, stresses and beam deflections).	Semester 1
CIVL3206 Steel Structures 1	6	A CIVL2110 AND CIVL2201 AND (CIVL2230 or CIVL1900) <i>It is assumed that students are competent in the following areas: the methods of load transfer in structures - tension, compression, bending, shear, torsion, and bearing; an appreciation of stress and strain, and being able to determine stresses and strains in simple sections under axial force, bending moments, shear and torsion; calculating and understanding the physical significance of geometric section properties - centroid, I_x, I_y, Z_x, Z_y, S_x, S_y, r_x, r_y, J, A_g; knowledge of the basic elastic-plastic material properties of steel, E, G, f_y, f_u; and knowledge of</i>	Semester 2

		<i>loading of structures. A special "assumed knowledge" lecture will be given in Week 1 to refresh the knowledge of students.</i>	
CIVL3612 Fluid Mechanics	6	A CIVL2611	Semester 1
CIVL3811 Engineering Design and Construction	6	P CIVL1810 or CIVL2810 N CIVL4811	Semester 2
CIVL4903 Civil Engineering Design	6	A CIVL2410 AND CIVL3612 AND (CIVL4811 OR CIVL3811) P (CIVL3205 and CIVL3206) OR CIVL4811	Semester 1

Students must complete 6 credit points from the following:

CIVL3805 Project Scope, Time and Cost Management	6	A CIVL2810 or CIVL1810 N ENGG1865 OR QBUS2350	Semester 1
CIVL3704 Transport Informatics	6	A MATH1005 AND CIVL2700. Understanding of statistical inference. Familiarity with the urban transport network and basic concepts in transport studies. N ENGG2851	Semester 1
CIVL3310 Humanitarian Engineering	6		Semester 1
CIVL4815 Project Formulation	6	P CIVL3805 AND (CIVL3812 OR CIVL2812)	Semester 1
CIVL5266 Steel Structures - Stability	6	A There are no prerequisites for this unit of study but it is assumed that students are competent in the content covered in Structural Mechanics, Steel Structures, and Structural Analysis.	Semester 1
CIVL5458 Numerical Methods in Civil Engineering	6		Semester 1
CIVL5668 Fundamentals of Wind Engineering for Design	6		Semester 1
CIVL5670 Reservoir, Stream and Coastal Engineering	6	A (CIVL3612 OR CIVL9612) AND MATH2061	Semester 1
CIVL5999 Advanced Research and Analysis	6	A (CIVL2201 OR CIVL9201) AND (CIVL2611 OR CIVL9611) AND (CIVL2410 OR CIVL9410)	Semester 1

CIVL5702 Traffic Engineering	6	A (CIVL2700 OR CIVL9700) AND (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) AND MATH1005 AND ENGG1801. Basic statistics through regression analysis, differential and integral calculus, computer programming.	Semester 1
CIVL5703 Transport Policy, Planning and Deployment	6	A CIVL2700 N CIVL3703 OR CIVL9703	Semester 1
CIVL5452 Foundation Engineering	6	A [CIVL2410 OR CIVL9410] AND [CIVL3411 OR CIVL9411]. Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity) N CIVL6452	Semester 1
CIVL5460 Particle Mechanics for Geotechnics	6		Semester 1
CIVL3235 Structural Analysis	6	A CIVL2110 AND (CIVL2230 or CIVL1900) AND MATH2061	Semester 2
CIVL3411 Geotechnical Engineering	6	A CIVL2410	Semester 2
CIVL4813 Contracts Formulation and Management	6	A CIVL3805. Students are expected to have grasped the concepts of basic legal and management principles and the understanding of construction and engineering terminologies. As there are no any prerequisite courses for this UoS, without prior knowledge student can perform exceptionally well with regular attendance and participation in course activities. N CIVL3813 OR ENGG3854	Semester 2
CIVL4814 Project Procurement and Tendering	6	A CIVL3805	Semester 2
CIVL4810 Mgmt of People, Quality and Risk in PE	6	A CIVL3805. Students are expected to have understood and applied basic tools for project scope, cost and time management for projects as taught in (CIVL3805) or equivalent courses. N ENGG3853	Semester 2
CIVL5269 Advanced Concrete Structures	6	P CIVL3205 OR CIVL9205	Semester 2
CIVL5453 Geotechnical Hazards	6	A (CIVL2410 AND CIVL3411) OR (CIVL9410 AND CIVL9411). Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability	Semester 2

		analyses; slope stability; retaining walls; foundation capacity).	
CIVL5351 Geoenvironmental Engineering	6		Semester 2
CIVL5320 Engineering for Sustainable Development	6	P CIVL3310 OR CIVL9310	Semester 2
CIVL5277 Structural Rehabilitation and Timber Design	6	A (CIVL2201 AND CIVL3205 AND CIVL3206) OR (CIVL9201 AND CIVL9205 AND CIVL9206)	Semester 2
CIVL5701 Transport Networks	6	A CIVL2700 OR CIVL9700	Semester 2
CIVL5704 Transport Analytics	6	A CIVL3704 OR CIVL9704	Semester 2
CIVL5330 Global Engineering Field Work	6	<i>Note: Department permission required for enrolment</i>	Intensive December Intensive July
CIVL5276 Bridge Engineering	6	A (CIVL2201 AND CIVL3205 AND CIVL3206) OR (CIVL9201 AND CIVL9205 AND CIVL9206). Students who have not completed Concrete Structures (CIVL3205 or CIVL9205) will be very disadvantaged and should not attempt this unit.	Semester 2 (new for 2021)
CIVL3511 Basics of Integrated Building Engineering	6		Semester 1 (new for 2021)
CIVL5531 Advanced Integrated Building Engineering	6		Semester 1 (new for 2022)
CIVL5533 Energy-efficient Building Systems	6		Semester 2 (new for 2021)
CIVL5535 Building Envelope and Adaptive Engineering	6		Semester 2 (new for 2022)



THE UNIVERSITY OF
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Submission To	Undergraduate Studies Committee
Date	2 June 2020
Item No	3.7

Author	Christine Lacey, Curriculum Team Leader, Faculty of Engineering
Reviewer/Approver	Teng Joon Lim, Associate Dean (Education), Faculty of Engineering
Paper title	Amendment to Bachelor of Project Management Table A Built Environment major
Purpose.	To amend the unit of study tables for the Bachelor of Project Management Table A Built Environment major to replace a core unit of study.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board approve the proposal from the Faculty of Engineering to amend the Bachelor of Project Management Table A Built Environment major; and the subsequent amendment to the table of Units of Study arising from these proposals, with effect from Semester 1, 2021.

EXECUTIVE SUMMARY

Built Environment is a Table A major in the Bachelor of Project Management, which incorporates units of study offered by UADP. The unit BADP3003 City Design and Urban Ecology has been re-coded as BADP2005 and it is proposed to replace BADP3003 with BADP2005 in the unit of study table.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Bachelor of Project Management Table A Built Environment major
Attachment 2: Unit of study tables

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Kenneth Chung, Christine Lacey x40678

1. Name of award course:

Bachelor of Project Management – Built Environment Table A major

2. Purpose of proposal

Built Environment is a Table A major in the Bachelor of Project Management, which incorporates units of study offered by UADP. The unit BADP3003 City Design and Urban Ecology has been re-coded as BADP2005 and it is proposed to replace BADP3003 with BADP2005 in the unit of study table.

3. Details of amendment

Appendix 1: Built Environment major unit of study tables

4. Transitional arrangements

BADP2005 to be added to the existing version of the major so that current students can take the required unit.

5. Other relevant information

Nil

6. Signature of Dean



Professor T. J. Lim
Associate Dean (Education)

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Built Environment Major			
A major in Built Environment 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) 12 credit points of 3000-level core units			
(iv) 12 credit points of 3000-level project units			
Units of Study			
1000-level units of study			
Core units			
DAAE1001 Living Cities	6	A DECO1006 and DECO1012 and BDES1011 and AWSS1001	Semester 2
BAEN1001 Design in Architecture	6		Semester 2
2000-level units of study			
Core units			
BADP2002 City Form and Development	6	P DAAE1001 or (DAAE2002 and ENGG1850)	Semester 1
BADP3003 City Design and Urban Ecology	6	-	Semester 2
BADP3003 will be recoded to 2000-level from 2020.			
<u>BADP2005 City Design and Urban Ecology</u>	<u>6</u>	<u>P 12 credit points of 1000-level units including DAAE1001</u>	<u>Semester 2</u>
3000-level units of study			

Core units			
DESA3011 Introduction to Building Construction	6		Semester 2
BADP3002 Property and the Built Environment	6	P DAAE1001 and BADP2002 C BAEN3002	Semester 2
Project units			
PMGT3850 Project Management Capstone Project A	6	P [24 cp of 2000 or 3000 level units of study] <i>It is expected that the project 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 the course coordinator and School's Director of Learning and Teaching and will only be allowed where there are good reasons for doing so. Students considering this option should discuss it with the the course coordinator at least one semester before they intend to start.</i>	Semester 1
PMGT3851 Project Management Capstone Project B	6	P [30 cp of 2000 or 3000 level units of study] AND PMGT3850	Semester 2



Submission To	Academic Board
Date	21 July 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 2 June 2020 and:</p> <ol style="list-style-type: none"> 1. approve the proposal from the HDR Scholarships Subcommittee to amend the Terms of Reference of the HDR Scholarships Subcommittee; 2. approve the recommendations of the HDR Scholarships Subcommittee and the Scholarships Office with respect to Grants in Aid to: <ol style="list-style-type: none"> 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. 3. 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; 4. 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; 5. 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; 6. approve the proposal from the Faculty of Engineering to amend the Master of Professional Engineering, and the subsequent amendment to the unit of study tables arising from these proposals, with effect from Semester 1, 2021; 7. 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; and 8. 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.
Proposal Presenter	Associate Professor Michael Kertesz (Chair, Graduate Studies Committee)
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin: 0 10px;">AB GSC</div> <div style="margin: 0 10px;">→</div> <div style="background-color: #f08080; border: 1px solid black; padding: 5px; margin: 0 10px;">AB</div> </div>

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Submission To	Academic Board
Date	21 July 2020
Item No	9

EXECUTIVE SUMMARY

This report summarises the business of the meeting of the Graduate Studies Committee on 2 June 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
- Grants in Aid recommendations

Faculty of Arts and Social Sciences

- Executive Master of Arts and Social Sciences, suspension of admission
- Executive Master of Public Administration, amendment to unit of study tables
- Master of Education (Educational Management and Leadership), restructure of core
- Master of Arts (Research); Master of Education (Research); and Master of Philosophy (Arts and Social Sciences), thesis examination update

Faculty of Engineering

- Master of Professional Engineering, introduction of core unit

Faculty of Science

- Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, admission and credit amendments
- Master of Sustainability; Graduate Diploma in Sustainability; and Graduate Certificate in Sustainability, amendment of elective list

ITEMS FOR NOTING

The Graduate Studies Committee also noted:

- the report of the Chair;
- the report of the Academic Board; and
- the report of the HDR Scholarships Subcommittee

FURTHER INFORMATION

Full agenda papers are available from the Graduate Studies Committee [website](#).

Approver and Proposal Sponsor	Associate Professor Michael Kertesz (Chair, Graduate Studies Committee)
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ATTACHMENTS

- 9.1** **HDRSSC**: HDRSSC Terms of Reference
- 9.2** **HDRSSC**: Scholarships Office Grants in Aid Recommendations
- 9.3** **FASS**: Executive Master of Arts and Social Sciences, suspension of admission
- 9.4** **FASS**: Executive Master of Public Administration, amendment to unit of study tables
- 9.5** **FASS**: Master of Arts (Research); Master of Education (Research); and Master of Philosophy (Arts and Social Sciences), thesis examination update
- 9.6** **FE**: Master of Professional Engineering, introduction of core unit
- 9.7** **SCI**: Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, admission and credit amendments
- 9.8** **SCI**: Master of Sustainability; Graduate Diploma in Sustainability; and Graduate Certificate in Sustainability, amendment of elective list



Submission To	Graduate Studies Committee
Date	2 June 2020
Item No	2.3

Confidential

Proposal Title	Report from the HDR Scholarships Subcommittee
Recommendation	<p><i>That the Graduate Studies Committee:</i></p> <ol style="list-style-type: none"> <i>1. note the report of the Higher Degree by Research Scholarships Subcommittee (HDRSSC) for the meeting held on 3 April 2020 and 1 May 2020.</i> <i>2. recommend that the Academic Board approve the amended Terms of Reference of the HDR Scholarships Subcommittee.</i> <i>3. recommend that the Academic Board approve the recommendations of the Scholarships Office with respect to Grants in Aid to:</i> <ol style="list-style-type: none"> <i>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;</i> <i>b) update the current terms and conditions to correctly reflect the trust conditions and donors' wishes;</i> <i>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;</i> <i>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</i> <i>e) update Terms and Conditions to the new template format.</i>
Proposed Presenter	Professor Shae McCrystal Chair of HDR Scholarships Subcommittee
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 0 10px;">HDR Scholarships Subcommittee</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 0 10px;">Graduate Studies Committee</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 0 10px;">Academic Board</div> </div>

REPORT OF THE HDR SCHOLARSHIPS SUBCOMMITTEE – 3 APRIL 2020

April Award Round: Determination of the award of RTPS Domestic and RTPS International

The HDRSSC resolved to Award the following RTP Scholarships in the April round:

- 23 RTP Domestic Scholarships;
- 1 AE & FAQ Stephens Scholarship;
- 4 RTP International Scholarships.

Single merit list and supporting statements for categories 2b, 4 and 5 and anomalous cases

The HDRSSC resolved to support one Category 5 applicant for RTP scholarship and resolved to not support an application under the anomalous category.

Terms of Reference for the HDR Scholarships Subcommittee

The HDRSSC resolved to recommend that the Graduate Studies Committee recommend that the Academic Board approve the amended Terms of Reference for the HDR Scholarships Subcommittee.



Submission To	Graduate Studies Committee
Date	2 June 2020
Item No	2.3

Confidential

REPORT OF THE HDR SCHOLARSHIPS SUBCOMMITTEE – 1 MAY 2020

May Award Round: Determination of the award of RTPS Domestic and RTPS International

The HDRSSC did not Award RTP International Scholarships in the May round following advice from the Scholarships Office.

The HDRSSC approved 30 RTP Domestic Scholarships in the May round, however following advice from the Scholarships Office; allocation of these scholarships was suspended pending further notice.

Travelling Scholarships Award 2020

The HDRSSC approved the award of 26 Travelling Scholarship in the May award round.

Grants in Aid review report

Following a review of the Grants in Aid scheme by the Scholarships Office the HDRSSC resolved to endorse the recommendations of the Scholarships Office to;

- increased 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;
- update the current terms and conditions to correctly reflect the trust conditions and donors' wishes;
- 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;
- 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 attached; and
- update the Terms & Conditions to the new template format.

The HDR Scholarships Subcommittee also:

- noted that the AE & FAQ Stephens Scholarship awarded at the April award round was declined by the student;
- noted that the first meeting of the Working Group for the Implementation of the New Ranking Model was conducted on Monday 29 April. The goal is to merge the awarding of scholarships and admissions process so they occur simultaneously. It was agreed that there would be four award rounds per year - two domestic rounds and two international rounds. The dates for the rounds will be determined and further discussed at the next meeting of the Working Group scheduled for June.

Approver	Professor Shae McCrystal, Chair, HDR Scholarships Subcommittee
Committee	HDR Scholarships Subcommittee

ATTACHMENTS

Attachment 1: Report on the review of the Grants in Aid Scholarship Scheme

Attachment 2: HDRSSC Terms of Reference



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 – Academic Functions) Rule 2016 .
TERMS OF REFERENCE	<p>The purpose of HDR Scholarships Subcommittee is:</p> <ol style="list-style-type: none"> 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). On behalf of the Academic Board, to determine University nominations for postgraduate scholarships required by external organisations. To oversee and monitor the effective implementation of policy and good practice relating to the award of University-wide postgraduate scholarships. To exercise all reasonable means to provide and receive advice from the University Executive and its relevant subcommittees. To provide regular reports on its activities under its terms of reference to the Graduate Studies Committee. 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.

HDR Scholarships Subcommittee Terms of Reference

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.
SECRETARIAT	University Secretariat
MEETINGS	The Committee shall meet monthly.
REPORTING	The HDR Scholarships Subcommittee reports to the Graduate Studies Committee.
MINUTES	Resolutions and Actions. Available on SharePoint: [link]



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Submission To	HDRSSC
Date	1 May 2020
Item No	3.3

Author	Charu Malhotra, Team Leader, Scholarships Office
Reviewer/Approver	Shae McCrystal, Chair of HDR Scholarships Sub-committee
Paper title	Review / Repurpose Grants in Aid Scholarship
Purpose	The objective of this report is to conduct a review of the current Grants in Aid Scholarship terms and conditions against the Trust Conditions and the donor wishes in order to incorporate feedback provided by the committee last year as well as to explore possible options of re purposing the scholarships for possible purposes other than for travel this year.

RECOMMENDATION

The Scholarships Office recommends that the HDRSSC endorse the below options.

General Recommendations

1a) The value limit be increased from up to \$2500 to \$5000 as well as the value allocated to each recipient is based on the budget requirement and overall financial need instead of using standard/fixed value for the three categories of applicants (i.e. A= \$2500, B1=\$2000 and B2=\$1500)

This will ensure that the recipients are awarded a value which is proportional to the requirement of their research purpose as well as their current financial situation/need.

2a) The current Terms and Conditions adopted by the Academic Board should be updated in line with the Trust Conditions and Donor wishes.

This will ensure that the Terms & Conditions are compliant as while undertaking this review gaps were identified in few of the scholarships Terms and conditions.

3a) A mandatory requirement be added under "ongoing eligibility section" where scholarship recipients will be required to retain the evidence of travel for a minimum of 12 months from the time, they are awarded the scholarship.

This will ensure that the scholarship recipients are utilizing the scholarship money to undertake travel as in the current terms and conditions there is no provision of student's providing an evidence of travel being undertaken upon the award and payment of the scholarship.

4a) For 5 scholarships the clause "currently enrolled students and graduates of University of Sydney" is added to the Eligibility criteria to include our currently enrolled students in the eligible cohort. Please refer to Column G of the Attachment 1.

This will ensure that more opportunity is provided to the current HDR students along with the graduates.

5a) Terms & Conditions be updated into the new template. The current scholarship Terms and Conditions template that was adopted by the Academic Board is an old template with no clear distinction between various sections such as eligibility, selection, value, ongoing eligibility, termination etc.

This will ensure that Grants in Aid scholarships (like all other scholarships) are in a clearer and compliant form.

The Scholarships Office asks the HDRSSC to decide to adopt one of the following options.

COVID 19 related Recommendations only for 2020

1b) The condition around recipients undertaking travel by December 2020 should be relaxed and extended until June 2021.

This will ensure that the recipients are provided the flexibility to undertake travel in 2021 as the current COVID 19 situation and University travel ban restricts them from travelling.



THE UNIVERSITY OF
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Submission To	HDRSSC
Date	1 May 2020
Item No	3.3

OR

2b) The Grants in Aid scholarship be re purposed for uses other than travel where permitted by the Trust Conditions and donor wishes. This can include but not limited to primary and supplementary scholarship stipend, support with publishing papers, career development fund, purchase of equipment's etc.

This will ensure the successful and alternate use of the funding available for 2020 keeping in mind the travel restrictions.

BACKGROUND / CONTEXT

The review of the Grants in Aid Scholarship was undertaken to incorporate the feedback provided by the HDRSSC last year, to identify the gaps in existing Terms and Conditions as well as to ensure adaptability and flexibility in response to the current COVID 19 situation.

The committee provided feedback around ranking principle and value allocated to each applicant where the individual needs of each applicant was not taken into consideration while allocating them a certain value. Also, the committee was restricted by the maximum value limit which was pointed out as too low. The gap in Terms and Conditions surfaced based on a Donor's question regarding a selected recipient who was awarded in 2017 as well as my observation from previous year. The current COVID 19 situation restricts travel and hence the possibility of not using the funding allocation for 2020 at all in absence of a changed and flexible strategy/plan.

ANALYSIS

Through the review of the Grants in Aid scholarship Terms and Conditions against the Trust Conditions and donor wishes the following were identified-

- There were certain gaps identified between the current Terms and Conditions and the Trust Conditions and donor wishes. These gaps and the subsequent addition of clauses to fill these gaps is highlighted in Column E and F of the **Attachment 1**.
- The Trust Conditions and Donor wishes for 12 out of the 17 scholarships are generic. What this means is that these gifts/donations have the condition that these should be utilized for the purpose of funding a scholarship and are not just restricted to the purpose of travel. Subject to approval from the Trust Office, these can be re purposed for other uses other than travel which will fit well with the needs of the current time. Please refer to **Attachment 2**.

CONSULTATION

This report was developed with the assistance of:

1. Devika Rama, Administrative Officer, Scholarships Office.
2. Paulina Garcia, Senior Administrative Officer, Scholarships Office.

Gift Management Register was used to access Trust Conditions and Donor wishes related to each scholarship.

IMPLEMENTATION

Changes will be implemented by the next Grants in Aid Scholarship open date in May 2020 if decision is made by 1st of May 2020.

COMMUNICATION

All the changes endorse/ approved by the HDRSSC will be implemented via changes to the scholarships office website as well as will be communicated to every Faculty.

ATTACHMENTS

Attachments may be accessed from the [Resource Centre](#).



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Submission To	Graduate Studies Committee
Date	2 June 2020
Item No	3.1

Author	Jennifer Peden, Coordinator Curriculum & Quality Faculty of Arts & Social Sciences
Reviewer/Approver	Dr Jan Shaw, Associate Dean (Postgraduate Coursework Programs) Faculty of Arts and Social Sciences
Proposal / Paper Title	Minor amendment to suspend admissions to the Executive Master of Arts and Social Sciences
Proposed Year of Implementation	2021
Faculty Approval Date	24 February, 2020
Purpose	To suspend new admissions to the Executive Master of Arts and Social Sciences (EMASS) from 2021
Proposal Presenter	Dr Jan Shaw

RECOMMENDATION

That the Graduate Studies Committee:

- 1) endorse the proposal to suspend admissions to the Executive Master of Arts and Social Sciences, with effect from January 1, 2021; and*
- 2) recommend that the Academic Board approve the proposal.*

EXECUTIVE SUMMARY

It is proposed to suspend new admissions to the Executive Master of Arts and Social Sciences (EMASS) from 2021 due to low enrolments. The current and projected level of enrolments are not financially sustainable.

IMPLEMENTATION

From January 1, 2021.

ATTACHMENTS

Attachment 1: Minor course amendment: EMASS

Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Assoc Prof Jan Shaw

1. Name of award course

Executive Master of Arts and Social Sciences (EMASS)

2. Purpose of proposal

To suspend entry to the Executive Master of Arts and Social Sciences from January 1, 2021.

3. Details of amendment

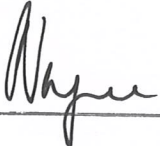
It is proposed to suspend admission to the Executive Master of Arts and Social Sciences due to low enrolment numbers. While initial enrolments suggested a latent demand, subsequent enrolments have not been strong and projections are therefore necessarily subdued. At these levels the program is not financially sustainable.

4. Transitional arrangements

N/A. Currently enrolled students will continue to be taught within the degree program.

5. Other relevant information

6. Signature of Dean



11/03/2020
Prof. Annamarie Jagose
Dean
Faculty of Arts and Social Sciences

Resolutions of the Senate - Faculty of Arts and Social Sciences

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Arts and Social Sciences

- (1) With the exception of the Doctor of Letters and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Arts and Social Sciences. The Doctor of Letters and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.
- (2) This list is amended with effect from 1 January, 2021. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

Code	Course title & stream	Abbreviation	Credit points
RHLETEDU-01	Doctor of Letters in Education	DLittEd	Published Work
RHLETSWK-01	Doctor of Letters in Social Work	DLittSW	Published Work
RHLETTER-01	Doctor of Letters	DLitt	Published Work
RPARTSAR-01	Doctor of Arts	DArts	Research
RPPHDASC-01	Doctor of Philosophy	PhD	Research
RPSOCSCI-01	Doctor of Social Sciences	DSocSci	Research
RMARTRSC-01	Master of Arts (Research)	MA(Res)	Research
RMEDURSC-01	Master of Education (Research)	MEd(Research)	Research
RMFINART-01	Master of Fine Arts	MFA	Research
RMPHLART-02	Master of Philosophy	MPhil	Research
RMPHLEDC-01	Master of Philosophy (Education)	MPhil(Ed)	Research
RMPHLSOW-01	Master of Philosophy (Social Work)	MPhil(SW)	Research
MAEXMASC-01	Executive Master of Arts and Social Sciences	EMASS	96
MAEXMPUA-02	Executive Master of Public Administration	EMPA	72
MAARTCRT-01	Master of Art Curating	MArtC	72
MACREAWR-02	Master of Creative Writing	MCW	72
MACRSAPL-01	Master of Crosscultural and Applied Linguistics	MACAL	96
MACULSTD-02	Master of Cultural Studies	MCS	72
MADEVSTD-02	Master of Development Studies	MDVST	72
MADICOCU-02	Master of Digital Communication and Culture	MDCC	72
MAECONAN-01	Master of Economic Analysis	MEcAnalysis	72
MAECONOM-07	Master of Economics	MEc	96
MAEDUCAT-03	Master of Education	MEd	48
MAENGLST-01	Master of English Studies	MES	72
MAHECOMM-02	Master of Health Communication	MHC	72
MAHLTSEC-01	Master of Health Security	MHlthSec	96
MAHUMRIG-02	Master of Human Rights	MHR	72
MAINLAED-01	Master of Indigenous Languages Education	MIndigLangEd	48
MAINTREL-01	Master of International Relations	MIR	96
MAINTSEC-03	Master of International Security	MIntSec	96
MALESCTE-02	Master of Learning Sciences and Technology	MLS&T	48
MAMEDPRA-02	Master of Media Practice	MMedia-Prac	72
MAMHSTD-01	Master of Museum and Heritage Studies	MMHS	72
MAMOVIMG-01	Master of Moving Image	MMI	72
MAPECOST-02	Master of Peace and Conflict Studies	MPACS	72
MAPOLECN-02	Master of Political Economy	MPolEc	72
MAPUBADM-01	Master of Public Administration	MPA	48
MAPUBLIS-02	Master of Publishing	MPub	72
MAPUBPOL-05	Master of Public Policy	MPP	96



Resolutions of the Senate - Faculty of Arts and Social Sciences

Code	Course title & stream	Abbreviation	Credit points
MASOCWRK-04	Master of Social Work	MSW	48
MASOCQUA-01	Master of Social Work (Qualifying)	MSW(Q)	96
MASTPURE-02	Master of Strategic Public Relations	MStratPR	72
MATEACHI-02	Master of Teaching	MTeach	96
BPARTSAR-09	Bachelor of Arts*	BA	144
	Dalyell		
BPECONOM-05	Bachelor of Economics*	BEc	144
	Dalyell		
BPVISART-04	Bachelor of Visual Arts*	BVA	144
BUECONOM-03	Bachelor of Economics*	BEc	144
BUEDPRIM-03	Bachelor of Education (Primary)^	BEd(Primary)	192
BUEDUECH-01	Bachelor of Education (Early Childhood)^	BEd(Early Childhood)	192
BUEDUHPE-01	Bachelor of Education (Health and Physical Education)^	BEd(HPE)	192
BUSOCWRK-02	Bachelor of Social Work^	BSW	192

* May be awarded with honours following a further year of study.

3 Combined degrees

Code	Course title & stream	Abbreviation	Credit points
BHENGART-03	Bachelor of Engineering Honours and Bachelor of Arts	BEHons/BA	240
BPARTAVS-01	Bachelor of Arts/Bachelor of Advanced Studies	BA/BAAdvStudies	192
	Dalyell		
	International and Global Studies	BA/AdvStudies(INGS)	
	Politics and International Relations	BA/AdvStudies(PIR)	
	Languages	BA/AdvStudies(Lang)	
BPAADMDC-01	Bachelor of Arts/Bachelor of Advanced Studies (Media and Communications)	BA/BAAdvStudies(Media&Comm)	192
BPARTLAW-04	Bachelor of Arts* and Bachelor of Laws^	BA/LLB	240
	Dalyell		
BPARTNUR-01	Bachelor of Arts* and Master of Nursing	BA/MN	192
BPARTSWK-04	Bachelor of Arts* and Bachelor of Social Work^	BA/BSW	240
BPECNAVS-01	Bachelor of Economics/Bachelor of Advanced Studies	BEc/BAAdvStudies	192
	Dalyell		
BPECNLAW-07	Bachelor of Economics* and Bachelor of Laws	BEc/LLB	240
	Dalyell		
BPESISCI-03	Bachelor of Education (Secondary: Science)^ and Bachelor of Science*	BEd(Sec: Science)/BSc	240
	Dalyell		
BPESMSCI-03	Bachelor of Education (Secondary: Mathematics)^ and Bachelor of Science*	BEd(Sec: Maths)/BSc	240
	Dalyell		
BPESUART-02	Bachelor of Education (Secondary: Humanities and Social Sciences)^ and Bachelor of Arts*	BEd(Sec: HumSocSc)/BA	240
	Dalyell		
BPESCART-01	Bachelor of Education (School and Community Education)^ and Bachelor of Arts*	BEd(School and Community)/BA	240
	Dalyell		
BPVISAVS-01	Bachelor of Visual Arts/Bachelor of Advanced Studies	BVA/BAAdvStudies	192
	Dalyell		

* May be awarded with honours following a further year of study.

^ May be awarded with honours in an integrated program.

4 Double degrees

Code	Course title & stream	Abbreviation	Credit points
BPARTMED-01	Bachelor of Arts and Doctor of Medicine	BA/MD	336

* May be awarded with honours following a further year of study.

^ May be awarded with honours in an integrated program.

5 Graduate diplomas

Code	Course title	Abbreviation	Credit points
GNARTCRT-01	Graduate Diploma in Art Curating	GradDipArtC	48
GNCREAWR-02	Graduate Diploma in Creative Writing	GradDipCW	48
GNCRSAPL-01	Graduate Diploma in Crosscultural and Applied Linguistics	GradDipCAL	48
GNCULSTD-02	Graduate Diploma in Cultural Studies	GradDipCS	48
GNDEVSTD-02	Graduate Diploma in Development Studies	GradDipDVST	48
GNDICOCU-02	Graduate Diploma in Digital Communication and Culture	GradDipDCC	48
GNECONAN-01	Graduate Diploma in Economic Analysis	GradDipEcAnalysis	48
GNECONOM-05	Graduate Diploma in Economics	GradDipEc	48
GNEDUSTD-01	Graduate Diploma in Educational Studies	GradDipEdStudies	36
GNENGLST-01	Graduate Diploma in English Studies	GradDipES	48
GNHECOMM-02	Graduate Diploma in Health Communication	GradDipHC	48
GNHLTSEC-01	Graduate Diploma in Health Security	GradDipHlthSec	48
GNHUMRIG-02	Graduate Diploma in Human Rights	GradDipHR	48
GNINLAED-01	Graduate Diploma in Indigenous Languages Education	GradDipIndigLangEd	36
GNINTREL-01	Graduate Diploma in International Relations	GradDipIR	48
GNINTSEC-03	Graduate Diploma in International Security	GradDipIntSec	48
GNLESCTE-02	Graduate Diploma in Learning Sciences and Technology	GradDipLS&T	36
GNMEDPRA-02	Graduate Diploma in Media Practice	GradDipMediaPrac	48
GNMHSTED-01	Graduate Diploma in Museum and Heritage Studies	GradDipMHS	48
GNMOVIMG-01	Graduate Diploma in Moving Image	GradDipMI	48
GNPECOST-02	Graduate Diploma in Peace and Conflict Studies	GradDipPACS	48
GNPOLECN-02	Graduate Diploma in Political Economy	GradDipPolEc	48
GNPRSTED-01	Graduate Diploma in Professional Studies (Education)	GradDipPS(Education)	48
GNPUBADM-02	Graduate Diploma in Public Administration	GradDipPA	48
GNPUBLIS-02	Graduate Diploma in Publishing	GradDipPub	48
GNPUBPOL-03	Graduate Diploma in Public Policy	GradDipPP	48
GNSOCWRK-01	Graduate Diploma in Social Work	GradDipSocWk	36
GNSTPURE-02	Graduate Diploma in Strategic Public Relations	GradDipStatPR	48
GNUSSTUD-02	Graduate Diploma in US Studies	GradDipUSS	48

6 Graduate certificates

Code	Course title	Abbreviation	Credit points
GCARTCRT-01	Graduate Certificate in Art Curating	GradCertArtC	24
GCCREAWR-01	Graduate Certificate in Creative Writing	GradCertCW	24
GCCRSAPL-01	Graduate Certificate in Crosscultural and Applied Linguistics	GradCertCAL	24
GCCULSTD-01	Graduate Certificate in Cultural Studies	GradCertCS	24
GCDEVSTD-01	Graduate Certificate in Development Studies	GradCertDVST	24
GCDICOCU-01	Graduate Certificate in Digital Communication and Culture	GradCertDCC	24
GCECONAN-01	Graduate Certificate in Economic Analysis	GradCertEcAnalysis	24
GCECONOM-01	Graduate Certificate in Economics	GradCertEc	24
GCEDUSTD-02	Graduate Certificate in Educational Studies	GradCertEdStudies	24
GCENGLST-01	Graduate Certificate in English Studies	GradCertES	24
GCHECOMM-01	Graduate Certificate in Health Communication	GradCertHC	24
GCHLTSEC-01	Graduate Certificate in Health Security	GradCertHlthSec	24
GCHUCOSE-01	Graduate Certificate in Human and Community Services	GradCertH&CS	24
GCHUMRIG-01	Graduate Certificate in Human Rights	GradCertHR	24
GCINLAED-01	Graduate Certificate in Indigenous Languages Education	GradCertIndigLangEd	24

Resolutions of the Senate - Faculty of Arts and Social Sciences

Code	Course title	Abbreviation	Credit points
GCINTREL-01	Graduate Certificate in International Relations	GradCertIR	24
GCINTSEC-02	Graduate Certificate in International Security	GradCertIntSec	24
GCLESCTE-02	Graduate Certificate in Learning Sciences and Technology	GradCertLS&T	24
GCMEDPRA-01	Graduate Certificate in Media Practice	GradCertMediaPrac	24
GCMHEST-01	Graduate Certificate in Museum and Heritage Studies	GradCertMHS	24
GCPECOST-01	Graduate Certificate in Peace and Conflict Studies	GradCertPACS	24
GCPOLN-01	Graduate Certificate in Political Economy	GradCertPolEc	24
GCPUBADM-01	Graduate Certificate in Public Administration	GradCertPA	24
GCPUBLIS-01	Graduate Certificate in Publishing	GradCertPub	24
GCPUBPOL-02	Graduate Certificate in Public Policy	GradCertPP	24
GCSTPURE-01	Graduate Certificate in Strategic Public Relations	GradCertStratPR	24
GCUSS-01	Graduate Certificate in US Studies	GradCertUSS	24

7 Diplomas

Code	Course title	Abbreviation	Credit points
DLARTSAR-04	Diploma of Arts	DipArts	48
DLLANSTD-04	Diploma of Language Studies	DipLangStud	48
DLSOCSCI-02	Diploma of Social Sciences	DipSocSc	48



Non-Confidential

Submission To	Graduate Studies Committee
Date	2 June 2020
Item No	3.2

Author	Jennifer Peden, Coordinator Curriculum & Quality Faculty of Arts & Social Sciences
Reviewer/Approver	Dr Jan Shaw, Associate Dean (Postgraduate Coursework Programs) Faculty of Arts and Social Sciences
Proposal / Paper Title	Minor amendment to the Executive Master of Public Administration
Proposed Year of Implementation	2022
Faculty Approval Date	23 March, 2020
Purpose	Reducing the core credit point requirement and adding a selective component to the Executive Master of Public Administration
Proposal Presenter	Dr Jan Shaw

RECOMMENDATION

That the Graduate Studies Committee endorse and recommend that Academic Board:

- 1) 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.*

EXECUTIVE SUMMARY

It is proposed to update the core unit credit point component and add a selective unit credit point requirement in the Executive Master of Public Administration, providing greater flexibility for students. The course is delivered in conjunction with the Australia and New Zealand School of Government (ANZSOG).

IMPLEMENTATION

It was initially proposed that the changes be implemented from January 1, 2021, however, upon the advice of the Academic Model Team, the Graduate Studies Committee endorsed the changes for implementation from January 1, 2022.

ATTACHMENTS

Attachment 1: Minor course amendment: Executive Master of Public Administration
Attachment 2: Unit of study tables

Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Joshua Sim

1. Name of award course

Executive Master of Public Administration

2. Purpose of proposal

To amend the Resolutions of the Senate for the Executive Master of Public Administration degree to update the nomenclature, and to clarify the requirements from 1 January 2022.

3. Details of amendment

Candidates for the Executive Master of Public Administration are required to complete 72 credit points, including:

~~(a)~~ 42-6 credit points of core units of study; and

~~(a)(b)~~ 36 credit points of selective units of study; and

~~(b)(c)~~ 12 credit points of capstone units of study, and

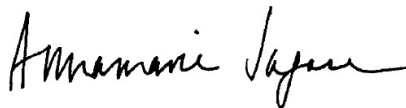
~~(c)(d)~~ maximum 18 credit points of elective units of study selected from a list of recommended elective units of study.

4. Transitional arrangements

None required

5. Other relevant information

6. Signature of Dean



Professor Annamarie Jagose
01/06/2020

Executive Master of Public Administration

Executive Master of Public Administration

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 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
MAEXMPUA-01	Executive Master of Public Administration

2 Attendance pattern

The attendance pattern for this course is part time only.

3 Master's type

This master's degree is a professional master's course, as defined by the Coursework Rule.

4 Admission to candidature

Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants ranked on merit in accordance with the following criteria:
- (a) a bachelor's degree, graduate diploma, graduate certificate or equivalent qualification at an institution approved by the Australia and New Zealand School of Government and graded at a standard acceptable to the Australia and New Zealand School of Government; and
 - (b) relevant work experience requirements as determined by the Australia and New Zealand School of Government; and
 - (c) satisfaction of the English language requirements, where applicable; and any other minimum standards specified by the Australia and New Zealand School of Government.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Australian and New Zealand School of Government - Executive Master of Public Administration.
- (2) To qualify for the award of the Executive Master of Public Administration, candidates must complete 72 credit points, comprising:
 - (a) ~~42~~6 credit points of core units of study; and
 - (b) 36 credit points of selective units of study; and
 - (c) 12 credit points of capstone units of study; and
 - (d) a maximum of 18 credit points of elective units of study selected from a list of recommended elective units of study.

7 Transitional provisions

- (1) ~~These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 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, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.~~

EXECUTIVE MASTER OF PUBLIC ADMINISTRATION

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Public Administration			
Executive Master of Public Administration			
Students must complete 72 credit points, comprising:			
(a) <u>42-6</u> credit points of core units of study; and			
<u>(b) 36 credit points of selective units of study; and</u>			
<u>(bc)</u> 12 credit points of capstone units of study, and			
<u>(ed)</u> maximum 18 credit points of elective units of study selected from a list of recommended elective units of study.			
Core units of study			
ANZG6006 Delivering Public Value	6	ANZSOG EMPA students only eligible for this unit. The unit is taught at another Institution.	Semester 1
Selective units of study			
<u>ANZG6004 Public Financial Management</u>	<u>6</u>	<u>ANZSOG EMPA students only eligible for this unit. The unit is taught at another Institution.</u>	<u>Intensive December</u>
ANZG6007 Decision Making under Uncertainty	6	ANZSOG EMPA students only eligible for this unit. The unit is taught at another Institution.	Semester 2b
ANZG6008 Designing Public Policies and Programs	6	ANZSOG EMPA students only eligible for this unit. The unit is taught at another Institution.	Semester 2
ANZG6009 Government and the Market Economy	6	ANZSOG EMPA students only eligible for this unit. The unit is taught at another Institution.	Semester 1
ANZG6010 Leading Public Sector Change	6	ANZSOG EMPA students only eligible for this unit. The unit is taught at another Institution.	Semester 1b
ANZG6011 Governing by the Rules	6	ANZSOG EMPA students only eligible for this unit. The unit is taught at another Institution.	Semester 1
ANZG6020 Managing Public Sector Organisations	6	ANZSOG EMPA students only eligible for this unit. The unit is taught at another Institution.	Semester 1

Capstone units of study

All students must complete a capstone consisting of a 12 credit point Work Based Project, taken as either a single 12 credit point unit (from 2017) or two 6 credit point units.

ANZG6012 Work Based Project	6	P ANZG6006 and ANZG6008 <i>ANZSOG EMPA students only eligible for this unit. The unit is taught at another Institution.</i>	Semester 1
ANZG6022 Work Based Project 2	6	P ANZG6006 and ANZG6008	Semester 1
ANZG6021 Work Based Project	12	P ANZG6006 and ANZG6008 N ANZG6012	Semester 1

Recommended elective units of study

ACCT5001 Accounting Principles	6		Semester 1 Semester 2
CISS6001 New Security Challenges	6		Semester 2
CISS6002 Strategy and Security in the Asia-Pacific	6		Semester 1
CISS6004 Health and Security	6		Semester 2
CISS6006 Intervention and 'Fragile' States	6		Semester 1
CLAW5001 Legal Environment of Business	6		Semester 1 Semester 2
ECON5001 Microeconomic Theory	6	N ECON5040	Intensive January Semester 1 Semester 2
ECON5002 Macroeconomic Theory	6	N ECON5003	Intensive January Semester 1 Semester 2
ECON6001 Microeconomics Analysis 1	6	P ECON5001 or ECON5040 N ECON6701	Semester 1 Semester 2
ECON6002 Macroeconomics Analysis 1	6	P ECON5002 N ECON6702	Semester 1 Semester 2
ECON6016 Trade and Development	6	P ECON5001 or ECON5002 or ECON5040	Semester 2
ECON6018 Environmental Economics	6	P ECON5001 or ECON5040	Semester 1

ECOP6016 China in the World Economy	6		Semester 1
ECOP6103 Strategic Debates on Economic Change	6		Semester 2
EDPA5001 Organisational Theory, Managemnt and Admin	6		Semester 1 Semester 2
EDPA6018 Social Policy Process	6		Semester 2
GOVT6116 International Organisations	6		Semester 1
GOVT6119 International Security	6		Semester 1 Semester 2
GOVT6123 Globalisation and Governance	6		Semester 2
GOVT6135 Global Environmental Politics	6		Semester 2
GOVT6139 Research Design	6		Semester 1
GOVT6156 Strategy and Civil Society	6		Semester 2
GOVT6301 Public Sector Ethics and Corruption	6		Semester 2
GOVT6311 Issues in Public Policy	6		Semester 2
GOVT6319 Governance and Public Policy Making <i>This unit of study is not available in 2020</i>	6		Semester 2
GOVT6331 Public Management and Governance	6		Semester 2
HPOL5000 Health Policy and Health Economics	6	N PUBH5032	Semester 1
HPOL5001 Health Systems and Financing	6	N GLOH5135	Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5007 Global Health Policy	6		Semester 2

IBUS5002 Strategy, Innovation and Entrepreneurship	6	N IBUS5001	Semester 1 Semester 2
IBUS6001 International Business Strategy	6	C IBUS5003 N ECHS6008	Intensive January Semester 1 Semester 2
IBUS6002 Cross-Cultural Management	6		Semester 1 Semester 2
IBUS6016 Social Entrepreneurship	6	A IBUS5002, or completion of at least 24 credit points	Semester 2
IBUS6018 Business Negotiations	6	<i>This unit is only available in the Semester 2 session to students enrolled in the Master of Management (CEMS) / MIM (CEMS) stream.</i>	Intensive September Semester 1 Semester 2
IBUS6019 Strategy and Emerging Markets	6		Semester 1 Semester 2
INFO5990 Professional Practice in IT	6	A Students enrolled in INFO5990 are assumed to have previously completed a Bachelor's degree in some area of IT, or have completed a Graduate Diploma in some area of IT, or have many years experience as a practising IT professional. <i>The main focus of the subject is to provide students with the necessary tools, basic skills, experience and adequate knowledge so they develop an awareness and an understanding of the responsibilities and issues associated with professional conduct and practice in the information technology sector. This unit is for MIT, MITM, MIT/MITM students only.</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
INFO6007 Project Management in IT	6	A Students enrolled in INFO6007 are assumed to have previously completed a Bachelor's degree in some area of IT, or have completed a Graduate Diploma in some area of IT, or have three years experience as a practising IT professional. Recent work experience, or recent postgraduate education, in software project management, software process improvement, or software quality assurance is an advantage. N PMGT5871	Semester 1 Semester 2
INFS5001 Project Management	6	N INFS6014	Semester 1 Semester 2
LAWS6011 Administrative Law	6	A Undergraduate law degree or LAWS6252 (core unit for MALP students) <i>Core unit for MALP students. Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive April
LAWS6856 Anti-Terrorism Law	6	A Students should have either completed LAWS6243 International Law I or have an understanding in at least one of the following areas: public or a specialised area of international law or criminal law or criminology or human rights or security and conflict studies acquired through university studies and/or relevant professional experience. N CISS6011 or LAWS3483 <i>Academic Profile https://sydney.edu.au/law/about/people/list.php</i>	Intensive May

LAWS6044 Environmental Law and Policy	6	<p>A LAWS6252 or law degree from a common law jurisdiction N LAWS3430 or LAWS5130</p> <p><i>Students who do not hold a law degree from a common law jurisdiction must either have completed or be concurrently enrolled in LAWS6252 Legal Reasoning and the Common Law System before undertaking the environmental law units. Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i></p>	Intensive March
<p>LAWS6112 Law of Tax Administration <i>This unit of study is not available in 2020</i></p>	6	<p>A It is assumed that students undertaking this unit have an understanding of Australian income taxation law commensurate with that which would be obtained from completing undergraduate study in Australian taxation law or five years working with Australian tax law in a law or accounting practice in an industry role or in the Australian Taxation Office. For students who do not have such knowledge or work experience they first should undertake LAWS6825 Introduction to Australian Business Tax before enrolling in this unit.</p> <p><i>Academic Profile https://sydney.edu.au/law/about/our-people.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/cpd/</i></p>	Intensive September
LAWS6161 International Human Rights	6	<p>N GOVT6117</p> <p><i>Available to MLLR students who commenced after Jan 2015. Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i></p>	Semester 2
LAWS6167 International Law II	6	<p>A LAWS6243</p> <p><i>Compulsory core unit for MIL and GradDipIntLaw students who commenced prior to 1 January 2019. Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i></p>	Intensive September
LAWS6243 International Law I	6	<p>N LAWS1023 or LAWS5005</p> <p><i>This unit is compulsory for MIL and GradDipIntLaw students who have not completed any previous study in international law and must be taken during the first semester of candidature. This unit is not available to MLawIntDev students who have been granted a reduced volume of learning. This unit is available as one of the core units for GradDipIntBusLaw students. Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i></p>	Intensive March Semester 2
LAWS6032 Crime Research and Policy	6	<p><i>Core unit for MCrim and GradDipCrim students. Elective unit for GradDipCrim students who commenced on or after 1 Jan 2019. Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i></p>	Semester 2
LAWS6034 Gender, Violence and the Criminal Law	6	<p><i>The unit replaced LAWS6034 Criminal Liability. Core unit for MCrim students who commenced before 1 January 2019. This unit is an introduction to aspects of criminal law for non-lawyers, and for law students from non-common law jurisdictions. It is therefore not available to students who have completed a law degree in a common law jurisdiction. Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i></p>	Semester 2
LAWS6066 Discretion in Criminal Justice	6	<p><i>Academic Profile https://sydney.edu.au/law/about/our-people.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i></p>	Intensive November

LAWS6893 Environmental Criminology: Space and Place <i>This unit of study is not available in 2020</i>	6	<i>Academic Profile https://sydney.edu.au/law/about/our-people.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/cpd/</i>	Intensive August
LAWS6048 Explaining Crime	6	<i>Core unit for MCrim and GradDipCrim students and co-requisite for other criminology elective units. Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Semester 1
LAWS6970 Forensic Psychology	6	N PSYC1001 or PSYC3020 <i>Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Semester 1
LAWS6877 Mental Illness: Law and Policy	6	<i>Academic Profile https://sydney.edu.au/law/about/our-people.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive September
LAWS6197 Policing: Crime, Control and Security	6	<i>Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive March
MECO6901 Media Relations	6		Semester 2
MECO6912 Political Public Relations	6		Semester 2
MECO6913 Public Opinion, Policy and Public Sphere	6		Semester 2
MKTG5001 Marketing Principles	6		Semester 1 Semester 2
MKTG6003 Marketing Strategy	6	P MKTG5001	Semester 2
MKTG6005 Marketing Communications	6	P MKTG5001	Intensive March
MKTG6206 Regulatory Environment and Ethics <i>This unit of study is not available in 2020</i>	6	<i>This unit is only available to students enrolled in the Master of Marketing, Graduate Diploma and Graduate Certificate of Marketing.</i>	Semester 2
PACS6913 Conflict in Organisations <i>This unit of study is not available in 2020</i>	6		Summer Main
PACS6928 Community Mediation: Theory and Practice	6		Intensive April

PMGT5871 Project Process Planning and Control	6	N PMGT6871	Intensive January Intensive July Semester 1 Semester 2
PMGT5873 Project Economics and Finance	6	N PMGT6873	Semester 1 Semester 2
PMGT5875 Project Innovation Management	6		Semester 1
PMGT5876 Strategic Delivery of Change	6	N WORK6026	Semester 2
PMGT5877 Management of Project Organisations	6		Semester 1
PMGT5879 Strategic Portfolio and Program Management	6		Semester 2
PMGT5888 Global Project Management	6		Semester 2
PMGT5889 Integrated Cost and Scheduling Control	6		Semester 2
PMGT5891 Project Risk Management	6	N PMGT6891	Semester 1 Semester 2
PUBH5114 Alcohol, Drug Use and Health <i>This unit of study is not available in 2020</i>	4	N PUBH5115	Semester 2
PUBH5302 Health Economic Evaluation <i>This unit of study is not available in 2020</i>	4	P ((PUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)	Intensive September
PUBH5416 Vaccines in Public Health <i>This unit of study is not available in 2020</i>	2	P PUBH5010 or CEPI5100 or PUBH5018 <i>Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.</i>	Semester 2
SCWK6902 Social Research	6		Semester 2
SUST5001 Introduction to Sustainability	6	<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 1 Semester 2

SUST5002 Food and Water Security	6	C SUST5001 <i>This unit of study involves essay and blog writing and group work. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.</i>	Semester 2
SUST5003 Energy and Resources	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 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
SUST5005 Law, Policy and Sustainability	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>	Intensive October
SUST5006 Sustainability: Business and Leadership	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 1
USSC6903 US Foreign and National Security Policy	6		Semester 1
WORK5002 Foundations of HRM and IR	6	<i>This is the foundational unit for the graduate Human Resource Management and Industrial Relations program and should be taken in a student's first semester of study.</i>	Semester 1 Semester 2
WORK5003 Management and Organisations	6		Semester 1 Semester 2
WORK6001 Organisational Analysis and Behaviour	6		Semester 2
WORK6002 Strategic Management	6		Semester 1a Semester 2
WORK6017 Human Resource Strategies	6	P WORK5002 or WORK5003 <i>This is a core unit for the Human Resource Management and Industrial Relations courses.</i>	Semester 1 Semester 2
WORK6026 Organisational Change and Development	6		Semester 1
WORK6030 Performance and Rewards	6		Semester 2b
WORK6111 Management Consulting	6	A Knowledge is assumed in the areas of basic business strategy and organisational change. It is recommended that students enrolling in this Unit will have completed either or both of the following or similar Units: WORK6026 Organisational Change and Development, WORK6002 Foundations of Strategic Management.	Semester 2a



Non-Confidential

Submission To	Graduate Studies Committee
Date	2 June 2020
Item No	3.9

Author	Jennifer Peden, Coordinator Curriculum & Quality Faculty of Arts & Social Sciences
Reviewer/Approver	Dr Jan Shaw, Associate Dean (Postgraduate Coursework Programs) Faculty of Arts and Social Sciences
Proposal / Paper Title	Minor amendment to FASS Masters by research degrees
Proposed Year of Implementation	2021
Faculty Approval Date	18 May, 2020
Purpose	To update the resolutions for Master of Arts (Research), Master of Education (Research) and Master of Philosophy (Arts and Social Sciences) to align the clause regarding thesis examination
Proposal Presenter	Dr Jan Shaw

RECOMMENDATION

That the Graduate Studies Committee endorse and recommend that Academic Board:

- 1) *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 January 1, 2021.*

EXECUTIVE SUMMARY

It is proposed to amend the course resolutions for Faculty of Arts and Social Sciences' Master of Arts (Research), Master of Education (Research), and Master of Philosophy Arts and Social Sciences) to remove the reference to thesis grading, aligning the resolutions with the Thesis and Examination of Higher Degree by Research Policy 2015 and other research degrees across the University.

IMPLEMENTATION

From January 1, 2021.

ATTACHMENTS

- Attachment 1: Minor course amendment
- Attachment 2: Amendments to course resolutions: Master of Arts (Research)
- Attachment 3: Master of Education (Research)
- Attachment 4: Master of Philosophy (Arts and Social Sciences)

Attachment 1: Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person:

1. Name of award course

Master of Arts (Research)
Master of Education (Research)
Master of Philosophy (Arts and Social Sciences)

2. Purpose of proposal

To amend the course resolutions for the Faculty of Arts and Social Sciences' Masters by Research and Master of Philosophy degrees to align the resolutions with those for HDR degrees across the University by removing the reference to thesis grading under *Part 6: Examination, 18 Examination of the Thesis*.

3. Details of amendment

Part 6: Examination

18 Examination of the thesis

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Masters by Research, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

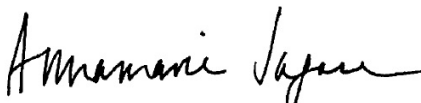
~~The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.~~

4. Transitional arrangements

The resolution change is administrative only. There will be no impact on continuing students. Students who commenced prior to January 1, 2021 will be able to elect to complete under the new resolutions or under the requirements in place at the time of their commencement.

5. Other relevant information

6. Signature of Dean


Professor Annamarie Jagose
01/06/2020

Master of Arts (Research)

Master of Arts (Research)

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

Part 1: Preliminary

1 Course codes

Code	Course and stream title
RMARTRSC-01	Master of Arts (Research)

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for a bachelor's degree from the University of Sydney or equivalent institution, with a major in a relevant subject area, completed with a distinction average.
- (2) The Dean or Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Dean or Associate Dean, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty satisfactory evidence of the applicant's eligibility for admission:
 - (a) a proposal for a course of research and advanced study of not less than 1,000 words; and
 - (b) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.
- (2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

- (1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that:
 - (a) any research credit granted shall ordinarily not exceed one semester full-time or equivalent part-time candidature; and
 - (b) for coursework:
 - (i) no more than 12 credit points may be credited; and
 - (ii) the coursework should have been completed with a high level of competency (normally at least at Distinction level) and be relevant to the candidate's program of study.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

- (1) To satisfy the requirements of the degree candidates must:
 - (a) complete any specified probationary requirements;
 - (b) if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project;
 - (c) conduct research on the approved topic; and
 - (d) write a thesis embodying the results of the research.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.



Master of Arts (Research)

- (2) The thesis will normally have a minimum of 20,000 and upper limit of 40,000 words including footnotes, that may be exceeded by no more than 10,000 words with the permission of the Associate Dean (Research Education). The word limit does not include appendices.

10 Units of study

Candidates will be required to complete either 6 or 12 credit points of units of study from Table R.

Part 5: Enrolment and progression

11 Probation

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
- (2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Postgraduate Research Education Committee, each candidate must:
- (a) meet any conditions set by the Faculty Postgraduate Research Education Committee; and
- (b) meet requirements in accordance with the Progress Planning Review for Higher Degree by Research Students Policy and Procedures.

12 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

13 Mode of attendance

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

14 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

15 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

16 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

17 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

18 Examination of the thesis

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Masters by Research, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

~~The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.~~

19 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

20 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January ~~2020~~2021 and students who commenced their candidature prior to 1 January ~~2020~~2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January ~~2020~~2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Master of Education (Research)

Master of Education (Research)

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

Part 1: Preliminary

1 Course codes

Code	Course and stream title
RMEDURSC-01	Master of Education (Research)

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:
 - (a) hold or have completed the requirements for:
 - (i) a bachelor's degree in a relevant area of study; and
 - (ii) a one-year Diploma of Education or a Bachelor of Teaching or a Master of Teaching degree; and
 - (b) have attained a grade point average of at least 70% in the final year of university study prior to applying for admission to candidature.
- (2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty satisfactory evidence of the applicant's eligibility for admission;
- (a) a proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and
- (b) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.
- (2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

- (1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework:
 - (a) no more than 12 credit points of units of study may be credited; and
 - (b) the coursework should -
 - (i) have been completed with a high level of proficiency in an area relevant to the candidate's program of study no more than six years prior to first enrolment in this degree; and
 - (ii) not have been counted towards another award.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

- (1) To satisfy the requirements of the degree candidates must:
 - (a) complete any specified probationary requirements;
 - (b) if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies as required by the supervisor(s) of the research project;
 - (c) conduct research on an approved topic; and



Master of Education (Research)

- (d) write a thesis embodying the results of the research.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will normally have a minimum of 20,000 and upper limit of 40,000 words including footnotes, that may be exceeded by no more than 10,000 words with the permission of the Associate Dean (Research Education). The word limit does not include appendices.

10 The units of study

- (1) Candidates will be required to complete either 6 or 12 credit points of units of study from Table R.

Part 5: Enrolment and progression

11 Probation

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding six months.
(2) In the probationary period each candidate must:
(a) complete a specified research methods unit of study;
(b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and
(c) meet any requirements set out in the Progress Planning review for Higher degree by Research Students Policy and Procedures.

12 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

13 Mode of attendance

The attendance pattern for this course is full-time or part-time.

14 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

15 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

16 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

17 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

18 Examination of the thesis

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Masters by Research which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, and the HDR Examinations Subcommittee in determining the results of the examination.

~~The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.~~

19 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

20 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January ~~2020~~2021 and students who commenced their candidature prior to 1 January ~~2020~~2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January ~~2020~~2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Master of Philosophy (Arts and Social Sciences)

Master of Philosophy

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

Part 1: Preliminary

1 Course codes

Code	Course and stream title
RMPHLART-02	Master of Philosophy

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
 - (a) a bachelor's degree from the University of Sydney or equivalent institution, with a minimum Honours Second Class, Division 1 in the subject area in which the applicant wishes to proceed; or
 - (b) a master's degree from the University of Sydney or equivalent institution, completed by coursework, in a relevant subject area, with a Distinction average for the coursework component and which contained an independent research component that comprised 25% of the requirements for the award of the degree and for which the applicant achieved a result of Distinction or above; or
 - (c) a master's degree from the University of Sydney or equivalent institution, in a relevant subject area, completed by research.
- (2) The Dean or Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Dean or Associate Dean (Research Education), are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty satisfactory evidence of the applicant's eligibility for admission;
 - (a) a proposal for a course of research and advanced study of not less than 1,000 words; and
 - (b) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.
- (2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that any credit granted shall ordinarily not exceed one semester full-time or equivalent part-time candidature.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

- (1) To satisfy the requirements of the degree candidates must:
 - (a) complete any specified probationary requirements;
 - (b) if commencing during or after 2021, complete within the first year (full-time equivalency) of a candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project;
 - (c) conduct research on an approved topic; and
 - (d) write a thesis embodying the results of the research.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.



Master of Philosophy (Arts and Social Sciences)

- (2) The thesis will normally have a minimum of 30,000 and upper limit of 40,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean (Research Education). The word limit does not include appendices.

10 Units of study

Candidates will be required to complete either 6 or 12 credit points of units of study from Table R.

Part 5: Enrolment and progression

11 Probation

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
- (2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Postgraduate Research Education Committee, each candidate must:
- (a) meet any conditions set by the Faculty Postgraduate Research Education Committee; and
- (b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and
- (c) meet any requirements set out in the Progress Planning Review for Higher Degree by Research Students Policy and Procedures.

12 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

13 Mode of attendance

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

14 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

15 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

16 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

17 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

18 Examination of the thesis

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

~~The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.~~

19 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

20 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January ~~2020~~2021 and students who commenced their candidature prior to 1 January ~~2020~~2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January ~~2020~~2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.



THE UNIVERSITY OF
SYDNEY

Non-Confidential

Submission To	Graduate Studies Committee
Date	2 June 2020
Item No	3.5

Author	Christine Lacey, Curriculum Team Leader, Faculty of Engineering
Reviewer/Approver	Teng Joon Lim, Associate Dean (Education), Faculty of Engineering
Paper title	Amendment to Master of Professional Engineering to replace core unit
Purpose.	To amend the unit of study tables for the Master of Professional Engineering to replace a core unit to align with changes to the Bachelor of Engineering Honours

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- 1. approve the proposal from the Faculty of Engineering to amend the Master of Professional Engineering, and the subsequent amendment to the unit of study tables arising from these proposals, with effect from Semester 1, 2021.*

EXECUTIVE SUMMARY

As part of the amendments to the Bachelor of Engineering Honours, a new unit, ENGG1810 Introduction to Engineering Computing, will be introduced for 2021 focussing on coding in Python, replacing the existing ENGG1801 Engineering Computing unit which focuses on Matlab.

To maintain alignment between UG and PG offerings, a co-badged unit ENGG9810 Introduction to Engineering Computing will be created for the Master of Professional Engineering and incorporated as core in the relevant MPE streams, replacing the existing ENGG9801 Engineering Computing.

The affected streams are:

Aerospace
Biomedical
Mechanical
Sustainability and Environmental Engineering

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Master of Professional Engineering

Appendix 1: Unit of study tables (Aerospace)

Appendix 2: Unit of study tables (Biomedical)

Appendix 3: Unit of study tables (Mechanical)

Appendix 4: Unit of study tables (Sustainability and Environmental Engineering)

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Christine Lacey x40678

1. Name of award course:

Master of Professional Engineering streams:

- Aerospace
- Biomedical
- Mechanical
- Sustainability and Environmental Engineering

2. Purpose of proposal

As part of the amendments to the Bachelor of Engineering Honours, a new ENGG1810 Introduction to Engineering Computing unit will be introduced for 2021 focussing on coding in Python, replacing the existing ENGG1801 Engineering Computing unit which focuses on Matlab.

To maintain alignment between UG and PG offerings, a co-badged unit ENGG9810 Introduction to Engineering Computing will be created for the Master of Professional Engineering and incorporated as core in the relevant MPE streams, replacing the existing ENGG9801 Engineering Computing.

3. Details of amendment

Appendix 1: Master of Professional Engineering (Aerospace) unit table
Appendix 2: Master of Professional Engineering (Biomedical) unit table
Appendix 3: Master of Professional Engineering (Mechanical) unit table
Appendix 4: Master of Professional Engineering (Sustainability and Environmental Engineering) unit table


4. Transitional arrangements

The change will apply from 2021, when ENGG9801 will be discontinued and replaced by ENGG9810.

5. Other relevant information

Nil

6. Signature of Dean



Professor Teng Joon Lim
Associate Dean (Education)

Appendix 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Master of Professional Engineering (Aerospace)			
To qualify for the award of the Master of Professional Engineering in this specialisation, a candidate must complete 144 credit points, including:			
(a) 108 credit points of Core units as listed below			
(b) ENGG5217 Practical Experience			
(c) 24 credit points of Elective units			
(d) A minimum of 12 credit points of Project or Research Pathway units as detailed below			
(e) Candidates undertaking the Research Pathway, replace 12 credit points of elective units with Research Pathway units			
Core units			
Year One			
AMME9261 Fluid Mechanics 1	6	A Students are expected to be familiar with first year basic maths: integral calculus, differential calculus and linear algebra. N AMME5200	Semester 1
AMME9500 Engineering Dynamics	6	A University level Maths and Physics, especially covering the area of Mechanics, and familiarity with the MATLAB programming environment. N AMME5500	Semester 1
AMME9700 Instrumentation	6	A Programming Skills, 1st Year maths skills N AMME5700	Semester 1
ENGG9801 Engineering Computing	6	N-ENGG5801 OR ENGG1801	Intensive January Semester 1
<u>ENGG9810 Introduction to Engineering Computing</u>	<u>6</u>	<u>N ENGG9801 OR ENGG1801 OR ENGG1810 OR INFO1110 OR INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905 OR COSC1003</u>	<u>Semester 1</u>
AMME9262 Thermal Engineering 1	6	A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra. N AMME5200	Semester 2

AMME9301 Mechanics of Solids 1	6	A Physics, statics, Differential Calculus, Linear Algebra, Integral Calculus and Modelling. N AMME5301	Semester 2
AMME9302 Materials 1	6	N AMME5302 OR CIVL5501	Semester 2
MECH9400 Mechanical Design 1	6	A ENGG1801 AND (ENGG1802 or AMME1802). HSC Maths and HSC Physics N MECH5400	Semester 2
Year Two			
AERO9261 Propulsion	6	A Mathematics and Physics to a level of Bachelor of Science or equivalent. Good knowledge of fluid dynamics and thermodynamics. P (AMME9261 and AMME9262) or AMME5200 N AERO8261	Semester 1
AERO9360 Aerospace Structures 1	6	P AMME9301 or AMME5301 N AERO8360	Semester 1
AERO9460 Aerospace Design 1	6	A Mathematics, Physics and Solid Mechanics at the level of Bachelor of Engineering, Science or equivalent P AMME9301 and MECH9400 N AERO8460	Semester 1
AMME9501 System Dynamics and Control	6	A AMME5500 OR AMME9500. Students are assumed to have a good background knowledge in ordinary differential equations, Laplace transform methods, linear algebra and mathematical modeling of mechanical systems. P AMME9500 N AMME8501	Semester 1
AERO9260 Aerodynamics 1	6	A Mathematics and Physics to the level of Bachelor of Science or equivalent. Linear Mathematics and Vector Calculus, Partial Differential Equations (Intro). P AMME9261 or AMME5200 N AERO8260	Semester 2
AERO9560 Flight Mechanics 1	6	A Mathematics, Physics and Dynamics assumed knowledge at the level of Bachelor of Science or equivalent. P AMME9500 or AMME5500 N AERO8560	Semester 2
Year Three			

AERO9301 Applied Finite Element Analysis	6	A BE in area of Aerospace Engineering or related Engineering field. P AERO9360 or AERO8360 or MECH9361 or MECH8361	Semester 1
AMME9601 Professional Engineering	6		Semester 1
AERO5400 Advanced Aircraft Design Analysis	6	A Undergraduate level 1, 2 and 3 or Foundation Masters units in Aerospace Design are expected to have been completed before undertaking this unit. P AERO3460 or AERO9460 or AERO8460 N AERO4491	Semester 2
ENGG5103 Safety Systems and Risk Analysis	6		Semester 2
ENGG5217 Practical Experience		N ENGP1000 OR ENGP2000 OR ENGP3000 OR ENGG4000 OR CHNG5205 OR AMME5010 <i>Students should have completed one year of their MPE program before enrolling in this unit.</i>	Intensive April Intensive August Intensive December Intensive February Intensive January Intensive July Intensive June Intensive March Intensive May Intensive November Intensive October Intensive September
Elective units			
Candidates must complete 24 credit points from the following Electives units.			

AERO5200 Advanced Aerodynamics	6	<p>A BE in the area of Aerospace Engineering or related Engineering field. P AERO9260 or AERO8260 or AERO3260</p> <p><i>Note: Department permission required for enrolment</i></p>	Semester 2
AERO5206 Rotary Wing Aircraft	6	<p>A Prior Learning: concepts from 3000 level Aerodynamics and Flight Mechanics will be applied to Rotary Wing Vehicles in this unit. P (AERO3260 OR AERO9260 or AERO8260) AND (AERO3560 OR AERO9560 or AERO8560)</p>	Semester 2
AERO5500 Flight Mechanics Test and Evaluation Adv <i>This unit of study is not available in 2020</i>	6	<p>A BE in area of Aerospace Engineering or related Engineering Field. P AERO5510 OR AERO9560 OR AERO3560</p> <p><i>Note: Department permission required for enrolment</i></p>	Semester 1
AERO5700 Space Engineering (Advanced)	6	<p>P (AERO3760 AND AERO4701) OR AERO9760</p> <p><i>Note: Department permission required for enrolment</i></p>	Semester 1 Semester 2
AERO5750 Unmanned Air Vehicle Systems	6	<p>A AERO1560, AERO1400, AMME2700, AERO3460, AERO3560, AERO3260, AERO3261 and AERO4460. P (AERO3260 OR AERO9260) AND (AERO3460 OR AERO9460) AND (AERO3360 OR AERO9360) AND (AERO3560 OR AERO9560)</p>	Semester 2
AERO9262 Aerodynamics 2	6	P AMME9261 or AERO8261	Semester 1
AERO9760 Spacecraft and Satellite Design	6		Semester 1
AMME5060 Advanced Computational Engineering	6	<p>A Linear algebra, calculus and partial differential equations, Taylor series, the finite difference and finite element methods, numerical stability, accuracy, direct and iterative linear solvers and be able to write Matlab Scripts to solve problems using these methods. P UG students are required to complete AMME3060 before enrolling in this unit.</p>	Semester 2

		<i>Note: Department permission required for enrolment</i>	
AMME5202 Computational Fluid Dynamics	6	A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.	Semester 1
AMME5292 Advanced Fluid Dynamics	6	A MECH3261 OR MECH9261 OR CIVL3612 OR CIVL9612 OR AERO3260 OR AERO9260	Semester 1
AMME5510 Vibration and Acoustics	6	P (AMME2301 OR AMME9301) AND (AMME2200 OR AMME2261 OR AMME9261) AND (AMME2500 OR AMME9500)	Semester 2
AMME5520 Advanced Control and Optimisation	6	A Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain. P AMME3500 OR AMME9501 or AMME8501	Semester 1
ENGG5011 Engineering Foundation Studies A	6	<i>Note: Department permission required for enrolment</i>	Intensive February Intensive July Semester 1 Semester 2
ENGG5202 Sustainable Design, Eng and Mgt	6	A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics	Semester 1
ENGG5203 Quality Engineering and Management	6	A First degree in Engineering or a related discipline	Semester 2
MECH5275 Renewable Energy	6	A The student will need a sound background in advanced level fluid mechanics, thermodynamics and heat transfer. In particular, students should be able to analyse fluid flow in turbomachinery; perform first and second law thermodynamic analysis of energy conversion systems, including chemically reacting systems; and perform advanced level calculations of conductive and convective and radiative heat transfer, including radiative spectral analysis. P (MECH3260 AND MECH3261) OR (AERO3260 AND AERO3261) OR (MECH9260 AND MECH9261) OR (MECH8260 AND MECH8261) OR (AERO9260 AND AERO9261) OR (AERO8260 AND AERO8261).	Semester 2

		Students claiming to have prerequisite knowledge based on study at other institutions must contact the unit of study coordinator before enrolling in this unit and may be required to sit a pre-exam to demonstrate that they have the necessary knowledge and skills to undertake this advanced level unit. <i>Note: Department permission required for enrolment</i>	
MECH5305 Smart Materials	6	A Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics P (AMME9301 OR AMME2301) AND (AMME9302 OR AMME2302 OR AMME1362)	Semester 2
MECH5310 Advanced Engineering Materials	6	P MECH3362 OR MECH9362 or MECH8362 N MECH4310	Semester 1

Project units

All candidates are required to complete a minimum of 12 credit points of Project or Research units during the final year of study.

Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Extended Capstone Project.

Extended Capstone Project candidates take Capstone Project units AMME5020 and AMME5022 (total 18 cp) in place of Capstone Project AMME5021 and 6 credit points of elective units.

AMME5020 Capstone Project A	6	P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). N AMME5222 OR AMME5223 OR AMME5010 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010	Semester 1 Semester 2
AMME5021 Capstone Project B	6	P 96 credit points from the MPE degree program or 48 cp from the MPE(Accel) program or 24 credit points from the ME degree program (including any credit for prior study) N AMME5022 OR AMME5222 OR AMME5223 OR AMME5010 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010	Semester 1 Semester 2

AMME5022 Capstone Project B Extended	12	<p>P 24 credit points in the Master of Engineering and WAM ≥ 70 or 96 credit points in the Master of Professional Engineering and WAM ≥ 70 or 48cp from MPE(Accel) program and WAM ≥ 70</p> <p>N AMME5021 OR AMME5222 OR AMME5223 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010</p> <p><i>Note: Department permission required for enrolment</i></p>	Semester 1 Semester 2
Research Pathway			
Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway.			
Research pathway candidates take Dissertation units AMME5222 and AMME5223 (total 24 cp) in place of Capstone Project units and 12 credit points of elective units.			
AMME5222 Dissertation A	12	<p>N AMME5020 OR AMME5021 OR AMME5022 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010</p> <p><i>Note: Department permission required for enrolment</i></p> <p><i>In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.</i></p>	Semester 1 Semester 2
AMME5223 Dissertation B	12	<p>N AMME5020 OR AMME5021 OR AMME5022 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010</p> <p><i>Note: Department permission required for enrolment</i></p> <p><i>In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.</i></p>	Semester 1 Semester 2
Major Industrial Project			

Candidates undertaking the Major Industrial Project take AMME5010 in place of ENGG5217 Practical Experience, AMME5020/5021 Capstone Project A & B and 12 credit points of Specialist Elective units of study.

**AMME5010
Major Industrial
Project**

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A Students must have a credit (>65%) average in prior semester enrolment
N AMME5020 OR AMME5021 OR AMME5022 OR AMME5222 OR AMME5223 OR ENGG5217 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010

Note: Department permission required for enrolment

Semester 1
Semester 2

Exchange units

With approval of the Program Director, up to 12 credit points of Exchange units may taken in place of other units, towards the requirements of the degree.

For more information on degree program requirements visit [CUSP](https://cusp.sydney.edu.au) (<https://cusp.sydney.edu.au>).

Appendix 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Master of Professional Engineering (Biomedical)			
To qualify for the award of the Master of Professional Engineering in this specialisation, a candidate must complete 144 credit points, including:			
(a) 108 credit points of Core units as listed below			
(b) ENGG5217 Practical Experience			
(c) 24 credit points of Elective units			
(d) A minimum of 12 credit points of Project or Research Pathway units as detailed below			
(e) Candidates undertaking the Research Pathway, replace 12 credit points of elective units with Research Pathway units			
Core units			
Year One			
AMME9261 Fluid Mechanics 1	6	A Students are expected to be familiar with first year basic maths: integral calculus, differential calculus and linear algebra. N AMME5200	Semester 1
AMME9500 Engineering Dynamics	6	A University level Maths and Physics, especially covering the area of Mechanics, and familiarity with the MATLAB programming environment. N AMME5500	Semester 1
AMME9700 Instrumentation	6	A Programming Skills, 1st Year maths skills N AMME5700	Semester 1
ENGG9801 Engineering Computing	6	N ENGG5801 OR ENGG1801	Intensive January Semester 1
<u>ENGG9810 Introduction to Engineering Computing</u>	<u>6</u>	<u>N ENGG9801 OR ENGG1801 OR ENGG1810 OR INFO1110 OR INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905 OR COSC1003</u>	<u>Semester 1</u>
AMME9262 Thermal Engineering 1	6	A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear	Semester 2

		algebra. N AMME5200	
AMME9301 Mechanics of Solids 1	6	A Physics, statics, Differential Calculus, Linear Algebra, Integral Calculus and Modelling. N AMME5301	Semester 2
AMME9302 Materials 1	6	N AMME5302 OR CIVL5501	Semester 2
BMET9901 Anatomy and Physiology for Engineers	6	A 6cp minimum of Junior level Biology N AMME5901 OR AMME9901 OR MECH2901 OR BMET2901	Semester 2
Year Two			
AMME9501 System Dynamics and Control	6	A AMME5500 OR AMME9500. Students are assumed to have a good background knowledge in ordinary differential equations, Laplace transform methods, linear algebra and mathematical modeling of mechanical systems. P AMME9500 N AMME8501	Semester 1
BMET9990 Biomedical Product Development	6	A 1000 level chemistry, 2000 level biology, and specific knowledge of cell biology at least at the 1000 level, and preferably at the 2000 level. N AMME4990 OR BMET4990 OR AMME5990 OR AMME9990	Semester 1
MECH9261 Fluid Mechanics 2	6	A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series P AMME9261 OR AMME9200 N MECH8261	Semester 1
MECH9362 Materials 2	6	A Mechanics of solids: statics, stress, strain P (AMME9302 OR AMME5302) AND (AMME9301 OR AMME5301) N MECH8362	Semester 1
BMET9921 Biomedical Engineering Technology	6	A 1000-level biology, 1000-level materials science and some engineering design N MECH3921 OR BMET3921 OR AMME5921 OR BMET5921	Semester 2
ENGG5103 Safety Systems and Risk Analysis	6		Semester 2

MECH9361 Mechanics of Solids 2	6	A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series P AMME9301 OR AMME5301 N MECH8361	Semester 2
Year Three			
BMET9961 Biomechanics and Biomaterials	6	A AMME9901 or BMET9901 or 6 credit points of junior biology, 6 credit points of junior chemistry, 6 credit points of junior materials science, 6 credit points of engineering design, Chemistry, biology, materials engineering, and engineering design at least at the Junior level. N AMME5961 OR AMME9961 OR MECH4961 OR BMET4961	Semester 2
BMET9971 Tissue Engineering	6	A AMME9901 or BMET9901 or [6 credit points of 1000-level biology and 6 credit points of 1000-level chemistry] P (AMME5921 or BMET5921 OR BMET9921) N AMME5971 OR AMME9971 OR AMME4971 OR BMET4971	Semester 1
BMET9981 Applied Biomedical Engineering	6	A AMME9301 AND AMME9302 AND AMME9500 AND MECH9361 N AMME4981 or BMET4981 OR AMME5981 OR AMME9981	Semester 1
ENGG5217 Practical Experience		N ENGP1000 OR ENGP2000 OR ENGP3000 OR ENGG4000 OR CHNG5205 OR AMME5010 <i>Students should have completed one year of their MPE program before enrolling in this unit.</i>	Intensive April Intensive August Intensive December Intensive February Intensive January Intensive July Intensive June Intensive March Intensive May Intensive November Intensive October

			Intensive September
Elective units			
Candidates must complete 24 credit points from the following elective units.			
AERO9301 Applied Finite Element Analysis	6	A BE in area of Aerospace Engineering or related Engineering field. P AERO9360 or AERO8360 or MECH9361 or MECH8361	Semester 1
AMME5202 Computational Fluid Dynamics	6	A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.	Semester 1
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
AMME5310 Engineering Tribology	6	A (AMME2302 OR AMME9302) AND (AMME2301 OR AMME9301) AND (MECH3261 OR MECH9261 or MECH8261) <i>Note: Department permission required for enrolment</i>	Semester 1
AMME5520 Advanced Control and Optimisation	6	A Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain. P AMME3500 OR AMME9501 or AMME8501	Semester 1
AMME5790 Introduction to Biomechatronics	6	A Knowledge in mechanical and electronic engineering; adequate maths and applied maths skills; background knowledge of physics, chemistry and biology; Some programming capability: MATLAB, C, C++, software tools used by engineers including CAD and EDA packages. P (MECH3921 OR BMET3921) OR MTRX3700 OR (AMME5921 OR BMET5921 OR BMET9921) N AMME4790 <i>AMME5790 is the last in a series of practical Mechatronic and Electrical courses taken over three years. It takes these engineering concepts, along with the associated mathematical, electronic and mechanical theory and applies this knowledge to a series of practical, albeit specialised biomechatronic applications</i>	Semester 2

		<i>that will be encountered by Mechatronic Engineers who enter this broad field on graduation.</i>	
AMME5902 Computer Aided Manufacturing	6	<i>Note: Department permission required for enrolment</i>	Semester 2
AMME5912 Crash Analysis and Design	6	A Computer Aided Drafting, Basic FEA principles and Solid Mechanics <i>Note: Department permission required for enrolment</i>	Semester 1
BMET5907 Orthopaedic and Surgical Engineering	6	A (AMME2302 OR AMME9302 OR AMME1362) AND (MECH2901 OR BMET2901 OR AMME9901 OR BMET9901) AND (MECH3921 OR BMET3921 OR AMME5921 OR BMET5921) Basic concepts in engineering mechanics - statics; dynamics; and solid mechanics. Basic concepts in materials science; specifically with regard to types of materials and the relation between properties and microstructure. A basic understanding of human biology and anatomy. N MECH4902 OR MECH5907	Semester 2
BMET5931 Nanomaterials in Medicine	6	A [(BIOL1xxx OR MBLG1xxx) AND CHEM1xxx AND PHYS1xxx] OR [(AMME1961 OR BMET1961)] AND (MECH2901 OR BMET2901)] AND (NANO2xxx OR AMME1362) N AMME5931	Semester 1
BMET5958 Nanotechnology in Biomedical Engineering	6	A (MECH3921 OR BMET3921 OR AMME5921 OR BMET5921) N AMME5958	Semester 2
BMET5962 Introduction to Mechanobiology	6	A 6 credit points of 1000-level biology, 6 credit points of 1000-level chemistry and 6 credit points of 2000-level physiology or equivalent N AMME5962	Semester 2
BMET5992 Regulatory Affairs in the Medical Industry	6	A MECH3921 OR BMET3921 OR AMME5921 OR BMET5921 and 6cp of 1000-level Chemistry and 6cp of Biology units N AMME4992 OR AMME5992	Semester 2
BMET5995 Advanced Bionics	6	A AMME5921 OR BMET5921 OR MECH3921 OR BMET3921 N AMME5995 OR AMME5951 OR BMET5951	Semester 1
BMET9660 Biomanufacturing	6	N BMET3660 or AMME3660	Semester 1

ENGG5011 Engineering Foundation Studies A	6	<i>Note: Department permission required for enrolment</i>	Intensive February Intensive July Semester 1 Semester 2
ENGG5202 Sustainable Design, Eng and Mgt	6	A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics	Semester 1
ENGG5203 Quality Engineering and Management	6	A First degree in Engineering or a related discipline	Semester 2
MECH5255 Air Conditioning and Refrigeration	6	A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. P MECH3260 OR MECH9260 or MECH8260 N MECH4255	Semester 2
MECH5275 Renewable Energy	6	A The student will need a sound background in advanced level fluid mechanics, thermodynamics and heat transfer. In particular, students should be able to analyse fluid flow in turbomachinery; perform first and second law thermodynamic analysis of energy conversion systems, including chemically reacting systems; and perform advanced level calculations of conductive and convective and radiative heat transfer, including radiative spectral analysis. P (MECH3260 AND MECH3261) OR (AERO3260 AND AERO3261) OR (MECH9260 AND MECH9261) OR (MECH8260 and MECH8261) OR (AERO9260 AND AERO9261) OR (AERO8260 and AERO8261). Students claiming to have prerequisite knowledge based on study at other institutions must contact the unit of study coordinator before enrolling in this unit and may be required to sit a pre-exam to demonstrate that they have the necessary knowledge and skills to undertake this advanced level unit. <i>Note: Department permission required for enrolment</i>	Semester 2
MECH5304 Materials Failure	6	A Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics	Semester 2

		P (MECH9361 OR MECH3361 or MECH8361) AND (MECH9362 or MECH8362 OR MECH3362)	
MECH5310 Advanced Engineering Materials	6	P MECH3362 OR MECH9362 or MECH8362 N MECH4310	Semester 1
MECH5311 Microscopy and Microanalysis of Materials	6	A AMME1362 or AMME9302 or CIVL2110.	Semester 1
MECH5416 Advanced Design and Analysis	6	A ENGG1802 or AMME1802 - Eng Mechanics; balance of forces and moments; AMME2301 - Mechanics of Solids; 2 and 3 dimensional stress and strain; AMME2500 - Engineering Dynamics - dynamic forces and moments; MECH2400 - Mechanical Design 1; approach to design problems and report writing; and preparation of engineering drawing; MECH3460 - Mechanical design 2; means of applying fatigue analysis to a wide range of machine components. P (AMME2301 OR AMME9301) AND (AMME2500 OR AMME9500) AND (MECH2400 OR MECH9400) N MECH4460	Semester 1
MECH5720 Sensors and Signals	6	A Strong MATLAB skills P MTRX3700 N MECH4720	Semester 2
MTRX5700 Experimental Robotics	6	A Knowledge of statics and dynamics, rotation matrices, programming and some electronic and mechanical design experience is assumed. P (AMME3500 OR AMME9501 or AMME8501) AND MTRX3700	Semester 1
Project units			
All candidates are required to complete a minimum of 12 credit points of Project or Research units during the final year of study.			
Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Extended Capstone Project.			
Extended Capstone Project candidates take Capstone Project units BMET5020 and BMET5022 (total 18 CP) in place of Capstone Project BMET5021 and 6 credit points of elective units.			
BMET5020 Capstone Project A	6	P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). N BMET5222 or BMET5223 or BMET 5010 or AMME5020 or AMME5020 or AMME5021 or	Semester 1 Semester 2

		AMME5022 or AMME5222 or AMME5223 or AMME5010	
BMET5021 Capstone Project B	6	P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). N BMET5022 or BMET5222 or BMET5223 or BMET5010 or AMME5020 or AMME5020 or AMME5021 or AMME5022 or AMME5222 or AMME5223 or AMME5010	Semester 1 Semester 2
BMET5022 Capstone Project B Extended	12	P [24 credit points in the Master of Engineering and WAM ≥ 70 , or 96 credit points in the Master of Professional Engineering and WAM ≥ 70 or 48cp from MPE(Accel) program and WAM ≥ 70] N BMET5021 or BMET5222 or BMET5223 or AMME5020 or AMME5020 or AMME5021 or AMME5022 or AMME5222 or AMME5223 or AMME5010 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

Research pathway

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway.

Research pathway candidates take Dissertation units BMET5222 and BMET5223 (total 24 CP) in place of Capstone Project units and 12 credit points of elective units.

BMET5222 Dissertation A	12	N BMET5020 or BMET5021 or BMET5022 or AMME5020 or AMME5020 or AMME5021 or AMME5022 or AMME5222 or AMME5223 or AMME5010 <i>Note: Department permission required for enrolment In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.</i>	Semester 1 Semester 2
BMET5223 Dissertation B	12	N BMET5020 or BMET5021 or BMET5022 or AMME5020 or AMME5020 or AMME5021 or AMME5022 or AMME5222 or AMME5223 or AMME5010 <i>Note: Department permission required for enrolment In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of</i>	Semester 1 Semester 2

		<i>your project must be determined in discussion with the supervisor.</i>	
Major Industrial Project			
Candidates undertaking the Major Industrial Project take BMET5010 in place of ENGG5217 Practical Experience, BMET5020/5021 Capstone Project A & B and 12 credit points of Elective units of study.			
BMET5010 Major Industrial Project	24	<p>P [A credit (WAM\geq65) average in prior semester enrolment.]</p> <p>N BMET5020 or BMET5021 or BMET5022 or BMET5222 or BMET5223 or ENGG5217 or AMME5020 or AMME5020 or AMME5021 or AMME5022 or AMME5222 or AMME5223 or AMME5010</p> <p><i>Note: Department permission required for enrolment Students achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent, BMET5010 replaces BMET5222/BMET5223 Dissertation A and B and ENGG5217 Practical Experience.</i></p>	Semester 1 Semester 2
Exchange units			
With approval of the Program Director, up to 12 credit points of Exchange units may taken in place of other units, towards the requirements of the degree.			

For more information on degree program requirements visit [CUSP](https://cusp.sydney.edu.au) (<https://cusp.sydney.edu.au>).

Appendix 3

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Master of Professional Engineering (Mechanical)			
To qualify for the award of the Master of Professional Engineering in this specialisation, a candidate must complete 144 credit points, including:			
(a) 96 credit points of Core units as listed below			
(b) ENGG5217 Practical Experience			
(c) 36 credit points of Elective units			
(d) A minimum of 12 credit points of Project or Research Pathway units as detailed below			
(e) Candidates undertaking the Research Pathway, replace 12 credit points of elective units with Research Pathway units			
Core units			
Year One			
AMME9261 Fluid Mechanics 1	6	A Students are expected to be familiar with first year basic maths: integral calculus, differential calculus and linear algebra. N AMME5200	Semester 1
AMME9500 Engineering Dynamics	6	A University level Maths and Physics, especially covering the area of Mechanics, and familiarity with the MATLAB programming environment. N AMME5500	Semester 1
AMME9700 Instrumentation	6	A Programming Skills, 1st Year maths skills N AMME5700	Semester 1
ENGG9801 Engineering Computing	6	N-ENGG5801 OR ENGG1801	Intensive January Semester 1
<u>ENGG9810 Introduction to Engineering Computing</u>	<u>6</u>	<u>N ENGG9801 OR ENGG1801 OR ENGG1810 OR INFO1110 OR INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905 OR COSC1003</u>	<u>Semester 1</u>
AMME9262 Thermal Engineering 1	6	A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra. N AMME5200	Semester 2

AMME9301 Mechanics of Solids 1	6	A Physics, statics, Differential Calculus, Linear Algebra, Integral Calculus and Modelling. N AMME5301	Semester 2
AMME9302 Materials 1	6	N AMME5302 OR CIVL5501	Semester 2
MECH9400 Mechanical Design 1	6	A ENGG1801 AND (ENGG1802 or AMME1802). HSC Maths and HSC Physics N MECH5400	Semester 2
Year Two			
AMME9501 System Dynamics and Control	6	A AMME5500 OR AMME9500. Students are assumed to have a good background knowledge in ordinary differential equations, Laplace transform methods, linear algebra and mathematical modeling of mechanical systems. P AMME9500 N AMME8501	Semester 1
MECH9261 Fluid Mechanics 2	6	A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series P AMME9261 OR AMME9200 N MECH8261	Semester 1
MECH9362 Materials 2	6	A Mechanics of solids: statics, stress, strain P (AMME9302 OR AMME5302) AND (AMME9301 OR AMME5301) N MECH8362	Semester 1
MECH9660 Manufacturing Engineering	6	P MECH9400 N MECH8660	Semester 1
MECH9260 Thermal Engineering 2	6	A Fundamentals of thermodynamics are needed to begin this more advanced course. P AMME9200 OR AMME5200 OR AMME9262 N MECH8260	Semester 2
MECH9361 Mechanics of Solids 2	6	A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series P AMME9301 OR AMME5301 N MECH8361	Semester 2
Year Three			
AMME9601 Professional Engineering	6		Semester 1

ENGG5103 Safety Systems and Risk Analysis	6		Semester 2
ENGG5217 Practical Experience		<p>N ENGP1000 OR ENGP2000 OR ENGP3000 OR ENGG4000 OR CHNG5205 OR AMME5010</p> <p><i>Students should have completed one year of their MPE program before enrolling in this unit.</i></p>	<p>Intensive April</p> <p>Intensive August</p> <p>Intensive December</p> <p>Intensive February</p> <p>Intensive January</p> <p>Intensive July</p> <p>Intensive June</p> <p>Intensive March</p> <p>Intensive May</p> <p>Intensive November</p> <p>Intensive October</p> <p>Intensive September</p>
Elective units			
Candidates must complete 36 credit points from the following Mechanical elective units of study.			
It is recommended that students select units from the same subject area (either Thermofluids, Materials, Design & Manufacturing or Mechatronics)			
Thermofluids			
AMME5060 Advanced Computational Engineering	6	<p>A Linear algebra, calculus and partial differential equations, Taylor series, the finite difference and finite element methods, numerical stability, accuracy, direct and iterative linear solvers and be able to write Matlab Scripts to solve problems using these methods.</p> <p>P UG students are required to complete AMME3060 before enrolling in this unit.</p> <p><i>Note: Department permission required for enrolment</i></p>	Semester 2

AMME5101 Energy and the Environment	6	A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer P MECH3260 OR MECH9260 or MECH8260 OR AERO3261 OR AERO9261 or AERO8261	Semester 1
AMME5202 Computational Fluid Dynamics	6	A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.	Semester 1
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
AMME5292 Advanced Fluid Dynamics	6	A MECH3261 OR MECH9261 OR CIVL3612 OR CIVL9612 OR AERO3260 OR AERO9260	Semester 1
ENGG5202 Sustainable Design, Eng and Mgt	6	A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics	Semester 1
MECH5255 Air Conditioning and Refrigeration	6	A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. P MECH3260 OR MECH9260 or MECH8260 N MECH4255	Semester 2
MECH5265 Combustion	6	A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. P (MECH3260 AND MECH3261) OR MECH9260 or MECH8260	Semester 2
MECH5275 Renewable Energy	6	A The student will need a sound background in advanced level fluid mechanics, thermodynamics and heat transfer. In particular, students should be able to analyse fluid flow in turbomachinery; perform first and second law thermodynamic analysis of energy conversion systems, including chemically reacting systems; and perform advanced level calculations of conductive and convective and radiative heat transfer, including radiative spectral analysis. P (MECH3260 AND MECH3261) OR	Semester 2

		<p>(AERO3260 AND AERO3261) OR (MECH9260 AND MECH9261) OR (MECH8260 and MECH8261) OR (AERO9260 AND AERO9261) OR (AERO8260 and AERO8261). Students claiming to have prerequisite knowledge based on study at other institutions must contact the unit of study coordinator before enrolling in this unit and may be required to sit a pre-exam to demonstrate that they have the necessary knowledge and skills to undertake this advanced level unit.</p> <p><i>Note: Department permission required for enrolment</i></p>	
Materials			
AERO9301 Applied Finite Element Analysis	6	<p>A BE in area of Aerospace Engineering or related Engineering field. P AERO9360 or AERO8360 or MECH9361 or MECH8361</p>	Semester 1
AMME5271 Computational Nanotechnology	6	<p>A Understanding of basic principles of Newtonian mechanics, physics and chemistry, fluid mechanics and solid mechanics.</p> <p><i>Note: Department permission required for enrolment</i></p>	Semester 2
MECH5304 Materials Failure	6	<p>A Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics P (MECH9361 OR MECH3361 or MECH8361) AND (MECH9362 or MECH8362 OR MECH3362)</p>	Semester 2
MECH5305 Smart Materials	6	<p>A Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics P (AMME9301 OR AMME2301) AND (AMME9302 OR AMME2302 OR AMME1362)</p>	Semester 2
MECH5310 Advanced Engineering Materials	6	<p>P MECH3362 OR MECH9362 or MECH8362 N MECH4310</p>	Semester 1

MECH5311 Microscopy and Microanalysis of Materials	6	A AMME1362 or AMME9302 or CIVL2110.	Semester 1
MECH5416 Advanced Design and Analysis	6	A ENGG1802 or AMME1802 - Eng Mechanics; balance of forces and moments; AMME2301 - Mechanics of Solids; 2 and 3 dimensional stress and strain; AMME2500 - Engineering Dynamics - dynamic forces and moments; MECH2400 - Mechanical Design 1; approach to design problems and report writing; and preparation of engineering drawing; MECH3460 - Mechanical design 2; means of applying fatigue analysis to a wide range of machine components. P (AMME2301 OR AMME9301) AND (AMME2500 OR AMME9500) AND (MECH2400 OR MECH9400) N MECH4460	Semester 1
Design and Manufacturing			
AERO9301 Applied Finite Element Analysis	6	A BE in area of Aerospace Engineering or related Engineering field. P AERO9360 or AERO8360 or MECH9361 or MECH8361	Semester 1
AMME5105 Risk Management Analysis	6		Semester 1
AMME5310 Engineering Tribology	6	A (AMME2302 OR AMME9302) AND (AMME2301 OR AMME9301) AND (MECH3261 OR MECH9261 or MECH8261) <i>Note: Department permission required for enrolment</i>	Semester 1
AMME5510 Vibration and Acoustics	6	P (AMME2301 OR AMME9301) AND (AMME2200 OR AMME2261 OR AMME9261) AND (AMME2500 OR AMME9500)	Semester 2
AMME5902 Computer Aided Manufacturing	6	<i>Note: Department permission required for enrolment</i>	Semester 2
AMME5912 Crash Analysis and Design	6	A Computer Aided Drafting, Basic FEA principles and Solid Mechanics	Semester 1

		<i>Note: Department permission required for enrolment</i>	
CSYS5010 Introduction to Complex Systems	6		Semester 1 Semester 2
ENGG5203 Quality Engineering and Management	6	A First degree in Engineering or a related discipline	Semester 2
MECH5416 Advanced Design and Analysis	6	A ENGG1802 or AMME1802 - Eng Mechanics; balance of forces and moments; AMME2301 - Mechanics of Solids; 2 and 3 dimensional stress and strain; AMME2500 - Engineering Dynamics - dynamic forces and moments; MECH2400 - Mechanical Design 1; approach to design problems and report writing; and preparation of engineering drawing; MECH3460 - Mechanical design 2; means of applying fatigue analysis to a wide range of machine components. P (AMME2301 OR AMME9301) AND (AMME2500 OR AMME9500) AND (MECH2400 OR MECH9400) N MECH4460	Semester 1
Mechatronics			
AERO9760 Spacecraft and Satellite Design	6		Semester 1
AMME5520 Advanced Control and Optimisation	6	A Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain. P AMME3500 OR AMME9501 or AMME8501	Semester 1
AMME5902 Computer Aided Manufacturing	6	<i>Note: Department permission required for enrolment</i>	Semester 2
MECH5416 Advanced Design and Analysis	6	A ENGG1802 or AMME1802 - Eng Mechanics; balance of forces and moments; AMME2301 - Mechanics of Solids; 2 and 3 dimensional stress and strain; AMME2500 - Engineering Dynamics - dynamic forces and moments; MECH2400 - Mechanical Design 1; approach to design problems and report writing; and	Semester 1

		preparation of engineering drawing; MECH3460 - Mechanical design 2; means of applying fatigue analysis to a wide range of machine components. P (AMME2301 OR AMME9301) AND (AMME2500 OR AMME9500) AND (MECH2400 OR MECH9400) N MECH4460	
MECH5720 Sensors and Signals	6	A Strong MATLAB skills P MTRX3700 N MECH4720	Semester 2
MTRX5700 Experimental Robotics	6	A Knowledge of statics and dynamics, rotation matrices, programming and some electronic and mechanical design experience is assumed. P (AMME3500 OR AMME9501 or AMME8501) AND MTRX3700	Semester 1
Project units			
All candidates are required to complete a minimum of 12 credit points of Project or Research units during the final year of study.			
Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Extended Capstone Project.			
Extended Capstone Project candidates take Capstone Project units AMME5020 and AMME5022 (total 18 cp) in place of Capstone Project AMME5021 and 6 cp of elective units.			
AMME5020 Capstone Project A	6	P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). N AMME5222 OR AMME5223 OR AMME5010 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010	Semester 1 Semester 2
AMME5021 Capstone Project B	6	P 96 credit points from the MPE degree program or 48 cp from the MPE(Accel) program or 24 credit points from the ME degree program (including any credit for prior study) N AMME5022 OR AMME5222 OR AMME5223 OR AMME5010 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010	Semester 1 Semester 2
AMME5022 Capstone Project B Extended	12	P 24 credit points in the Master of Engineering and WAM ≥ 70 or 96 credit points in the Master of Professional Engineering and WAM ≥ 70 or 48cp from	Semester 1 Semester 2

		<p>MPE(Accel) program and WAM ≥ 70 N AMME5021 OR AMME5222 OR AMME5223 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010</p> <p><i>Note: Department permission required for enrolment</i></p>	
<h2>Research Pathway</h2>			
<p>Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway.</p>			
<p>Research pathway candidates take Dissertation units AMME5222 and AMME5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective units.</p>			
AMME5222 Dissertation A	12	<p>N AMME5020 OR AMME5021 OR AMME5022 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010</p> <p><i>Note: Department permission required for enrolment</i> <i>In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.</i></p>	Semester 1 Semester 2
AMME5223 Dissertation B	12	<p>N AMME5020 OR AMME5021 OR AMME5022 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010</p> <p><i>Note: Department permission required for enrolment</i> <i>In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.</i></p>	Semester 1 Semester 2
<h2>Major Industrial Project</h2>			
<p>Candidates undertaking the Major Industrial Project take AMME5010 in place of ENGG5217 Practical Experience, AMME5020/5021 Capstone Project A & B and 12 credit points of Specialist Elective units of study.</p>			

AMME5010 Major Industrial Project	24	<p>A Students must have a credit (>65%) average in prior semester enrolment</p> <p>N AMME5020 OR AMME5021 OR AMME5022 OR AMME5222 OR AMME5223 OR ENGG5217 OR BMET5020 OR BMET5021 OR BMET5022 OR BMET5222 OR BMET5223 OR BMET5010</p> <p><i>Note: Department permission required for enrolment</i></p>	Semester 1 Semester 2
Exchange units			
With approval of the Program Director, up to 12 credit points of Exchange units may taken in place of other units, towards the requirements of the degree.			

Appendix 4

Unit of study table

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Master of Professional Engineering (Sustainability and Environmental Engineering)			
To qualify for the award of the Master of Professional Engineering in this specialisation, a candidate must complete 144 credit points, including core and elective units of study as listed below.			
Core units			
Year One			
AMME9261 Fluid Mechanics 1	6	A Students are expected to be familiar with first year basic maths: integral calculus, differential calculus and linear algebra. N AMME5200 OR CHNG9201	Semester 1
CHNG9000 Chemical Engineering for Scientists	6	A University level mathematics, calculus, linear algebra and statistics.	Semester 1
CHNG9103 Conservation of Mass and Energy	6	N CHNG1103 OR CHNG5707	Semester 2
CHNG9201 Fluid Mechanics	6	A Calculus, Computations (Matlab, Excel), Mass and Energy Balances. N CHNG5701 OR CHNG2801 OR AMME9261	Semester 1
CHNG9203 Heat and Mass Transfer	6	A Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL. Ability to read widely outside of the technical literature, and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on qualitative and quantitative information. N CHNG2803 OR CHNG5703	Semester 1
CHNG9206 Separation Processes	6	A Mass and energy balances, physical chemistry, physics. N CHNG2806 OR CHNG5706	Semester 2
CIVL9010 Environmental Engineering	6	A Strong calculus knowledge and substantial report writing skills are recommended for success in this subject, as well as the ability to program in MATLAB. Basic understanding of structural mechanics is also an advantage.	Semester 2
ENGG9801 Engineering Computing	6	N ENGG5801 OR ENGG1801	Semester 1 Intensive January
ENGG9810 Introduction to Engineering Computing	6	N ENGG9801 OR ENGG1801 OR ENGG1810 OR INFO1110 OR INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905 OR COSC1003	Semester 1
PHYS5034 Life Cycle Analysis	6		Semester 2
Year Two			
AMME9262 Thermal Engineering 1	6	A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra. N AMME5200 OR CHNG9204	Semester 2
CHNG9204 Chemical Engineering Thermodynamics	6	A Calculus, linear algebra, numerical methods, computational tools (Matlab, Excel), basic mass and energy balances, heat transfer, mass transfer, momentum (from fluid mechanics), reaction balances. N CHNG2804 OR CHNG5704 OR AMME9262	Semester 2
CHNG9301 Process Plant Design	6	A CHNG9201 and CHNG9202 and CHNG9203 and CHNG9204 and CHNG9206 N CHNG5801	Semester 2
CHNG9302 Process Dynamics and Control	6	A CHNG9202. Enrolment in this unit of study assumes that all core chemical engineering units in second year have been successfully completed. N CHNG5802	Semester 1
CHNG9305 Particle Processing	6	A CHNG9201 and CHNG9202 and CHNG9204. Mass and energy balances, physical chemistry, physics. N CHNG3805 OR CHNG5805	Semester 2
CIVL9310 Humanitarian Engineering	6		Semester 1
CIVL5320 Engineering for Sustainable Development	6	P CIVL3310 OR CIVL9310	Semester 2
ENGG5204 Engineering Professional Practice	6	A Competences and experience in engineering obtained during an accepted engineering degree	Semester 1
Year Three			

ENGG5102 Entrepreneurship for Engineers	6	A Some limited industry experience is preferred but not essential. N ELEC5701	Semester 1
ENGG5103 Safety Systems and Risk Analysis	6	N CHNG9306	Semester 2
ENGG5202 Sustainable Design, Eng and Mgt	6	A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics	Semester 1
CHNG9306 Risk Management for Chemical Engineering	6	A CHNG9201 and CHNG9202 and CHNG9203 and CHNG9204 and CHNG9206. Mass and energy balances, physical chemistry, physics. N CHNG3806 OR CHNG5806 or CHNG9306	Semester 2
ENGG5217 Practical Experience	0	N ENGP1000 OR ENGP2000 OR ENGP3000 OR ENGG4000 OR CHNG5205 OR AMME5010 <i>Students should have completed one year of their MPE program before enrolling in this unit.</i>	Intensive April Intensive August Intensive December Intensive February Intensive January Intensive July Intensive June Intensive March Intensive May Intensive November Intensive October Intensive September
Specialist Elective units			
Candidates must complete a minimum of 18 credit points from the following Specialist Elective units of study.			
AFNR 5801 Climate Change: Process, History, Issues	6	A A basic understanding of climate change processes and issues.	Semester 2
CHNG5003 Green Engineering	6	A CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. All core 3000 level chemical engineering units of study.	Semester 2
CHNG5004 Particles and Surfaces	6	A Enrolment in this unit of study assumes that all 3000 level core chemical engineering units have been successfully completed.	Semester 1
CHNG5005 Wastewater Engineering	6	A Enrolment in this unit assumes that the student has successfully completed CHNG1103 (Mass and Energy Balances), CHNG2801 (Fluid Mechanics), CHNG2802 (Applied Mathematics), CHNG3803 (Chemical and Biological Process Design), CHNG3804 (Biochemical Engineering) and CHNG3805 (Particle Mechanics) or equivalent.	Semester 1
CHNG5006 Advanced Wastewater Engineering	6	A CHNG5005 OR CHNG3804.	Semester 2
CHNG5008 Nanotechnology in Chemical Engineering	6	A 12cp CHEM2xxx	Semester 2
CHNG5601 Membrane Science	6		Semester 1
CHNG5604 Advanced Membrane Engineering	6	A CHNG5601	Semester 2
CIVL5351 Geoenvironmental Engineering	6		Semester 2
CIVL5670 Reservoir, Stream and Coastal Engineering	6	A (CIVL3612 OR CIVL9612) AND MATH2061	Semester 1
CIVL6665 Advanced Water Resources Engineering	6	A CIVL3612 OR CIVL9612 N CIVL5665	Semester 2
ELEC5206 Sustainable Energy Systems	6	A Following concepts are assumed knowledge for this unit of study: familiarity with transformers, ac power, capacitors and inductors, electric circuits such as three-phase circuits and circuits with switches, and basic electronic circuit theory.	Semester 2

Elective units

Candidates may complete a maximum of 6 credit points from the following Elective units of study.

CHNG5001 Process Systems Engineering	6	A 1000 level physics and mathematics (differential equations). Use of mathematical and/or computer-based modelling tools and techniques. Feedback control concepts and principles as taught in CHNG3802/CHNG9302 or similar courses. Students who are unsure about meeting these requirements should contact the unit coordinator for advice. <i>This unit of study is for Masters students and can be selected as an elective by 4th year students.</i>	Semester 2
CHNG5006 Advanced Wastewater Engineering	6	A CHNG5005 OR CHNG3804	Semester 2
CIVL5670 Reservoir, Stream and Coastal Engineering	6	A (CIVL3612 OR CIVL9612) AND MATH2061	Semester 1
CIVL9612 Fluid Mechanics	6	A CIVL9201 AND CIVL9611 AND (ENGG9802 OR CIVL9802). This unit of study follows on from Fluid Mechanics CIVL9611, which provides the essential fundamental fluid mechanics background and theory, and is assumed to be known and fully understood.	Semester 1
CIVL9614 Hydrology	6	A (CIVL9802 or ENGG9802) AND CIVL9612 AND MATH2061 P CIVL9611 <u>or</u> AMME9261 <u>or</u> CHNG9201	Semester 2
CSYS5010 Introduction to Complex Systems	6		Semester 1 Semester 2
INFC7000 Inventing the Future	6		?
MECH9261 Fluid Mechanics 2	6	A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series P AMME9261 OR AMME9200 N MECH8261	Semester 1

Project units

All candidates are required to complete a minimum of 12 credit points of Project or Research units during the final year of study.

Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the second year of study or equivalent are eligible for the Extended Capstone Project.

Extended Capstone Project candidates take Capstone Project units CHNG5020 and CHNG5022 (total 18 cp) in place of Capstone Project CHNG5020, CHNG5021 and 6 cp of elective units, or CIVL5020 and CIVL5022 (total 18 cp) in place of CIVL5020 and CIVL5021 and 6 credit points of elective units.

CHNG5020 Capstone Project A	6	A (CHNG9301 OR CHNG5801) AND (CHNG9302 OR CHNG5802) AND (CHNG9303 OR CHNG5803) AND (CHNG9305 OR CHNG5805) AND (CHNG9306 OR CHNG5806). P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study).	Semester 1 Semester 2
CHNG5021 Capstone Project B	6	A Enrolment in this unit of study assumes that Capstone Project A has been successfully completed. C CHNG5020 N CHNG5022 OR CHNG5222 OR CHNG5223 OR CHNG5205	Semester 1 Semester 2
CHNG5022 Capstone Project B Extended	12	P 24 credit points in the Master of Engineering and WAM ≥ 70 , or 96 credit points in the Master of Professional Engineering and WAM ≥ 70 , or 48cp from MPE(Accel) program and WAM ≥ 70 C CHNG5020 N CHNG5021 OR CHNG5222 OR CHNG5223 <i>Note: Department permission required for enrolment</i> <i>Permission required for semester 1 or 2 based on achievement in Capstone Project A and taking other program requirements into consideration.</i>	Semester 1 Semester 2
CIVL5020 Capstone Project A	6	P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). N CIVL5222 OR CIVL5223	Semester 1 Semester 2
CIVL5021 Capstone Project B	6	C CIVL5020 N CIVL5222 OR CIVL5223 OR CIVL5022	Semester 1 Semester 2
CIVL5022 Capstone Project B Extended	12	P 24 credit points in the Master of Engineering and WAM ≥ 70 , or 96 credit points in the Master of Professional Engineering and WAM ≥ 70 or 48cp from MPE(Accel) program and WAM ≥ 70 N CIVL5021 OR CIVL5222 OR CIVL5223 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

Research pathway

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the second year of study or equivalent are eligible for the Research Pathway.

Research pathway candidates take Dissertation units CHNG5222 and CHNG5223 (total 24 cp) or CIVL5222 and CIVL5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective units.

CHNG5222 Dissertation A	12	N ENGG5220 OR ENGG5221 OR CHNG5020 OR CHNG5021 OR CHNG5022 <i>Note: Department permission required for enrolment In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</i>	Semester 1 Semester 2
CHNG5223 Dissertation B	12	C CHNG5222 N ENGG5220 OR ENGG5221 OR CHNG5020 OR CHNG5021 OR CHNG5022 <i>Note: Department permission required for enrolment In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</i>	Semester 1 Semester 2
CIVL5222 Dissertation A	12	N CIVL5020 OR CIVL5021 OR CIVL5022 <i>Note: Department permission required for enrolment In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</i>	Semester 1 Semester 2
CIVL5223 Dissertation B	12	N CIVL5020 OR CIVL5021 OR CIVL5022 <i>Note: Department permission required for enrolment In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</i>	Semester 1 Semester 2
ESIPS-MIPPS (Engineering Sydney Industry Placement Scheme)			
ESIPS candidates take CHNG5205 Major Industrial Project Placement (24 credit points) in place of the Engineering Project units (12 credit points) plus two of the electives from the Specialist Units of Study.			
CHNG5205 Major Industrial Placement Project	24	P Passed at least 48 credit points in Master of professional engineering with adequate foundation knowledge in discipline. Students wishing to do this unit of study should contact the Head of School prior to enrolment. N CHNG5020 OR CHNG5021 OR ENGG5217 OR CHNG9402 OR CHNG5112 <i>Note: Department permission required for enrolment Enrolment by permission only. The students enrolled in this subject should have completed the first year Master of Professional Engineering with specialisation in Chemical and Biomolecular Engineering and a minimum credit average. The candidate will be selected by interview and at the discretion of the Head of School. Students enrolled in this subject are exempted from completing Chemical Engineering Design A (CHNG9402), Capstone Project A and B (CHNG5020 and CHNG5021) and one of the electives from the Specialist Units of Study that students are expected to take in the first semester of the second year. This exemption is granted because students are exposed to the core aspects of these courses through practical exercises undertaken during the MIPPS placement. While undertaking MIPPS, students have a unique opportunity to see and experience the industrial environment around them, in a manner which is not available at University. MIPPS students are required to enroll in Chemical Engineering Design B (CHNG9406) in the following semester.</i>	Semester 1 Semester 2

For more information on degree program requirements visit CUSP (<https://cusp.sydney.edu.au>).



Non-Confidential

Submission To	Graduate Studies Committee
Date	2 June 2020
Item No	3.7

Author	Richa Kamrah, School Manager, Sydney School of Veterinary Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean (Education), Faculty of Science
Proposal / Paper Title	Bachelor of Veterinary Biology/Doctor of Veterinary Medicine Course Resolutions
Proposed Year of Implementation	2021
Faculty Approval Date	17 December 2019
Purpose	This proposal seeks to amend the course resolution for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine to update details of admission to candidature and credit for previous study.
Proposal Presenter	Sanaa Zaki (via Zoom)

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- (1) 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*

EXECUTIVE SUMMARY

The proposed changes will:

- state the details of admission to candidature, limiting entry to students at the University of Sydney or those from other institutions with a Credit Recognition Pathway
- specify the timeline for place offerings of the course and credit application
- clarify that credit can only be granted at the time the student is admitted
- detail that credit may only be granted for units completed with a minimum credit grade or equivalent and no more than five years prior to admission
- update dates for transitional provisions to 1 January 2021

This proposal was discussed at the 21 April 2020 Admissions Sub-Committee, a correction to clause 11(1) to change the word “degree” to “candidature” has been actioned.

ATTACHMENTS

1. Minor Course amendment form
2. Marked-Up resolutions for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine

Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. **Name of award course**

Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

2. **Purpose of proposal**

To amend the Course Resolutions for the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine degree to:

- (i) clarify admission to candidature*
- (ii) clarify credit for previous study*
- (iii) amend dates to transitional provisions*
- (iv) correct numbering of clauses and typos*

It further ensures that identical terminology is used consistently across programs.

3. **Details of amendment**

Bachelor of Veterinary Biology/Doctor of Veterinary Medicine:

Clause 3

Clause 7(1)

Clause 9

Clause 11

Clause 12

Please see attached resolutions

4. **Transitional arrangements**

None required.

5. **Other relevant information**

6. **Signature of Dean**



Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

These resolutions must be read in conjunction with the applicable University By Laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Science, 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
BPVBLVMD-01	Bachelor of Veterinary Biology/Doctor of Veterinary Medicine
BHVETBIO-01	Bachelor of Veterinary Biology (Honours)

2 Attendance pattern

- The attendance pattern for Year 1 and Year 2 of the Bachelor of Veterinary Biology is full time or part-time according to candidate choice.
- The attendance pattern for Year 3 to Year 6 is full-time only.

3 Admission to candidature

- Admission to this quota course is subjected to availability of places and on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) **and** or tertiary study at the University of Sydney or institutions with which the University of Sydney has a Credit Recognition Pathway.
- English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants, rural applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.
- In addition, admission to this course requires the applicant to submit a Commitment to Veterinary Science Form. The results of this process will form part of the ranking of applicants.
- Applicants with tertiary study may only be offered a place in Year 1 or Year 2 of the course, subject to availability of place in the relevant year group. No offers will be made from Year 3 onwards.
- Applicants must apply for credit at the time of application.

4 Requirements for award

- The units of study that may be taken for the course are set out in the Table of units of study for the Bachelor Veterinary Biology/Doctor of Veterinary Medicine.
- To qualify for the award of both degrees, a candidate must successfully complete 288 credit points comprising:
 - 96 credit points from the Bachelor of Veterinary Biology unit of study Table for Years 1 and 2,
 - 48 credit points from the Doctor of Veterinary Medicine unit of study Table for Year 1 that contributes to Year 3 of the Bachelor of Veterinary Biology degree; students may exit at this point with a Bachelor of Veterinary Biology degree, and
 - 144 credit points from the Doctor of Veterinary Medicine unit of study Table for Years 2, 3 and 4.
- the prescribed extramural placements as outlined in the Doctor of Veterinary Medicine resolutions

5 Degree Type

The Doctor of Veterinary Medicine in these resolutions is an accredited professional doctorate degree, as defined by the Coursework Rule.

6 Progression rules

Progression to Year 3 of the course is based on successful completion of Year 1 and Year 2 of the course and academic merit in Year 1 and Year 2 of the course.

- All students who have successfully completed Year 1 and Year 2 with a Weighted Average Mark (WAM) of 65.0 or greater at the end of Year 2 will be eligible for progression to Year 3.
- Students who have successfully completed Year 1 and Year 2 with a Year 1 plus Year 2 WAM of less than 65.0 will not be eligible for entry into Year 3 of the course.
- Students who commenced after 1 January 2020 and who fail to achieve progression into Year 3 of the combined course will not continue in the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and can apply to enrol into the Bachelor of Science (no stream), or the Bachelor of Science/Bachelor of Advanced Studies (AVBS stream) with credit for the units of study completed.
- Students for the course may enrol in the units of study prescribed for Year 4 of candidature only after successful completion of Year 1, Year 2 and Year 3.
- Students for the course may enrol in the units of study prescribed for Year 5 of candidature only after successful completion of Year 1, Year 2, Year 3 and Year 4
- Students for the course may enrol in the units of study prescribed for Year 6 of candidature only after successful completion of Year 1, Year 2, Year 3, Year 4 and Year 5.

7 Requirements for the Honours degree

- Honours in the Bachelor of Veterinary Biology is available to meritorious candidates who complete an additional year of full-time study, after the successful completion of Year 3. Students must complete the requirements for the honours course full-time over two consecutive



Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

semesters. If the Faculty is satisfied that a student is unable to attempt the honours course on a full-time basis and if the Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

- (2) Admission to the honours programme requires a Year 2 plus Year 3 WAM of at least 65.0.
- (3) Students who qualify to undertake honours in the Bachelor of Veterinary Biology may elect to enrol in the honours programme:
 - (a) at any stage after successful completion of Year 3, with the permission of the Faculty, by:
 - (i) suspending candidature from the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine for one year;
 - (ii) transferring to the Bachelor of Veterinary Biology (Honours);
 - (iii) enrolling and completing the units of study for the Bachelor of Veterinary Biology Honours;
 - (iv) returning to complete the combined course; or
 - (b) by undertaking the honours course after completion of both courses in the combined course.

8 Award of the degree

- (1) The Bachelor of Veterinary Biology/Doctor of Veterinary Medicine is awarded as either Pass or Honours. The honours degree, Bachelor of Veterinary Biology Honours/Doctor of Veterinary Medicine, is awarded in classes ranging from First Class to Third Class.
- (2) The grade of honours and the honours mark are determined by performance in the honours course.
- (3) Honours is awarded according to the Coursework Policy 2014.

Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

9 Course transfer

- (1) A candidate may abandon the combined programme and elect to complete a Bachelor of Science (no stream), or the Bachelor of Science/Bachelor of Advanced Studies (AVBS stream) in accordance with the resolutions governing that degree. Candidates who discontinue after Year 3 without completing the combined course, but have satisfactorily completed 144 credit points including all requirements for Year 1, Year 2 and Year 3 may exit with the Bachelor of Veterinary Biology.
- (2) Completion of the Doctor of Veterinary Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that course.

10 Reassessment

Students enrolled in a postgraduate unit of study prescribed for Year 3, Year 4, Year 5 or Year 6 of candidature of the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, who fail one unit of study only within a semester may be offered the opportunity for re-assessment for the failed unit of study.

- (1) The scope of the re-assessment will encompass all topics and learning outcomes within the unit of study. The re-assessment type may differ from those used in the original delivery of the unit.
- (2) Re-assessment will only be offered to eligible students on the dates prescribed in the year schedule, and it is the student's responsibility to be available to attend at these times.
- (3) The maximum mark awarded for a unit of study in these circumstances will be Pass (50 - PS for units of study with Mark and Grade assessment type or SR for units of study with Grade only (Pass/Fail) assessment type).
- (4) Students who have been awarded an Absent Fail grade for a unit of study will not be eligible for re-assessment for that unit of study.

11 Credit for previous study

- (1) Credit may only be granted at the time the student is admitted into their candidature.
- (2) Credit may only be granted for units completed with a minimum credit grade (65) or equivalent and no more than five years prior to admission.
- (3) Credit may only be granted for units in Year 1 and Year 2 with the approval of the Associate Dean and in accordance with the University Coursework Policy 2014.

12 Transitional Provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January 2020¹ and students who commenced their candidature prior to 1 January 2020¹ who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020¹ 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	2 June 2020
Item No	3.8

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	Master of Sustainability (embedded Graduate Diploma and Graduate Certificate in Sustainability)
Proposed Year of Implementation	2021
Faculty Approval Date	28 April 2020
Purpose	To amend the elective list in the table of units of study for the Master of Sustainability (embedded Graduate Diploma, Graduate Certificate).
Proposal Presenter	Bianca Waud

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- 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.*

EXECUTIVE SUMMARY

The proposed changes to the elective list include:

- Removal of units DESC9148 Sustainable Building Design Practice, EDPC5022 Design for Learning, IBUS6005 Ethical International Business Decisions, NURS5002 Social Contexts of Health
- Addition of units CSYS5020 Interdependent Civil Systems, CSYS5030 Information Theory and Self-Organisation, CSYS5040 Criticality in Dynamical Systems, ITLS5100 Transport and Infrastructure Foundations, ITLS6103 Sustainable Transport Strategies, ITLS6202 Sustainable Logistics and Procurement

Collections will be updated and will be available within Sydney Student and the enrolment screen for all students in this course. The changes will be included in the 2021 Postgraduate Handbook.

ATTACHMENTS

- Minor Course Amendment Proposal
- Marked-up Master of Sustainability (embedded Graduate Diploma, Graduate Certificate) unit of study table

Minor Course Amendment Proposal

Faculty: Science

Contact person: Professor Manfred Lenzen

1. Name of award course

Master of Sustainability, Graduate Diploma in Sustainability, and Graduate Certificate in Sustainability

2. Purpose of proposal

To amend the elective list in the table of units of study for the Sustainability programs.

3. Details of amendment

Changes to elective units for the postgraduate Sustainability courses

*Remove units from elective list where students have not undertaken them in last 3 years (with agreement from unit coordinators): EDCP5022 Design for Learning
IBUS6005 Ethical International Business Decisions
NURS5002 Social Contexts of Health*

DESC9148 Sustainability Building Design Practice - is also now a capstone in the MArchSc (SustDes).

*Add units to elective list (on request and with agreement from the program)
CSYS5020 Interdependent Civil Systems
CSYS5030 Information Theory and Self-Organisation
CSYS5040 Criticality in Dynamical Systems
ITLS5100 Transport and Infrastructure Foundations
ITLS6103 Sustainable Transport Strategies
ITLS6202 Sustainable Logistics and Procurement (new unit for 2021)*

4. Transitional arrangements

None required.

5. Other relevant information

6. Signature of Dean

Iain M
Young

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Iain M Young
Date: 2020.05.12
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SUSTAINABILITY

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Sustainability			
Graduate Certificate in Sustainability			
Students must complete 24 credit points, including:			
(a) 12 credit points of core units of study including;			
(i) 6 credit points from core units, and			
(ii) 6 credit points from additional core units			
(b) 12 credit points of units of study selected from the remaining core units of study or elective units of study.			
Graduate Diploma in Sustainability			
Students must complete 48 credit points, including:			
(a) 36 credit points of core units of study, including;			
(i) 6 credit points from core units, and			
(ii) 30 credit points from additional core units			
(b) 12 credit points of units of study selected from the remaining core units of study or elective units of study.			
Master of Sustainability			
Students must complete 72 credit points, including:			
(a) 36 credit points of core units of study, including;			
(i) 6 credit points from core units			
(ii) 30 credit points from additional core units			
(b) 12 credit points of elective units of study from the remaining core units of study or elective units of study; and			
(c) 24 credit points of Capstone experience units of study.			
Core Unit			

SUST5001 Introduction to Sustainability	6	<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 1 Semester 2
Additional Core Units			
SUST5002 Food and Water Security	6	C SUST5001 <i>This unit of study involves essay and blog writing and group work. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.</i>	Semester 2
SUST5003 Energy and Resources	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 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
SUST5005 Law, Policy and Sustainability	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>	Intensive October
SUST5006 Sustainability: Business and Leadership	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 1
PHYS5031 Ecological Econ and Sustainable Analysis	6		Semester 1
Capstone Experience Units			
SUST5007 Research Project A	24	P Any 36 credit points of the following: SUST5001 or SUST5002 or SUST5003 or SUST5004 or SUST5005 or SUST5006 or PHYS5031 N SUST5008 or SUST5009	Semester 1 Semester 2

SUST5008 Research Project B	12	P Any 36 credit points of the following: SUST5001 or SUST5002 or SUST5003 or SUST5004 or SUST5005 or SUST5006 or PHYS5031 N SUST5007	Semester 1 Semester 2
SUST5009 Research Project C	12	P Any 36 credit points of the following: SUST5001, SUST5002, SUST5003, SUST5004, SUST5005, SUST5006, PHYS5031 N SUST5007	Semester 1 Semester 2
Elective Units			
AFNR5502 Remote Sensing, GIS and Land Management	6	A ENVX3001 and SOIL3004.	Semester 2
AFNR5511 Soil Processes, Assessment and Management	6		Semester 1
AFNR5801 Climate Change: Process, History, Issues	6	A A basic understanding of climate change processes and issues.	Semester 2
ARCH9080 Urban Ecology, Design and Planning	6	N PLAN9048	Semester 2
BETH5203 Ethics and Public Health	6	N BETH5206 <i>If an insufficient number of students opt to attend intensives on campus, the coordinator may choose to teach this unit of study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
<u>CSYS5020 Interdependent Civil Systems</u>	<u>6</u>	-	<u>Semester 1</u>
<u>CSYS5030 Information Theory and Self- Organisation</u>	<u>6</u>	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.	<u>Semester 2</u>
<u>CSYS5040 Criticality in Dynamical Systems</u>	<u>6</u>	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.	<u>Semester 2</u>
DESC9147 Sustainable	6	A Fundamental knowledge of building design	Semester 1

Building Design Principles			
DESC9148 Sustainable Building Design Practice	6—	A Fundamental knowledge of sustainable design P-DESC9201	Semester 4
DESC9201 Indoor Environmental Quality (IEQ)	6		Semester 2
DVST6904 Rethinking Poverty	6	<i>This unit is delivered at the University of Sydney.</i>	Semester 1
ECOP6108 Economic Management for Sustainability	6		Semester 1
EDPC5022 Design for Learning	6—	-	Semester 4
EDPC5024 Systems, Change and Learning	6		Semester 2
ENVI5705 Ecological Principles	6	A This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.	Semester 1
ENVI5708 Introduction to Environmental Chemistry	6		Semester 1
ENVI5801 Social Science of Environment	6		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
ENVI5903 Sustainable Development	6	<i>Note: Department permission required for enrolment This unit of study involves additional costs.</i>	Intensive July
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

GOVT6223 Topics in Environmental Politics <i>This unit of study is not available in 2020</i>	6		Semester 2
GOVT6135 Global Environmental Politics	6		Semester 2
GOVT6316 The Politics of Policy Making	6		Semester 1 Semester 2
GOVT6331 Public Management and Governance	6		Semester 2
HPOL5000 Health Policy and Health Economics	6	N PUBH5032	Semester 1
HPOL5007 Global Health Policy	6		Semester 2
IBUS5002 Strategy, Innovation and Entrepreneurship	6	N IBUS5001	Semester 1 Semester 2
IBUS6005 Ethical International Business Decisions	6	-	Semester 4
IBUS6011 New Business Opportunities and Startups	6	A IBUS5002, or completion of at least 24 credit points N IBUS5011 or WORK6112	Semester 1 Semester 2
IBUS6016 Social Entrepreneurship	6	A IBUS5002, or completion of at least 24 credit points	Semester 2
IBUS6023 Engaged Entrepreneurship Projects <i>This unit of study is not available in 2020</i>	6	P IBUS5002 <i>Note: Department permission required for enrolment</i>	Intensive December Intensive February Intensive January Intensive July Semester

			1 Semester 2
INFS5001 Project Management	6	N INFS6014	Semester 1 Semester 2
INFS6022 Systemic Sustainable Development <i>This unit of study is not available in 2020</i>	6	A Understanding the major functions of a business and how those business functions interact internally and externally so the company can be competitive in a changing market. How information systems can be used and managed in a business. How to critically analyse a business and determine its option for transformation. Desirable Experience as a member of a project team.	Semester 1
<u>ITLS5100 Transport and Infrastructure Foundations</u>	<u>6</u>	<u>N</u> <u>TPTM6241</u>	<u>Semester 1</u> <u>Semester 2</u>
<u>ITLS6103 Transport, Sustainability and Health</u>	<u>6</u>		<u>Semester 1</u>
<u>ITLS6202 Sustainable Logistics and Procurement</u>	<u>6</u>		<u>TBC</u>
LAWS6061 International Environmental Law	6	<i>Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive April
LAWS6252 Legal Reasoning and the Common Law System	6	N LAWS6881 and law graduates from a common law jurisdiction <i>This unit must be completed prior to commencing other elective units. It is important to enrol well in advance of classes in order to complete pre-class readings (normally available to enrolled students 3 weeks prior to the first class). Law graduates from a non-common law jurisdiction are also recommended to undertake this unit. If you have missed the enrolment deadline or unable to enrol in the unit in Sydney Student https://sydneystudent.sydney.edu.au/sitsvision/wrd/SIW_LGN, please contact law.postgraduate@sydney.edu.au. Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive April Intensive August Intensive March Intensive September
MKTG5001 Marketing Principles	6		Semester 1 Semester 2

NURS5002 Social Contexts of Health	6	-	Semester 4
PACS6914 Conflict- Resolving Media	6	N SCWK6935	Intensive August
PHYS4801 Industrial Ecology	6		Semester 1
PHYS4802 Quantitative Disaster Analysis	6		Semester 2
PHYS5032 Techniques for Sustainability Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 1 Semester 2
PHYS5033 Environmental Footprints and IO Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 1 Semester 2
PHYS5034 Life Cycle Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 2



Submission To	Academic Board
Date	21 July 2020
Item No	10

Non-Confidential

Proposal Title	Report from Academic Quality Committee
Recommendation	<p>That the Academic Board note the report from the meeting of the Academic Quality Committee (AQC) held on Tuesday 30 June 2020 and:</p> <ol style="list-style-type: none"> 1. Approve the Educational Integrity Annual Report 2019; and 2. Approve the renewal of two-year appointment terms to the HDR Examinations Subcommittee, as follows: <ol style="list-style-type: none"> a. Professor Tim Allender, Faculty of Arts and Social Sciences, from August 2020 to July 2022 b. Dr Danijela Gnjdjic, 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.
Proposal Presenter	Associate Professor Wendy Davis (Chair, Academic Quality Committee)
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> AB Academic Quality Committee </div> <div style="margin: 0 10px;">→</div> <div style="background-color: #d9534f; color: white; padding: 5px; text-align: center;"> Academic Board </div> </div>

EXECUTIVE SUMMARY

This report summarises for the Academic Board the business of the meeting of the Academic Quality Committee held on Tuesday 30 June 2020.

ITEMS FOR APPROVAL

Item

10.1 Educational Integrity Report 2019

The Academic Quality Committee endorsed for the submission of the Educational Integrity Annual Report 2019 to Academic Board for approval and reporting to Senate.

10.2 Membership of the HDR Examinations Subcommittee (HDR ESC)

The Academic Quality Committee resolved to recommend that the Academic Board approve the renewal of two-year appointment terms to the membership of the HDR ESC, set to expire in July and August of 2020.

ITEMS FOR NOTING

Item

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

The Academic Quality Committee resolved to approve the course review from the Faculty of Science for the Bachelor of Liberal Arts and Science.



Submission To	Academic Board
Date	21 July 2020
Item No	10

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

The Academic Quality Committee resolved to approve 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

The Academic Quality Committee resolved to approve:

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

The Academic Quality Committee resolved to endorse the academic quality review template, to be used to formally review the effectiveness of Table R for HDR coursework.

The Academic Quality Committee also noted:

- the report of Academic Board;
- the report of the HDR Examinations Subcommittee for the meetings of 26 April 2020 and 22 May 2020;
- the report of the University Quality Manager;
- the update on the 2020 Thematic Review from the University Quality Manager; and
- the update from the Chair in relation to the appointment of chairs to the working parties in relation to staffing and resourcing; marketing of degree courses; and teaching quality metrics, and the plan for preparation of terms of reference for submission to the next meeting of the Academic Quality Committee of 25 August 2020.

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 Educational Integrity Report 2019

Attachment 2 Membership of the HDR Examinations Subcommittee (HDR ESC)

Attachment 3 Academic quality assurance process for reviewing Table R



Confidential

Submission To	Academic Quality Committee
Date	30 June 2020
Item No	4.3

Proposal Title	Educational Integrity Annual Report 2019
Recommendation	That the Academic Quality Committee endorse the submission of the Educational Integrity Annual Report 2019 to Academic Board for approval and reporting to Senate.
Proposal Presenter	Associate Professor Peter McCallum, Registrar and Academic Director (Education Policy and Quality)
Consultation Pipeline	<div><div>UE Education Committee</div> → <div>Academic Quality Committee</div> → <div>Academic Board</div> → <div>Senate</div></div>

EXECUTIVE SUMMARY

The [Educational Integrity Annual Report 2019](#) comprises the annual reports of faculties and the Office of Educational Integrity (the Office) to provide a summary and analysis of breaches of academic honesty in 2019 and report on the progress that has been made in 2019 to strengthen academic integrity and compliance with the [Academic Honesty in Coursework Policy 2015](#).

The report shows that there was a marked increase in alleged breaches of academic honesty reported since 2018, with a 17% rise in allegations over 2018 figures, totalling 3,742 cases reported in 2019. A significant rise in the number of contract cheating allegations was also observed, with 219 allegations made in 2019 (representing 5% of total allegations) compared to 86 made in the previous year (2.86% of allegations). This is indicative of increased detection abilities and awareness of staff in reporting breaches.

As with last year's annual report, the data shows that commencing international students were the most reported cohort in 2019, being twice as likely to be reported for breaches compared to their domestic counterparts. The number of international students reported after their first year drops significantly but it highlights the need to ensure appropriate support is provided for this cohort.

BACKGROUND / CONTEXT

The [Academic Honesty in Coursework Policy 2015](#) sets out the responsibilities of the Academic Board, faculties, and the Deputy Vice-Chancellor (Education) as they relate to assuring the academic integrity of the University's coursework programs.

The Academic Board is responsible for monitoring academic integrity throughout the University by way of scrutinising the annual reports of faculties. In doing so, the Academic Board is responsible for making recommendations to faculties, the Vice-Chancellor and Deputy-Vice Chancellors.

Faculties are responsible for ensuring compliance with and the implementation of the Policy and [Academic Honesty Procedures 2016](#) (the Procedures). This involves providing all students with formal education (including tutorial exercises and scaffolded writing tasks) about academic integrity and effective written communication during the early stages of the first year of all undergraduate and postgraduate award courses. Faculties are required to monitor and oversee unit of study co-ordinators' development and review of assessment requirements within each unit of study to provide academic integrity processes within the faculty that are consistent, aligned and effective. Each year, faculties report annually to the Academic Board on steps taken to support academic integrity within the faculty based on information provided by the Office.



Submission To	Academic Quality Committee
Date	30 June 2020
Item No	4.3

Confidential

Through the Office of Educational Integrity, the Deputy Vice-Chancellor (Education) is responsible for overseeing the maintenance of academic integrity in all courses across the University. Among other things, this includes coordinating the work of faculties to ensure consistency of practice and standards; maintaining University-wide education modules and systems for the prevention, detection and reporting of plagiarism and academic dishonesty; and providing information from centralised University systems to Educational Integrity Coordinators for reporting to faculties and the Academic Board. At the request of the former Senate Education and Research Committee, the Office is to prepare a report annually for University-wide discussion and keep the Senate informed of University-wide trends and the progress being made.

COMMUNICATION

In addition to being submitted to the Academic Board via the Academic Quality Committee, the *Educational Integrity Annual Report 2019* has been submitted to the University Executive Education Committee for its May meeting. The report will be subsequently made available to all staff via the educational integrity pages of the staff intranet and promoted via *Staff News*. The report will reach both the Academic Board and the Senate for their respective meetings in July.

Approver	Professor Philippa Pattison, Deputy Vice-Chancellor (Education)
Faculty/Proposal Sponsor	Associate Professor Peter McCallum, Registrar and Academic Director (Education Policy and Quality)

ATTACHMENTS

[Attachment 1 Educational Integrity Annual Report 2019](#)



Educational Integrity Annual Report 2019

Executive summary

The *Educational Integrity Annual Report 2019* reports the work undertaken across the University in 2019 to consolidate and build upon the University-wide approach to the prevention, detection and reporting of breaches of academic honesty in the previous year.

The report shows a distinct increase in alleged breaches of academic honesty since 2018, rising 17% on 2018 levels to 3,742. Most apparent is the level of alleged contract cheating reported, with a staggering 219 allegations made in 2019 (representing 5% of total allegations) compared to 86 made in the previous year (2.86% of allegations). This number may be higher as investigations into peer-to-peer collusion uncovered the use of solutions provided by external tutoring companies, which falls into the category of contract cheating. The ability to detect these types of breaches has improved with increased staff awareness of the issue and the use of Turnitin's software, Authorship Investigate. Continued support is required for both our students and staff to curb this trend.

The distribution of incidents reported across faculties and courses generally followed the distribution of course enrolments, though the proportion of international enrolments also impacted the distribution. Consistent with previous years, first year students continue to be reported at a much higher rate than students more advanced in their studies, though this is more pronounced for commencing international students. This highlights the need for all faculties and University schools to ensure that all students, particularly incoming international students, are provided with support and ongoing instruction on academic honesty beyond the compulsory education module.

The timing and proportional volume of reporting remained relatively consistent, with the majority of cases reported throughout the latter half of each semester. In contrast to previous years, semester two had a higher rate of reporting and a significant portion of cases were lodged at the end of the examination period. This placed faculty educational integrity teams under stress with the increased workload, combined with other administrative functions, and delayed determining outcomes in a number of cases. This has been further impacted by the COVID-19 pandemic.

In 2019, the Office of Educational Integrity (Office) transformed the student development processes and piloted an academic integrity consultation service with the Library's Peer Learning Advisors as a way of providing early intervention and support for students who breach the standards through academic dishonesty or plagiarism. Early data suggests that this initiative has reduced rates of recidivism for students who attended consultations and the program will continue in 2020.

The Office has made significant progress in educating staff and students on the risks associated with contract cheating and will continue to do so in 2020. In light of the current circumstances, safeguarding the integrity of our programs as we move to online learning and assessments in response to the COVID-19 pandemic is vital. As such, the focus has shifted, with considerable work being undertaken to ensure the integrity of online assessments, particularly online examinations. Students are particularly vulnerable in their first year of study, more acutely for international students, and so it is imperative that faculties, University schools and the Education Portfolio consider what additional support can be provided to students during this difficult time.

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Educational integrity in 2019

Education in academic honesty

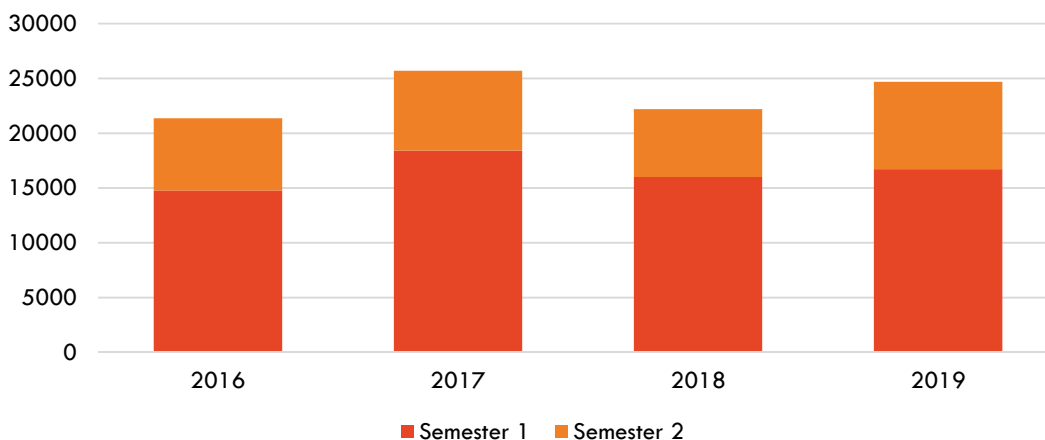
Academic Honesty Education Module

All students commencing a new coursework award course since 2016 have been required to complete the University-wide Academic Honesty Education Module (AHM) within their first semester of study. The module aims to introduce students to the concept of academic integrity, providing an overview of the core academic values and outlining the University's expectations of them as a student. It is designed to complement discipline-specific content which should be embedded within first year units of study.

With the rise of contract cheating and growing impact of external tutoring companies, the Office of Educational Integrity (the Office), in consultation with the Educational Integrity Working Group, conducted a review of the AHM in the latter half of 2018. A completely redesigned module was released for semester one which included revised content on these emerging forms of dishonesty, as well as strategies to maintain honesty. In addition, scenario-based quizzes were integrated within the module to enhance student engagement and test their understanding of the principles. Feedback for the revised module has been positive.

Rates of completion were high with 94% of students required to complete the module doing so. As shown in figure 1 below, a total of 24,693 students completed the AHM in 2019 – an approximate increase of 12% from 2018 where 22,198 students completed the module. Since its introduction in 2016, the total number of students who have completed the module stands at close to 94,000, which means that almost all coursework students enrolled at the University last year had completed mandatory education in academic integrity.

Figure 1: AHM completions, 2016 to 2019.



Student development activities

The *Academic Honesty in Coursework Policy 2015* and *Academic Honesty Procedures 2016* prescribe a development pathway, allowing decision makers to direct students to undertake further development if they determine the deficiencies in the student's work are caused from a failure to understand referencing requirements rather than dishonesty¹. Students must complete an approved development activity and are given an opportunity to resubmit their work to redress the referencing issues, usually with a capped mark applied to remove any academic advantage. Previously, face-to-face workshops were delivered by the Learning Centre and an online version was developed in late 2016 to provide greater flexibility for students. Overwhelmingly, students

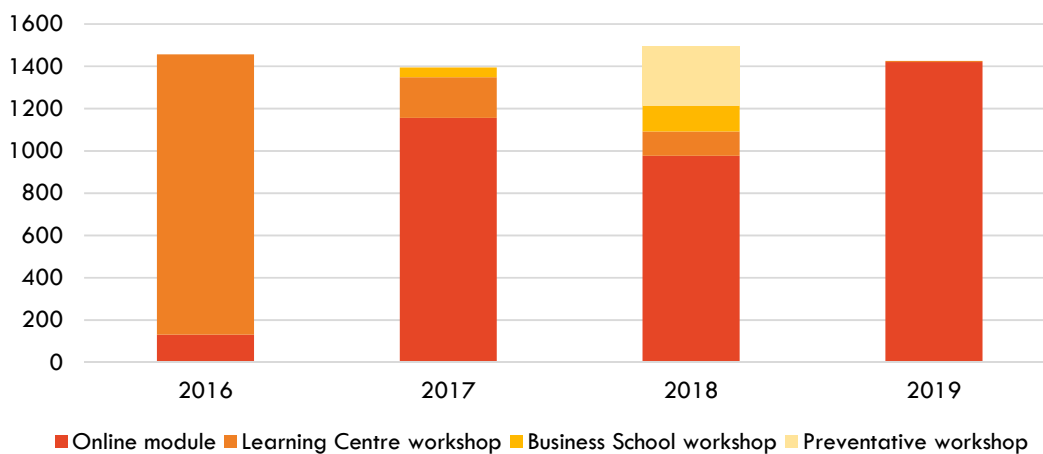
¹ See Part 5 of the [Academic Honesty in Coursework Policy 2015](#) and Part 3 of the [Academic Honesty Procedures 2016](#).

elected to complete the online module, with only a few attending the face-to-face workshops in subsequent years (see figure 2 below).

In 2019, the Office launched a new blended learning model for student development, moving exclusively to a new online module *Avoiding Plagiarism: Incorporating Sources and Referencing*. The module was built in Canvas and covers foundational information about referencing, incorporating video content developed by the Centre for English Teaching. This has provided faculty educational integrity teams greater visibility of attendance rates.

While only 956 students were referred for development in 2019, just over 1,400 students completed the development module. This was partially due to overflow from 2018 of development cases, as well as students required to complete as part of academic honesty requirements where a finding of plagiarism or academic dishonesty was made in 2019. While students are now directed to complete the new online module, a small portion of students (5) referred for development attended the face-to-face workshops run by the Learning Centre in 2019.

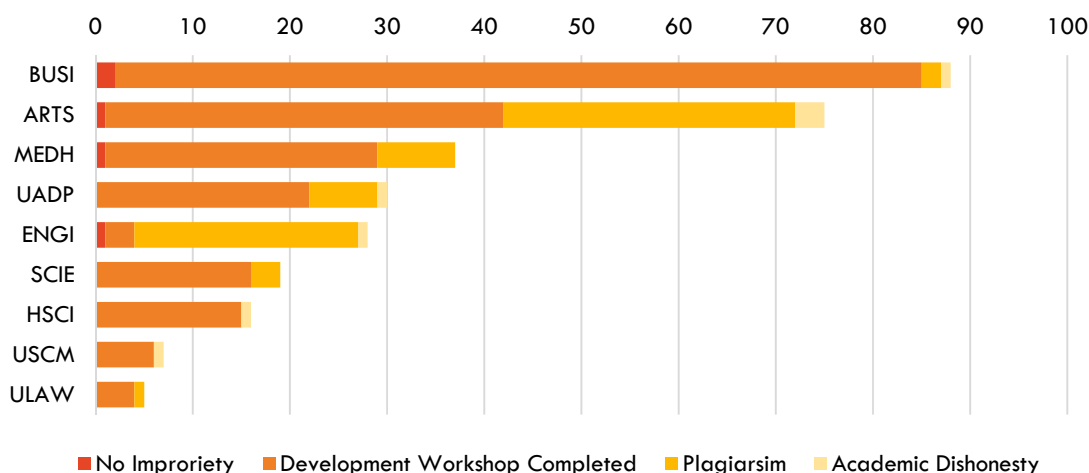
Figure 2: Development course completions in 2019.



To support students with the resubmission process, individual consultations with the Library's Peer Learning Advisors (PLAs) were introduced in which students could seek feedback on referencing issues. Attendance at a consultation was voluntary. Approximately one third (32%) of students referred for development elected to attend a consultation with a PLA, a total of 307 students (162 in semester one and 145 in semester two). As figure 3 below shows, three faculties (Business, Arts and Social Sciences and Medicine and Health) accounted for approximately two thirds (65%) of attendance, which is relative to the proportion of development cases within faculties (see also table 14 on p.46).

Of the students who attended a consultation, 31 students had two breaches reported in 2019, although 29 of these students were reported within the same semester, prior to any knowledge of referencing issues or without time to apply the learning in their second submission. Only two students were reported in consecutive semesters (0.6%). This early data suggests that the program is effective in reducing further breaches, but more data is required to demonstrate the overall efficacy of the program. Anecdotally, students appreciated the peer model, feeling comfortable to discuss referencing issues in their paper in a friendly, relaxed environment.

Figure 3: Academic integrity consultation attendance by faculty.



Incidence of plagiarism and academic dishonesty

Reported incidents and reported students

There was a marked increase in the number of incidents reported in 2019, rising to 3,742 cases from the 3,207 reported in the previous year, representing an approximate annual increase of 17% (see figure 4 below and table 1 on p. 41). This represents 5.3% of the University's total course enrolments compared to 4% in 2018. With respect to individual students, 3,353 unique students were reported for alleged breaches of academic honesty in 2019, representing 4.7% of the University's total course enrolments. Proportionally, this was a slight increase from the 2,850 students reported in 2018 (then 4% of course enrolments). While the number of individual students reported for breaches increased as a proportion of the total enrolments, only 267 of the students reported in 2019 (0.4% of course enrolments) were recorded as having engaged in two breaches of academic honesty, and fewer still for three or more breaches (at 36 students or 0.1% of course enrolments).

Typically, more cases are reported in semester one, mirroring the higher number of commencing students in the first semester. However, in 2019, the number of cases reported in semester two surpassed that of semester one, with 1,933 reported in the second semester compared to 1,809. There was a significant increase in the number of examination matters referred in semester two, with 252 cases referred in comparison to 119 reported in the same semester the year prior. Additionally, several students were identified for potential peer-to-peer collusion in two units in semester two: one in the Faculty of Arts and Social Sciences, and the other a programming unit in Engineering.

Figure 4: Number of incidents and students reported each semester, 2016 to 2019.

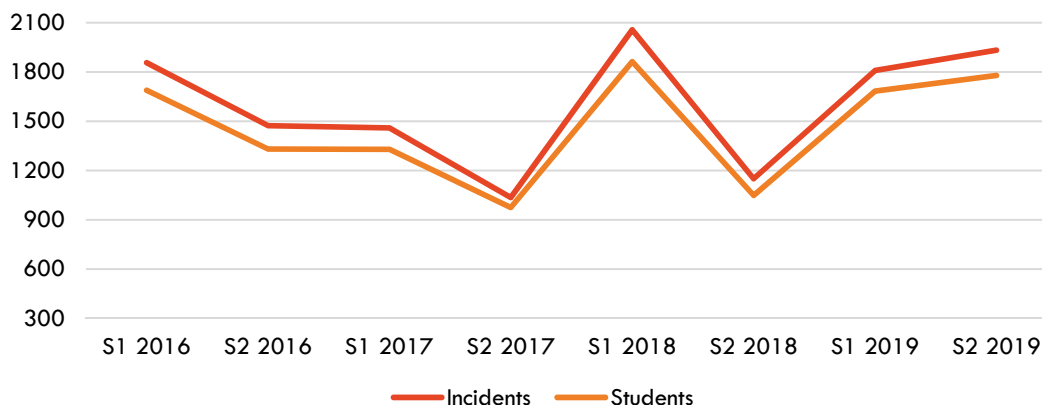


Figure 5: Number of incidents reported annually in each faculty, 2016 to 2019.²

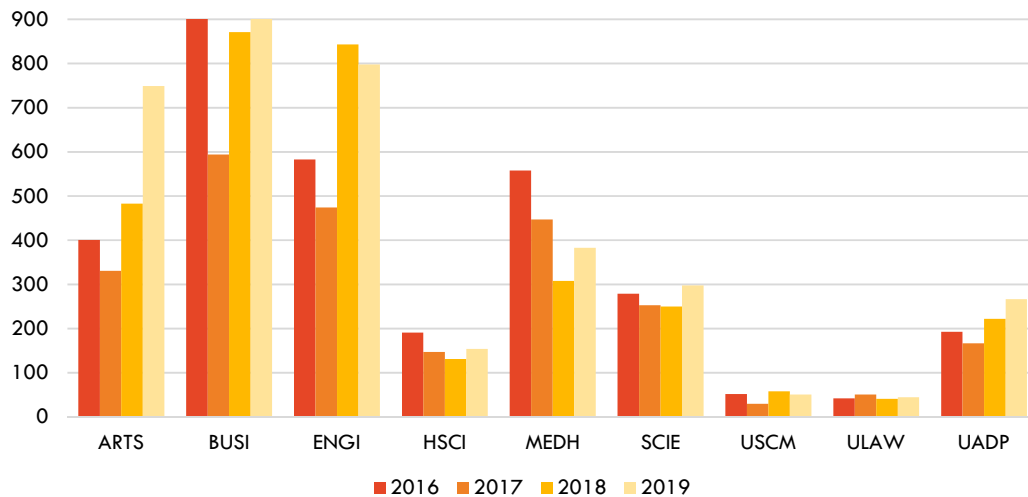
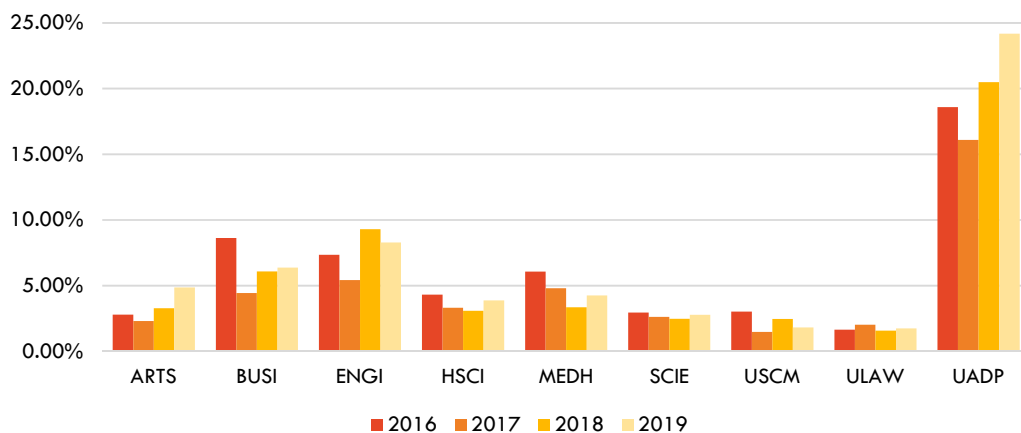


Figure 6: Number of incidents reported annually in each faculty by student enrolment, 2016 to 2019.



All faculties saw an overall growth in reported numbers except for three faculties - Faculty of Engineering, Conservatorium and Law School (see figures 5 and 6 above and table 2 on p. 42). For the previous four reporting periods, the Faculty of Engineering had a significant proportion of cases reported in two coding units. In 2019, while there was still a high portion of students reported in these two units, it was much lower than in the past. Most noticeable is the increase in cases for the Faculty of Arts and Social Sciences, with several students reported for peer-to-peer collusion in a single unit of study. On investigation, the unit coordinator suspected that students had gained access to assignment solutions prepared by an external third party. The distribution across faculties is discussed further below.

The rates of recidivism have increased since previous years, with 261 of the 3,353 students (7.8%) reported in 2019 previously reported for academic honesty breaches (compared with 160 of 2850 or 5.6% in 2018). The increase in recidivism rates is in part indicative of stronger detection rates as well as a number of students who were reported for multiple breaches of integrity within the same semester of year. Since the introduction of the centralised reporting system in 2016, only two students have been reported in four consecutive years. Nonetheless, it does highlight the need

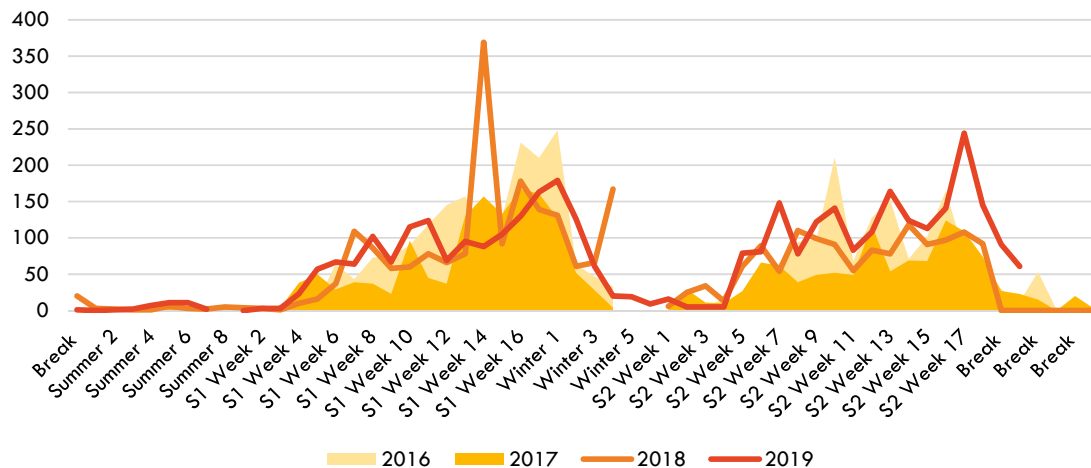
² For comparative purposes, 2016 figures for the Faculty of Arts and Social Sciences (ARTS) indicated in figure 4 include incidents reported for the former Faculty of Education and Social Work and Sydney College of the Arts. Comparative figures for Medicine and Health (MEDH) include incidents reported in 2016 and 2017 for the faculties and schools amalgamated within the new faculty structure in 2018: i.e., the Faculty of Dentistry, Sydney Medical School, Sydney School of Nursing and Midwifery, and the Faculty of Pharmacy.

to ensure continuous education for students on academic integrity and ensuring academic staff are given greater resources in how to develop assessment tasks and improve detection to mitigate against integrity risks.

Timing and proportional volume of reporting

Figure 7 demonstrates the timing and proportional volume of annual incident reporting between 2016 and 2019. Overall, the lodgement of cases has remained relatively consistent since the introduction of the centralised reporting system in 2016, with majority of cases reported in the latter half of each semester. Two noticeable surges occurred after the end of the teaching period in each semester in 2019. As mentioned above, semester two had a higher rate of reporting, where a significant portion of cases were lodged at the end of the examination period. Consistently, delays in reporting are observed due to the commensurate workload of academics at this time where the focus is on marking and reporting is secondary. This places faculty educational integrity teams under stress with the increased workload bottlenecking at the same peak times for other administrative functions (i.e. results processing, and progression). The delay in reporting and subsequent processing time has negative flow on effects, particularly in this reporting period where the coronavirus pandemic has meant a number of cases are still not resolved.

Figure 7. Timing and volume of incident reporting, 2016 to 2019.



Detection methods and allegation types

Similarity detection software (SDS) is an important mechanism for detecting academic impropriety, such as plagiarism, and is increasingly detecting potential instances of contract cheating and more systematic forms of peer-to-peer collusion. The use of SDS for all written submissions is mandated by policy and Turnitin is the main software used for this. The Faculty of Engineering also used the program MOSS (Measure of Software Similarity) to conduct similarity checks in coding submissions. The Office has trialled Turnitin's new product, Authorship Investigate, since late 2018 which is utilised in referrals where contract cheating is suspected.

Allegations of plagiarism and peer-to-peer plagiarism and collusion continue to be the most common type of academic impropriety alleged constituting over 62% of all reported incidents, with 1,772 and 935 incidents respectively (see figures 8 and 9 and tables 4 and 5 on p.43). Allegations of contract cheating fall as the third most type of allegation. However, when combined, forms of examination misconduct total 520 reports, outnumbering those of contract cheating. These examination incidents generally involved students' failure to bring identification or students who were found writing either during reading time or after being instructed to stop writing at the end of an examination. As discussed below, the majority of these breaches of examination rules do not involve academic dishonesty. The Office is working with the Examinations team to better manage examination issues to reduce the burden on faculty educational integrity teams.

The rate of growth of the number of cases of contract cheating has grown dramatically, moving from 50 in 2017 to 86 in 2018 to a staggering 219 allegations in 2019, accounting for just over 5% of all allegations in 2019 compared to 2.86% in the previous year.³ This increase is indicative that detection methods are improving as staff awareness grows. It should be noted, of those investigated, 55 have been referred to the Registrar as potential academic misconduct, while 32 matters are still under investigation. Various others have been resolved as development, plagiarism or academic dishonesty following faculty investigations. In 66 of the cases, findings of no impropriety were made as there was insufficient evidence to make a finding, although there were valid suspicions from the markers who reported the matters, which shows that staff are alert to the issue.

The instances of recycling, (i.e. the reuse of material) has decreased slightly. Information about this type of behaviour was explicitly covered within the AHEM so it may be that there is an increased awareness of students, particularly those commencing in 2019, that this is not acceptable academic practice.

Figure 8: Main allegation types and use of SDS in 2019.

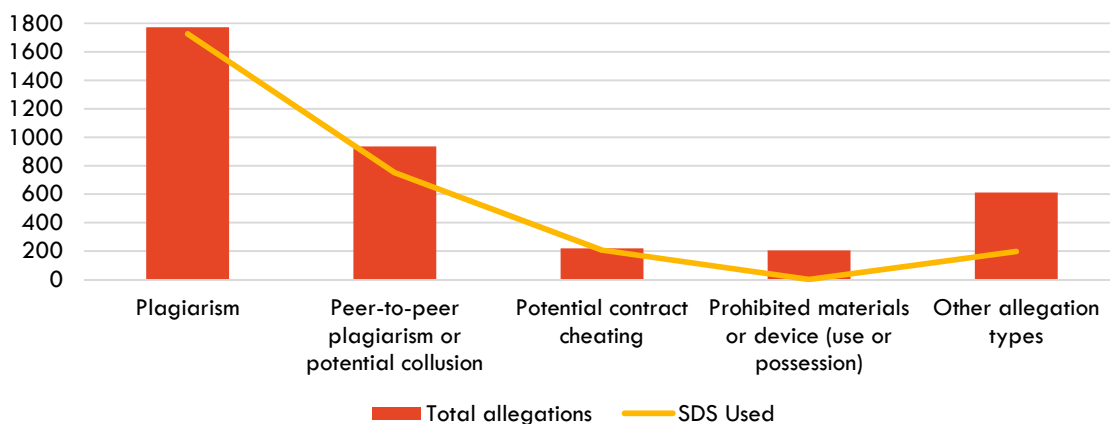
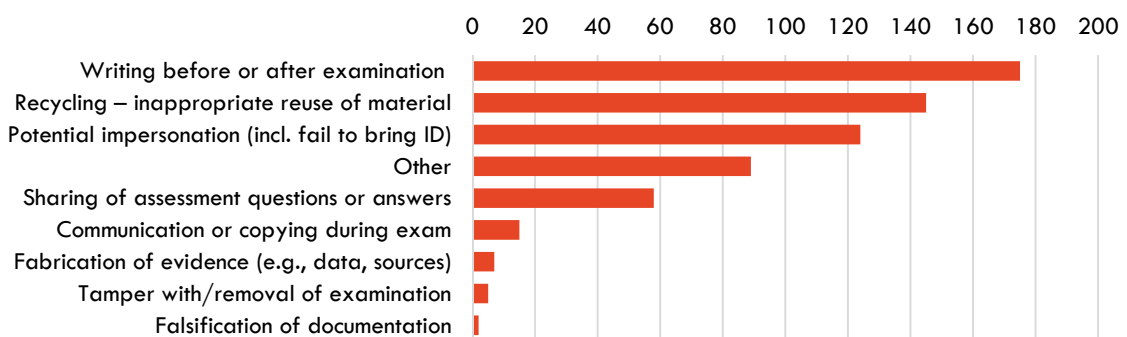


Figure 9: Incidents reported under other allegation types in 2019.



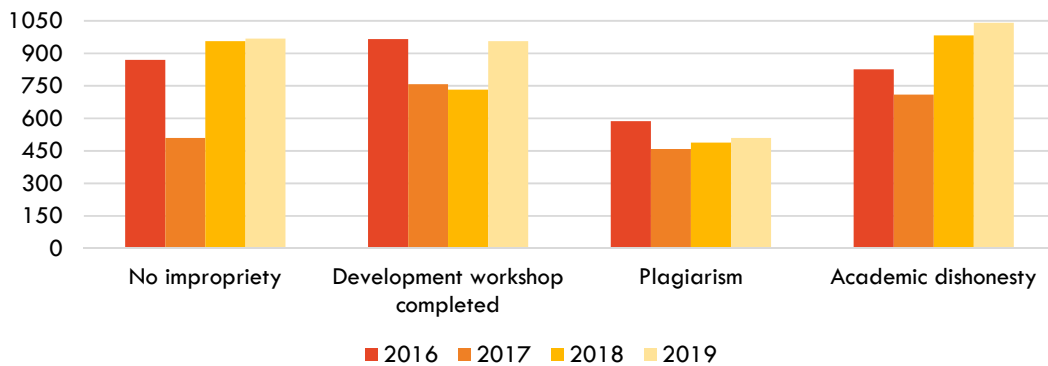
Outcomes of faculty investigations

Figure 10 shows the outcomes of faculty investigations into incidents reported between 2016 and 2019, although for those incidents reported in 2018 the outcomes are as follows:

- 968 incidents were resolved with an outcome of **no impropriety**
- 956 incidents were resolved with an outcome of **development workshop completed**
- 510 incidents were resolved with an outcome of **plagiarism** and
- 1,041 incidents resolved with an outcome of **academic dishonesty**.⁴

³ Previous annual and trend reports can be accessed via the educational integrity pages of the staff intranet: <https://intranet.sydney.edu.au/teaching-support/educational-integrity.html>.

⁴ See also table 1 on p. 41.

Figure 10: Outcomes of faculty investigations, 2016 to 2019.

There has been an overall increase in the numbers of cases reported in 2019. Most prominently, the number of incidents resolved with development outcomes increased to 25.5% moving from 22.5% in 2018 (a total of 956 students were referred for development compared the 722 in 2018). Findings of plagiarism and academic dishonesty remained relatively stable. It is worth noting that the increase in allegations of contract cheating resulted in cases being referred as potential misconduct, which are discussed below.

There continues to be a high proportion of incidents resolved with a finding of no impropriety findings which is influenced by the relatively high volume of referrals of minor exam incidents (i.e. presenting without an official form of identification, writing during reading time or continuing to write after the conclusion of the examination). Of the 396 incidents reported by the Examinations Office, 273 (~69%) were resolved with a finding of no impropriety.

At the time of the report, 4.67% of cases (175) are unresolved. Significant workloads for faculty educational integrity teams towards the end of semester are the result in the spike of reporting and staff are often responsible for other administrative functions with strict deadlines such as results processing and progression, and this has meant there was a lag in processing some of the cases. Now, the impact of the COVID-19 pandemic and travel bans have affected the resolution of such matters where students are required to formally respond to allegations, in which often decision makers prefer to meet in-person. These cases will need to be resolved via online options which can prove difficult particularly in complex matters, namely where contract cheating is alleged. Outcomes for these matters will be included in the Semester 1, 2020 Trend Report.

Outcomes of misconduct referrals

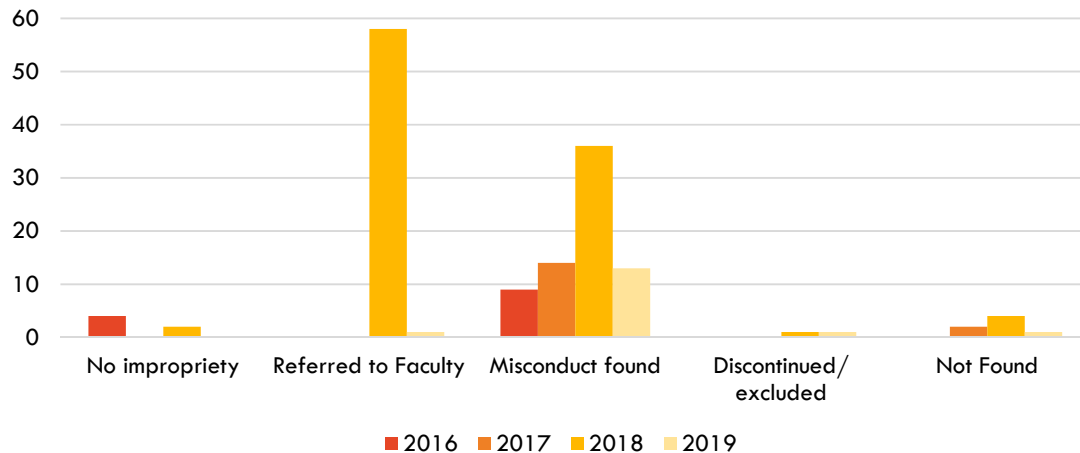
While 2019 saw a rise in the number of incidents reported than the previous year, the number of matters referred to the Registrar as potential misconduct is consistent with the previous year. A total of 97 cases were referred in 2018, comparative to the 92 cases referred in 2019. However, at this time, there are still 175 cases under investigation, with 32 of those cases relating to alleged contract cheating, and so it is likely that the number of referrals will grow, which be in line with the expected trajectory as seen in previous years.

The Office engaged with the Student Affairs Unit to improve communication of outcomes for educational integrity cases referred to their team for investigation. Figure 11 shows the outcomes of all referred incidents between 2016 and 2019, where outcomes in 32 matters for 2018 were still outstanding at the time the 2018 annual report was produced.⁵ Since then, those cases have been finalised with misconduct being found in 24 cases, four students issued with a warning letter but a finding of no impropriety, three cases were referred back to the faculty for resolution under the *Academic Honesty in Coursework Policy 2015* and one investigation was terminated based on the student's discontinuation.

⁵ The 2018 annual report can be accessed with previous annual and trend reports via the educational integrity pages of the staff intranet: <https://intranet.sydney.edu.au/teaching-support/educational-integrity.html>.

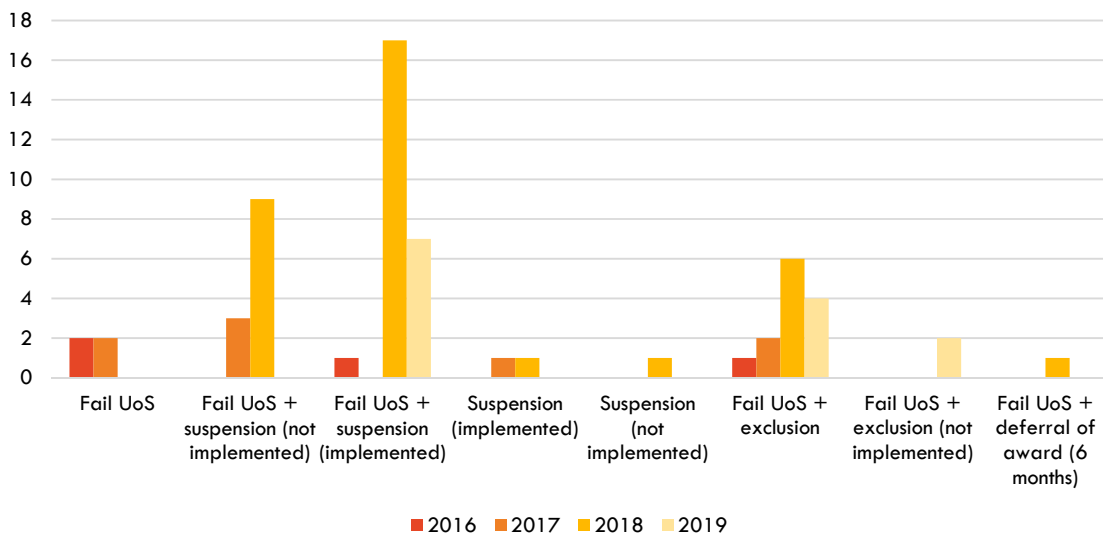
Cases referred to the Registrar in 2019 primarily involved allegations of ghostwriting (86 of the 92 cases) with the remaining incidents variously involved allegations of falsification of documentation or fabrication of evidence, repeated plagiarism and examination misconduct. Only 16 of the 92 referrals made in 2019 have been resolved, with 13 referrals resulting in findings of misconduct, two cases were found not to have engaged in misconduct, and one matter was referred back to the faculty. At this time, 78 investigations are still open.

Figure 11: Outcomes of all misconduct referrals made between 2016 and 2019.



As shown in figure 12, the penalties for findings of misconduct range from failure in the relevant unit or units of study through to failure in the unit of study and exclusion from the University for specified period of time. Typically, where contract cheating has been proven, it is likely to result in a suspension or exclusion in addition to the fail grade. Suspensions carry an automatic right of return to study whereas a student excluded from study are required to reapply for admission to the relevant Dean. In some circumstances, the Registrar suspend the application of a penalty on the condition that the student does not engage in any further breaches.⁶

Figure 12: Penalties applied after finding of academic misconduct, 2016 to 2019.



⁶ Under subclause 3.3 of the *University of Sydney (Student Discipline) Rule 2016*, the application of a penalty for misconduct can be suspended (i.e., not implemented) provided that the student is not found to have engaged in misconduct in future.

Demographic trends

Demographic trends are consistent with previous years, with students in their first year of study reported at higher numbers than those later in their candidature (see figures 13 and 14 below and tables 6 and 7 on p. 44). Once again, international students are disproportionately represented when compared with their domestic counterparts. Incidents involving international students accounted for 65.4% of reported breaches whilst only making up 41.5% of the total University's course enrolments. It is worth noting the disproportionate rise in the number of male international students reported from 2018 despite the gender composition of the cohort being around 39% male to 51% female.

Figure 13: Reported undergraduate incidents arranged by enrolment type, gender and year of study in 2019.

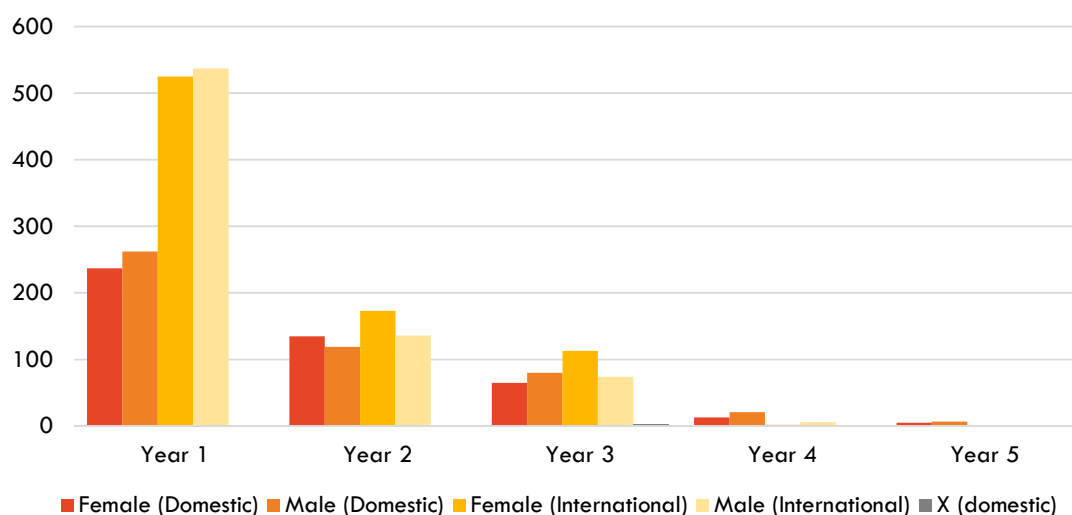
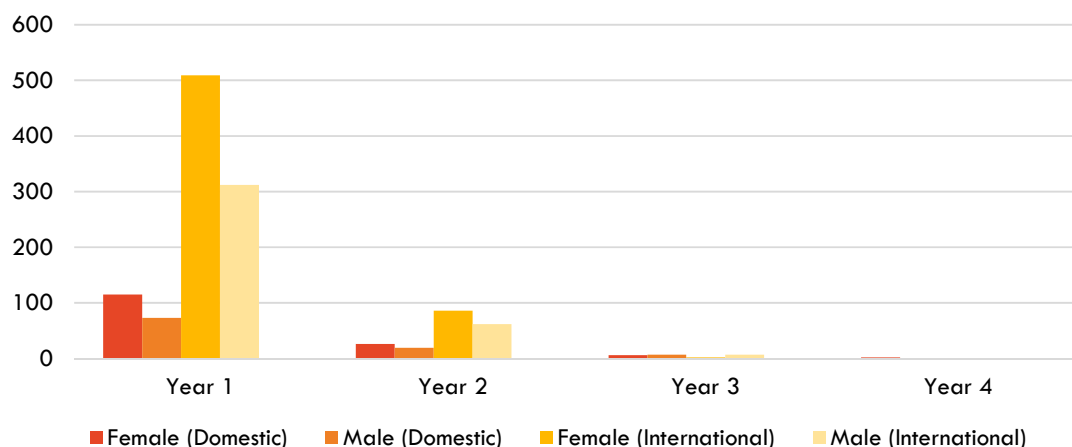


Figure 14: Reported postgraduate incidents arranged by enrolment type, gender and year of study in 2019.⁷

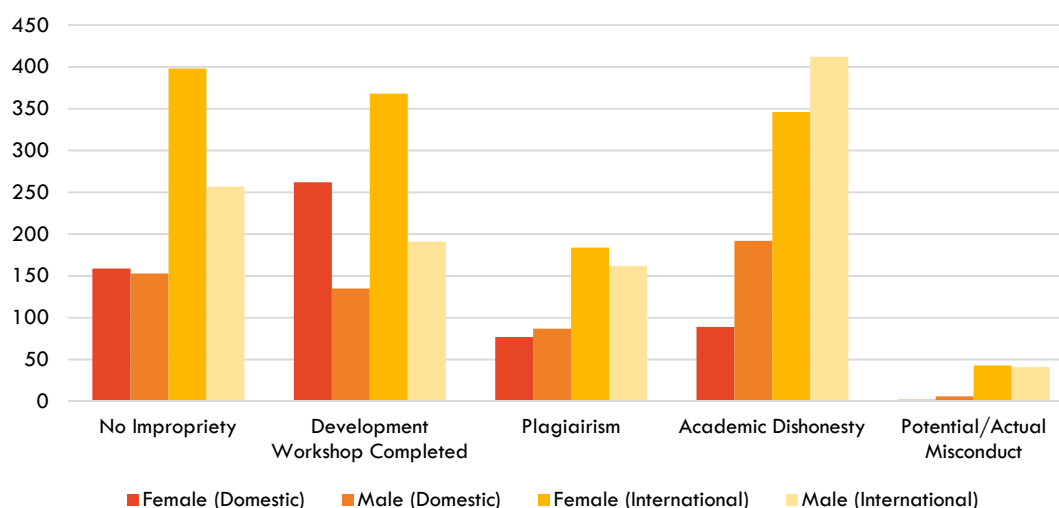


As the data consistently shows, international student status is a risk factor. This is indicative of the unique challenges these students face, with English language barriers and the difficulties adapting to a new learning environment and a lack of familiarity with academic standards. As has been emphasised in the past, the incoming international cohort requires additional support to mitigate against the prevalence of breaches. As the data shows, incidents decreased across the year of study which is suggestive that intervention strategies are successful.

⁷ Data includes one incident reported in relation to a Science higher degree by research student who undertook a coursework unit.

Praying on the vulnerabilities of this cohort, external tutoring colleges are known to target this group as is evident in the number of international students who have been involved in peer-to-peer collusion resulting in the high proportion of academic dishonesty findings (see figure 15 below). The Office conducted investigative work on social media platforms as well as consulting with various departments to identify how these companies recruit and advertise to our students in order to influence future communication strategies and provide support. It is also recommended that faculties employ strategies to identify students at risk of failing and who may require additional support, prior to them reaching the integrity processes. Various faculties and University schools have developed diagnostic tools to identify students where English language may be an issue to ensure further support is provided to those students. As a whole, a review of English language abilities and entry requirements is needed to fully understand how support can be provided.

Figure 15: Reported incidents arranged by gender, enrolment type and outcome in 2019.



Distribution of incidents across faculties and courses

The distribution of incidents reported across faculties and courses generally followed the distribution of course enrolments, so courses with higher numbers of enrolments recorded higher number of incidents. Four faculties accounted for three quarters (78%) of all incidents; 20 courses accounted for just over 80% of all incidents at the undergraduate level; and 20 courses for 75% of all incidents at the postgraduate level (see figures 16-20 and tables 14 and 15 on p. 47-57).

The Faculty of Arts and Social Science and the Business School have comparable enrolment numbers and account for close to half of reported cases. As noted in the Semester 1 2019 Trend Report⁸, analysis of units of study showed potential pockets of underreporting based on enrolment size and use of similarity detection software, particularly in the Faculty of Arts and Social. Enrolments for this faculty rose approximately 4.3% from 14,761 to 15,397 in 2019, while reported incidents accounted for 20% of the University total rising from 15% in the previous year.

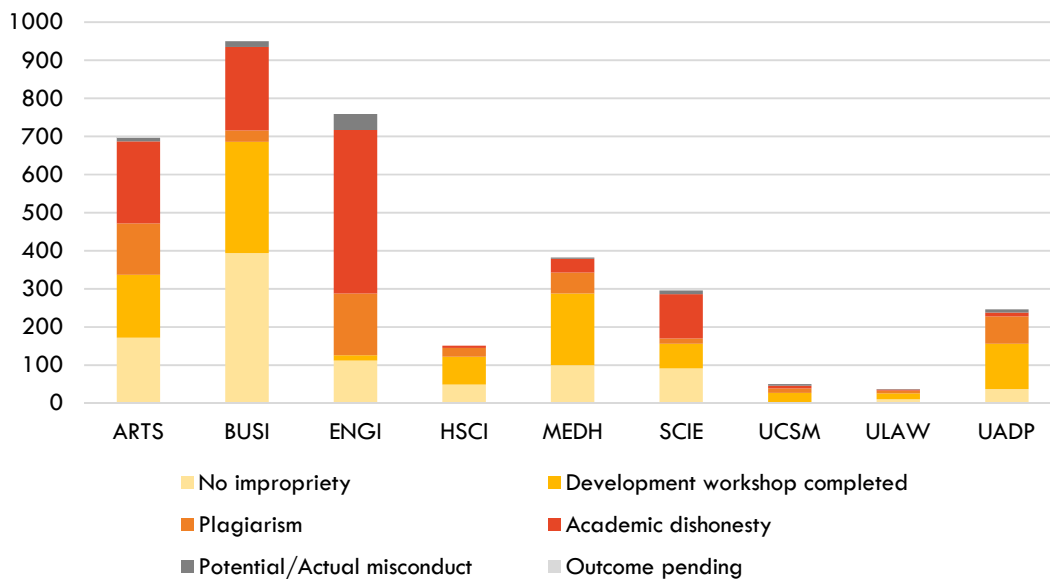
The distribution is also impacted by the proportion of international enrolments. While the University School of Architecture, Design and Planning comparatively has lower number of enrolments, approximately 47.2% of its course enrolments comprised of international students. External tutoring companies often target units with high numbers of international enrolments resulting in clusters of peer-to-peer collusion within those units.

The Faculty of Engineering reported less students than in previous years despite an 6.1% increase in course enrolments. In previous years, two programming units have had a considerable number of students (numbering in the hundreds) reported for peer-to-peer collusion yet these two units only referred a small portion in comparison. As figure 16 indicates, the Faculty of Engineering has a

⁸ The trend report can be accessed via the educational integrity pages of the staff intranet: <https://intranet.sydney.edu.au/teaching-support/educational-integrity.html>.

much lower proportion of development cases and a higher proportion of cases resolved with findings of academic dishonesty. This is partly to do with the content of its courses, with programming units receiving a number of referrals for peer-to-peer collusion.

Figure 16: Incidents and outcomes according to faculty in 2019.



Figures 17 and 18 shows the twenty undergraduate degrees recording the highest number of incidents, with reported incidents involving students enrolled in these degrees accounting for over 80% of all undergraduate incidents despite course enrolments representing only 67% of all undergraduate coursework enrolments. The Bachelor of Commerce had the highest number of incidents closely followed by degrees in the Faculty of Arts, Science and Engineering.

Figure 17: 20 undergraduate courses with highest number of incidents in 2019.

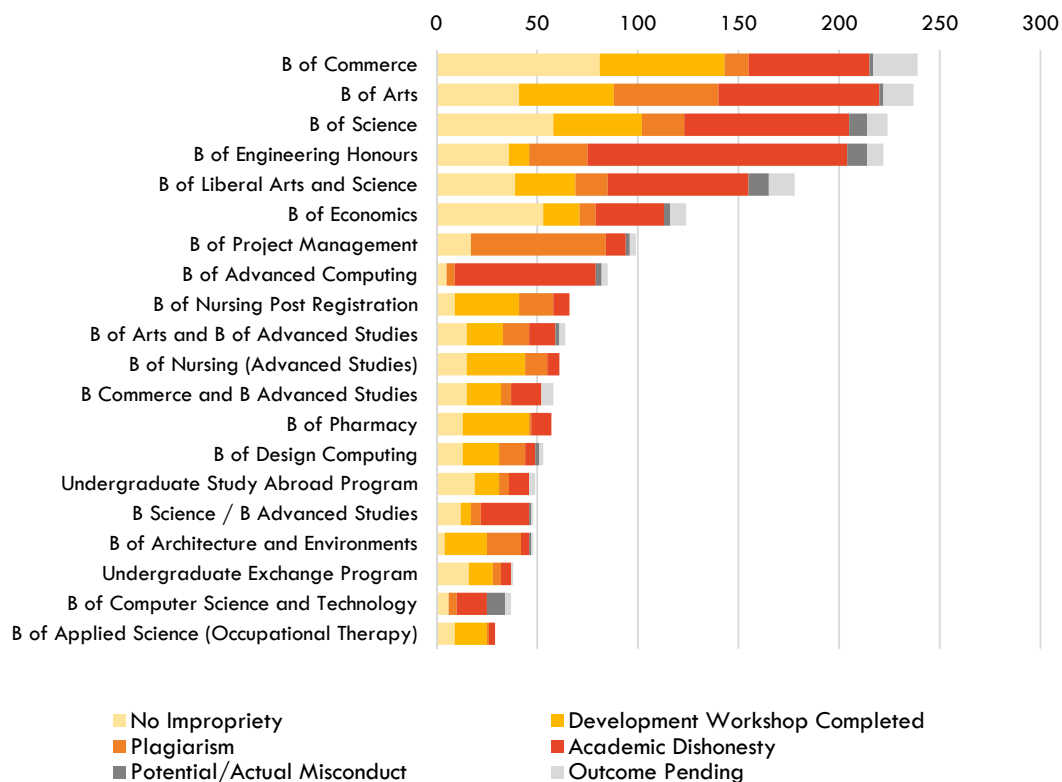
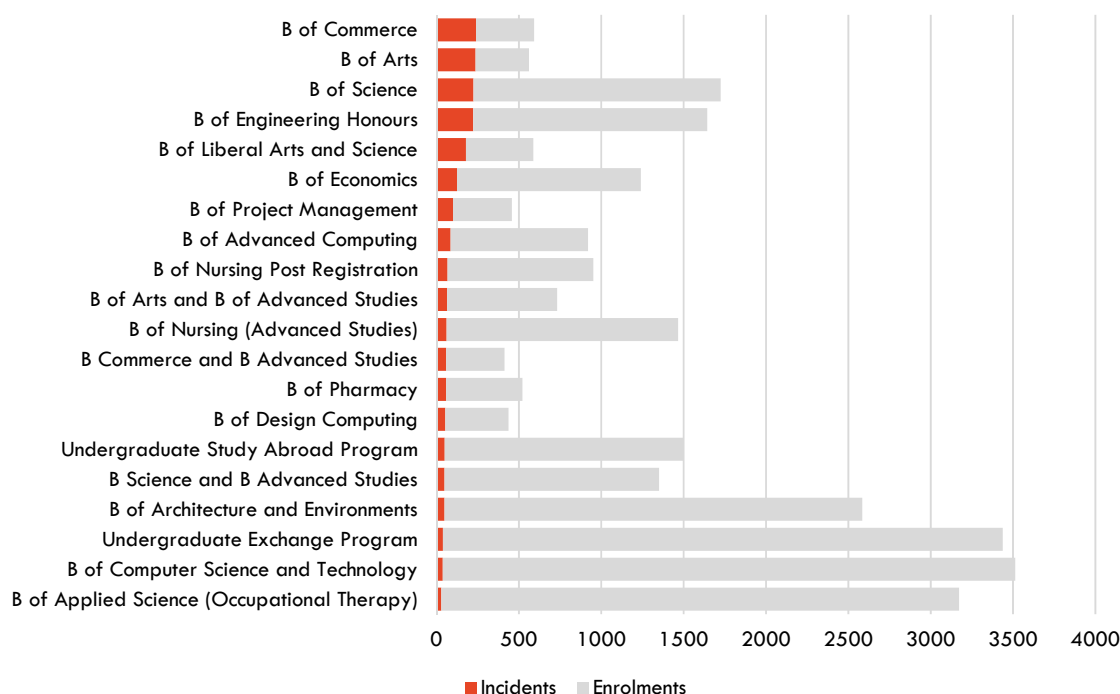


Figure 18: 20 undergraduate courses with highest number of incidents in 2019 and enrolment numbers.



As highlighted in figures 19 and 20, the number of incidents reported at the postgraduate level is relative to the number of course enrolments. The Master of Commerce reported the highest numbers of incidents by far with 468 students reported. However, this is reflective of the high enrolment numbers and only reflected 6.6% of the course enrolments. Worth noting is the high proportion of international students which make up 95.8% of the cohort and international students accounted for 449 of the 468 reports. This further illustrates the importance of providing additional support and education for commencing international students.

Figure 19: 15 postgraduate courses with highest number of incidents in 2019.

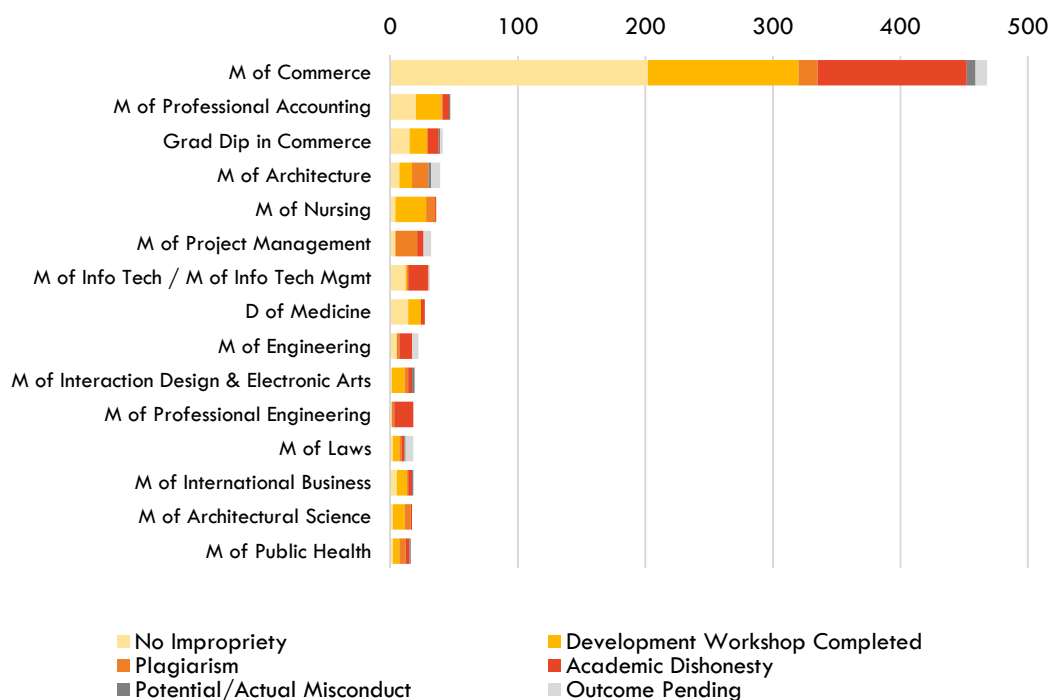
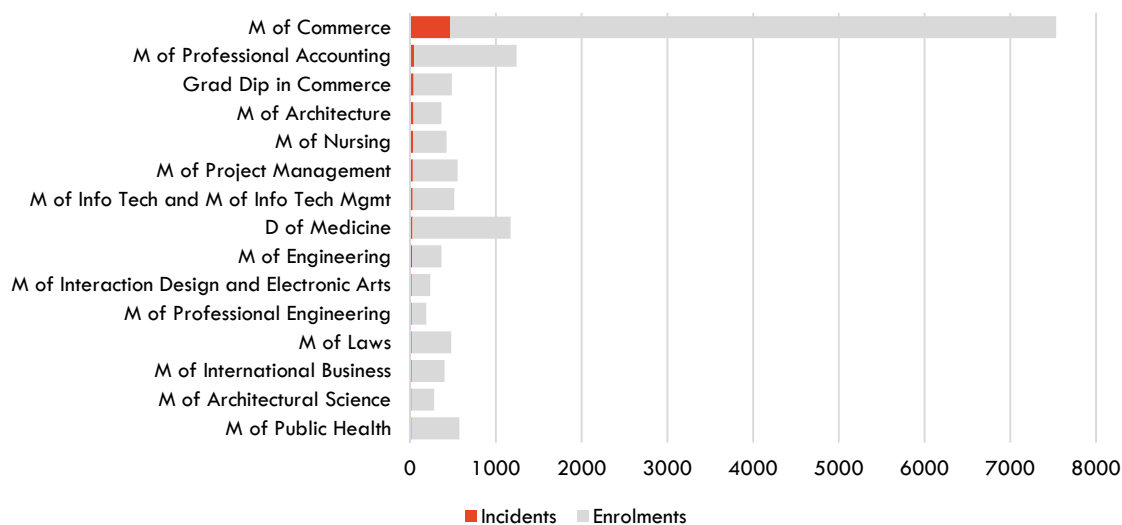


Figure 20: 15 postgraduate courses with highest number of incidents in 2019 and enrolment numbers.



Report of the Office of Educational Integrity

The Office of Educational Integrity is the primary channel through which the Deputy Vice-Chancellor (Education) oversees the maintenance of the academic integrity of all courses across the University in accordance with the *Academic Honesty in Coursework Policy 2015*. To do so, the Office: coordinates the work of faculties to ensure the consistency of prevention, detection and reporting practices and processes; ensures that students and staff have access to suitable development opportunities and resources as they relate to academic integrity; develops strategies to manage and mitigate educational integrity risks; maintains University-wide systems related to prevention, detection and recordkeeping; and monitors and reports breaches of academic integrity to faculties, University schools, the Academic Board and Senate.

Work completed in 2019

The phenomenon of contract cheating is severely impacting the Australian higher education sector. From a University perspective, the number of incidents involving contract cheating continues to rise year on year at a dramatic rate and increasing online and physical presence of external tutoring companies places our students at risk. The Office has focused its efforts in implementing a range of strategic indicatives endorsed by University Executive in 2018 to address these issues.

Student awareness, education and development

Raising student awareness of the serious academic and personal risks associated with contract cheating was a major objective for the Office in 2019. Following on from high level student communications in 2018 about the issue, a contract cheating education campaign was rolled out across print, web and digital in the hope to raise visibility of the issue.⁹ In order to gain maximum exposure, digital backgrounds were placed on all desktop in computer labs across campus in addition to posters placed in areas of high traffic. The material linked to updated information on the student website which listed consequences for engaging in contract cheating and the support services available.

Additionally, the AHEM was redeveloped to include content on contract cheating and other forms of dishonesty such as the misuse of University intellectual property. The module also contained links to resources available at the University. As outlined in an earlier section, a new online module *Avoiding Plagiarism: Referencing and Incorporating sources* was developed as part of the transformation of student development, which included specific content on referencing and strategies to avoid plagiarism. Simplifying the content to foundational referencing skills and academic writing conventions, the module incorporated video content developed by the Centre for English Teaching aimed to improve students' engagement with the material.

As part of the University's holistic approach to addressing integrity issues, the Office, in conjunction with the Library's Peer Learning Advisors, piloted an academic integrity consultation service as a way of providing early intervention and support for students who breach the standards through academic dishonesty or plagiarism. The peer model has been received well by students and early results suggest that it reduces rates of recidivism.

Staff awareness and support

It was also vital to increase staff awareness of contract cheating, both to assist in identifying potential cases and ensuring staff are aware of the University policies and procedures for assuring the integrity of assessment tasks. A number of articles were posted in *Staff News* with links to information contained on the educational integrity pages of the staff intranet.¹⁰ A guide on the indicators of contract cheating was designed and published on the intranet, which has assisted in identifying cases in 2019.

⁹ <https://intranet.sydney.edu.au/news/all/2019/03/14/new-campaign-reminds-students-contract-cheating-risks.html>

¹⁰ <https://intranet.sydney.edu.au/news/all/2019/05/31/support-identify-respond-contract-cheating.html> and <https://intranet.sydney.edu.au/news/all/2019/11/01/contract-cheating-on-the-rise.html>

In addition to the communication strategy, the Office presented as part of the University's Modular Professional Learning Framework (MPLF) module on *Assessment and Feedback for learning* which covered assessment approaches to combat academic misconduct. A concerted effort was also made to train staff working in educational integrity on processes with quarterly workshops held. These sessions covered the *Educational Integrity Decision-Making and Penalty Guidelines 2018*, how to identify and investigate cases of contract cheating and case management.

Policy, process and system improvements

In response to the threat of contract cheating, amendments were sought for the *Academic Honesty in Coursework Policy 2015* and consequential changes to the *Academic Honesty Procedures* to bolster processes for handling cases of potential contract cheating. The amendments expanded the definitions of academic dishonesty to cover newer forms of dishonesty such as document sharing websites and the addition of an explicit definition of contract cheating. Most notably, the changes provide greater flexibility for faculty decision makers in handling cases of contract cheating and enable a finding to be made prior to referral to the Registrar. In addition to policy changes, high-level direction was given to drive policy development and amendments to provide suitable framework to deal with issues related to venues management and advertising on campus.

In 2019, the Office initiated work to develop an assessment integrity risk evaluation and mitigation task in the new Sydney Curriculum system to embed the mandatory integrity assurance task stipulated in the *Academic Honesty Procedures 2016*.¹¹ The implementation of a system-based risk assessment within Sydney Curriculum will promote awareness of staff around the potential risks of reuse and engage staff in a systematic review and refresh of assessment. It will also increase accountability and enable faculties to better monitor units of study, especially those at high risk, to ensure appropriate mitigation strategies are in place. Development has been completed and the tool should be released in late 2020.

Working with Institutional Analytics and Planning, a new case management dashboard was released in late 2019. The dashboard pulls data from various systems to provide real-time overview of educational integrity cases. This resource has improved oversight of the academic integrity of units of study and the ability of educational integrity case management teams to manage caseload peaks. A Team SharePoint site was established as a one-stop resource for staff working within educational integrity and to foster discussion between counterparts in each faculty.

The Office also worked with the Automation and Innovation Hub to develop a technological solution to identify misuse of University teaching material in response to the increased usage of document sharing websites leading to reported breaches and cheating behaviours. The tool is currently being undergoing trials.

Contract cheating and cross-sector collaboration

The Office continued to trial Turnitin's software, Authorship Investigate, to assist with contract cheating investigations. The software analyses a student's written submissions providing an overview of potential indicators related to the authorship of a paper, such as language, metadata and document properties. The reports generated highlight areas for concern, and collate all written submissions made by a student for comparison, which has reduced the workload for investigations. However, due to the complexity of these types of cases, significant time is invested in preparing a brief of evidence to support cases. This has proved to be beneficial for faculty educational integrity teams and resulted in a higher number of cases being found as dishonesty or referred for potential academic misconduct. A license has been obtained for future use and the Office will review the strategy to determine how this tool can be best utilised for wider use.

A project officer was appointed for the second half of 2019 whose primary function was to assist with the with investigative and risk management functions of the Office. Reviewing social media platforms for potential issues related to units of study, the Office was able to identify external tutoring companies or units of study targeted and prevented a number of breaches before they

¹¹ See Part 3 clause 8 of the [Academic Honesty Procedures 2016](#)

occurred. Given the continued need for these efforts, the role is planned to be business-as-usual pending the lifting of recruitment freezes. Through this work, it was apparent that the brazen advertising activities targeted a number of local institutions and so discussions with counterparts at other institutions were undertaken to seek a coordinated approach to seek support across the sector in addressing these challenges.

While there is a significant amount of data on reported breaches since 2016, we had limited input from students on the matter. In order to better understand student perspectives, the Education Portfolio funded an online, anonymous forum run by C-Sight on academic integrity. 1,037 students registered for the forum (1.8% of enrolled undergraduate and postgraduate coursework students) with active participation from 343. Participating students attributed cheating primarily to pressure caused by poor English skills, parental and peer pressure, teaching quality, inadequate preparation for university, poor time management, and lack of understanding. Contract cheating was regarded as the most serious type but was regarded as normalised in some groups. There was strong concern at pressure and on-campus advertising by contract cheating organisations and tutoring companies. Participants generally found cheating unfair and were concerned at the impact on the reputation of the University and its degrees.

Work planned for 2020

Significant challenges to maintain the integrity of our educational programs and assessment are currently present with the impact of the COVID-19 pandemic, which will be evident for many months. In the face of the pandemic, staff have had to reconsider the way students are taught and assessed through online learning and how to maintain the integrity of assessment tasks in this landscape. As consistently shown in educational integrity data, students are particularly vulnerable within their first year of study, more acutely for international students, and this no doubt will be exaggerated with the move to online learning. It is therefore vital that additional support be provided to students during this difficult time.

With respect to educational integrity processes, faculty educational integrity teams need to modify their approach in handling matters to ensure students are given a sufficient right of reply to any allegation. For student development, online sessions conducted via Zoom were trialled at the end of 2019 and have been scheduled for the remainder of semester to ensure that students still can access this service prior to resubmitting their work. Expansion of this service as a preventative measure may be an option dependent on budget availability.

With the Office's resources being impacted by the recruitment freeze and staff leave, work will be primarily focussed on providing support to faculty educational integrity teams. Other initiatives will need to be reprioritised given the current climate. A focus for the Office will be ensuring the integrity of online assessments, particularly with online examinations.

Data from the C-Sight forum indicated that a range of pressures led to cheating behaviour and that further support for students is required. As such, integrity-related tasks have been embedded within first-year transition units to supplement the AHEM. Additional support for first year students and broader support services for mental health are being looked at through the Student Experience Program. Utilising insights from student perspectives to warn students of the risks of contract cheating, it is hoped that a new communication strategy and student-led education campaign will be developed by the end of 2020.

In response to the audit conducted on policy compliance for assessment, it was evident that there is a significant gap in resources available for staff. The Office will refresh resources on policy requirements, processes and detecting/reporting instances of plagiarism and academic dishonesty with a focus on contract cheating. To further support academics, the Office will look at developing an educational integrity specific module for 2021. Faculty and University school leaders are also strongly encouraged to consider ways in which to improve staff awareness of their responsibilities under the University's academic honesty and learning and teaching policies.

Reports of the faculties and University schools

Faculty of Arts and Social Sciences

Incidence of plagiarism and academic dishonesty

In 2019, the Faculty of Arts and Social Sciences received 749 unique reports of suspected plagiarism or academic dishonesty. Of these:

- 356 were reported in Semester 1 and 393 were reported in Semester 2.
- 665 were reported by the faculty's teaching staff and 84 incidents were reported by the Examinations Office in relation to formal examinations.

The below table presents the outcomes of the incidents investigated by the Faculty in 2019.

Outcome	Sem 1	Sem 2	Total	Ratio
No impropriety	79	93	172	22.96%
Development workshop completed	85	80	165	22.03%
Plagiarism	88	47	135	18.02%
Academic dishonesty	92	123	215	28.70%
Potential misconduct	5	4	9	1.20%
Misconduct found	0	0	0	0.00%
Outcome pending	7	46	53	7.08%
Total	356	393	749	100.00%

Key trends in detection, reporting and investigation

In 2019 all referrals were treated by FASS Educational Integrity Coordinators Dr. Thomas Wilkins and Dr. Nigel Goodwin, together with the Manager of the Academic Integrity Colette McKenna and then in the latter months of the year, Darcey Dahl, Academic Integrity Officer Zac Hambides, and other members of the Student Affairs and Engagement Office. The wider team worked under the supervision of Associate Professor Alex Lefebvre as Associate Dean, Student Affairs in 2019. Associate Professor Rebecca Johnke returned to the role as Associate Dean Student Affairs in January 2020.

The proportionality of the outcomes reported above reflects various phenomena observed and monitored by the Academic Integrity Team and the FASS EI coordinators over the course of twelve months from January 2019 to December 2019.

The above data overall indicate a worrying trend, with an increase of 55% over figures for 2018 (749 over 483). This may reflect increased awareness of the problem of Academic Integrity and reporting procedures among academics/instructors and tools used to detect cases (e.g. Turnitin). Or, it may represent a substantial increase in the number of students engaged in unfair means due to the wide availability of contract cheating/ghost writing services.

An increase from 90 to 172 (+ 91%) of "No Impropriety" findings, is a reflection of possible overreliance upon Turnitin software as a reliable guide for detecting plagiarism, where close examination of task reveals nothing untoward has occurred. It also reflects the difficulty in proving allegations of per-to-peer or contract cheating where evidence is insufficient to prosecute.

Where possible, students engaged in accidental plagiarism (misunderstanding referencing system, especially the requirement for the use of quotation marks for direct citations) have been referred

to additional “development workshops” and resubmission to rectify this. Given the elevated case load this has been a preferred option to deal with increased workflow in minor cases. Numbers of (willful) “Plagiarism” remain stable (135 in 2019, 147 in 2018), but have dropped as a percentage of overall cases (30.43% > 18.02%). Possibly student awareness of Turnitin tools being applied has reduced this aspect of the problem.

Findings of “academic dishonesty” have increased from 149 to 215 cases from 2018 to 2019. These figures include willful copying of online sources and recycling of previous essays or previous students’ assignments, it includes peer-to-peer cases. This increase is largely because of widespread dishonesty that occurred in one unit of study, PHIL1012.

“Potential misconduct” findings increased from 0 to 9 in 2019, but remain a negligible figure of overall cases (1.2%).

It is important to record that two mass cases of academic honesty involving replication of question sets for the course PHIL1012 greatly increased the workload of the AI Office (requiring a large number of face-to-face interviews). This uncovered the widespread use of social media to disseminate answers to assignments via Weibo. It concomitantly revealed a pervasive culture of peer-to-peer and possible contract cheating among large cohorts of International (Chinese) students. Shocking revelations of the ease and accessibility of circumventing academic honesty were exposed in the course of the investigation including coordinated attempts to deceive the EIC investigation (and possibly coordinate cheating attempts).

Fostering educational integrity

The importance of academic integrity was highlighted in all orientation talks to new undergraduate and postgraduate students and all commencing students are required to undertake the AHEM online module. In addition to standard outreach to students incorporated in UOS outlines and mandatory requirements, EIC Dr Wilkins circulated all pertinent information on AI policies to FASS/SSPS including the latest information on detecting contract cheating to raise awareness of this rapidly spreading issue. The use of deep-dive data analytics by the OEI to examine suspected cases of ghost writing has been a great boon in substantiating such cases to assist EIC’s in making their findings. However, in cases where document properties suggest dishonesty but a student claims to be innocent, there is often not enough evidence to find a student guilty of dishonesty or misconduct and so cases require considerable time and judgement. Despite our best efforts, we cannot always get these cases right.

In order to address the increase in cases submitted, more visible support to unit coordinators and staff through workshops or induction programmes on AI procedures and policies, especially for first-year coordinators, are required (though this does appear to have improved since 2018). It is recommended that UOS Coordinators/Instructors make greater efforts to emphasise the issue, but in particular specify referencing criteria for assignments. This EIC has spent considerable time in face-to-face meetings simply explaining how to reference properly in order to avoid allegations of plagiarism. Such an initiative would potentially eliminate a substantial number of negligent plagiarism (appearing from Turnitin) cases. Additionally, staff submitting cases should be encouraged to give a high degree of specificity in their allegations (including supporting evidence) to allow the EIC to make a just finding on the case. Some cases are simply being submitted apparently on the basis that Turnitin reports contain a high volume of coloured highlights, which then prove to be legitimate citations.

It is further recommended that the University become more aware of the use of social media to circulate assignments and the prevalence of contract cheating and to apply the sternest measures in prosecuting proved cases. At present there is strong anecdotal evidence among a certain cohort of students that “it’s worth the risk” – since the chances of detection are low and penalties minor. This indicates that there may be a far wider spread problem than is being apprehended by AI efforts. The inappropriate use of social media to disseminate assignment material needs to be prohibited. Increasingly EICs feel obliged to make more use of “refer to registrar” for serious and repeated violations of AI in order to send a clear message to students that it is not acceptable to behave in dishonest practices, especially those cases that are potential contract cheating. These environmental factors require attention. Where possible, it is recommended that UOS designers make greater

attempt to “proof” their UOS assignments against the use of unfair means – greater emphasis on non-replicable answers (specified individual responses), and in-class assessments would be advisable.

Lastly, the FASS AI unit is under resourced in the face of the significant uptick in case load. There have been multiple changes of professional staff and important positions vacant. It is not possible to deal with both the increasing volume and complexity of cases efficiently under such conditions. It is recommended that such deficiencies be rectified in order to match sufficient resources to the growing and increasingly complex problem that the University faces.

Report completed on behalf of the **Faculty of Arts and Social Sciences on 8 April 2019** by: Dr Thomas Wilkins, Educational Integrity Coordinator.

The University of Sydney Business School

Incidence of plagiarism and academic dishonesty

In 2019, the University of Sydney Business School (USBS) received 997 unique reports of suspected plagiarism or academic dishonesty. Of these:

- 428 were reported in units running in Semester 1 and 569 were reported for Semester 2.
- 838 were reported by the school's teaching staff and 159 were reported by the Examinations Office in relation to formal examinations.

The below table presents the outcomes of the incidents investigated by the School in 2019.

Outcome	Sem 1	Sem 2	Total	Ratio
No impropriety	149	245	394	39.52%
Development workshop completed	130	162	292	29.29%
Plagiarism	15	15	30	3.01%
Academic dishonesty	120	99	219	21.97%
Potential misconduct	2	7	9	0.90%
Misconduct found	6	0	6	0.60%
Outcome Pending	6	41	47	4.71%
Total	428	569	997	100.00%

Key trends in detection, reporting and investigation

Continuing from the trend in 2018, there has been an increase in the number of referrals for the USBS in 2019, which rose from 871 referrals in 2018 to 997 referrals in 2019, an approximate increase of 14%. This could be partially attributed to the larger volume of student enrolments in 2019 (15,656 compared to 14,323 student enrolments in 2018, an increase of 9.3%). The USBS accounted for approximately 26.6% of all referrals submitted across the University, which is close to the proportion of enrolled students at the USBS compared to the total University (21.2%). This was a reduction from 2018, where the USBS accounted for approximately 27.35% of all referrals submitted, as a result of a spike in referrals related to a specific assessment with potential issues.

The distribution of outcomes is relatively consistent to the distributions found in previous years, barring 2018 where there was a disproportionate number of findings of academic dishonesty (46% of all outcomes in 2018). Many submissions are identified in foundational units of study, for which the majority of the outcomes resulted in either a finding of 'no impropriety' or 'development workshop completed'. Specifically, for 2019, there was one foundational unit of study that identified a large number of students with issues relating to their submitted work, however the majority of these cases resulted in a finding of no impropriety, or a development workshop was completed without any additional issues.

The USBS also has a practice for referring, where possible, donor students. This is where the School can positively identify the author of an earlier assessment which is utilised in part or full in a current student's assessment submission. In these cases, the EIC invites the donor to a meeting to discuss the negative implications of sharing completed assessment items physically or in the digital environment. The USBS's usual finding in such cases is that of 'no impropriety'. However, the process does send a clear message to the student body that this practice is not looked on favourably and can result in being called to account in an academic honesty investigation. As a result, some cases appear for earlier semesters later in the year.

Of the 997 cases reported in 2019, there were 938 unique students reported, which accounted for 5.99% of all enrolments at the USBS. 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%).

Fostering educational integrity

The USBS has continued to improve on its focus on educational processes and procedures to foster educational integrity. For all students, compulsory tutorials covering academic honesty, referencing and academic writing skills (such as effective summarising and attribution) are run in core units of study. In Week 1, students taking entry-point program core units complete a diagnostic assessment evaluating student written expression, critical thinking and referencing skills. Students who are identified as benefiting from further instruction are then enrolled in additional learning support.

Specifically, undergraduate students who are identified as benefiting from additional learning support are enrolled in the Business Communication Workshop embedded within the foundational BCom unit of study BUSS1000 *Future of Business*. In S1, 2019, 157 students successfully completed the workshops and in S2, 183 students completed the workshops.

Postgraduate students who are identified as being likely to benefit from further development in academic writing and referencing are automatically enrolled in BUSS5100 *Communications Skills*, which has been in place since 2012. In S1, 2019, 489 students were enrolled this unit with a Satisfied Requirement rate of 97.14%, in S2, 739 students enrolled with a Satisfied Requirement rate of 94.59%, results which are tied to performance in the core unit BUSS5020.

The USBS also implemented a new procedure in S2 2019 of reviewing submitted Final Exam papers. This procedure aimed to improve assessment integrity by minimising potential for Final Exams to contain questions previously utilised in former Final Exams that may be obtained by contract cheating companies. Keywords were identified in each paper, which were then compared to past papers. Where a question was found to be identical or highly similar to a past paper question, then the Unit of Study Coordinator was provided with an extension to submit a revised version of the paper. Of the 20 Units of Study that were reviewed, 2 papers had to be completely rewritten due to similarities with previous content.

Continuing from the USBS's project that started in 2018, in response to the prevalence of document sharing websites (particularly Course Hero), the USBS engaged a PhD student in 2019 to target online repositories of Business School UoS resources and assessment material to issue mass takedown notices. Subjects targeted were selected based on the volumes of referrals stemming from material matches to these online sources, as well as their high enrolments and volume of resources available online. The project saw a total of 6897 documents containing University material taken down across 2019. This presents an ongoing challenge due to the volatile nature and continued upload of documents and support has been provided to continue the work in 2020, with discussions of an automated tool to assist with this process that can be applied to the wider University community.

While combatting the impact and influence of external tutoring presents significant challenges, the USBS has undertaken many measures to address this at the faculty level. Significant work has been undertaken in educating academics around the risks associated with the reuse of assessment items and the USBS encourages educators to adopt authentic assessment practice. This has included increased communication to all academic and professional staff concerning the importance of assessment design from compliance and quality perspective, and alerting staff to be vigilant in monitoring potential risks and reporting any potential concerns. With the aim of improving the educational integrity of all students and staff, the USBS has appointed a new Nominated Academic, with a focus on assessment integrity at the school. The role of the new Nominated Academic has been to conduct proactive investigations identifying any reused assessment pieces, as well as reviewing the referral rates of cases that have been flagged by Turnitin's detection tool.

Additionally, the USBS brought on a new Communications Officer in late 2019 focused on developing the Communications Strategy regarding Educational Integrity for the USBS. This Communications Strategy is set to be launched in S2 2020 to assist the school in improving the communications to students and to staff on academic integrity matters. The Communications Officer also assists to conduct a results analysis prior to the publication of results to identify aberrant

distributions. This analysis assists the Associate Dean (Education) and Educational Integrity Coordinator to identify potentially unusual pass rates for assessment items that may indicate the presence of an affected assessment.

Finally, the Business School has appointed an Academic Director Teaching Quality (effective Feb 2020), that will have as part of their focus, assessment strategies to assist UoS Coordinators reduce the potential for assessments items to be targeted by tutoring colleges. This in turn may lead to a reduction in the motivation for students to use such colleges to prepare their assessments and reduce the amount of intervention required of the Academic Honesty Office to investigate such potential breaches of the Academic Honesty in Coursework Policy.

Faculty of Engineering and Information Technologies

Incidence of plagiarism and academic dishonesty

In 2019, the Faculty of Engineering received 798 unique reports of suspected plagiarism or academic dishonesty. Of these:

- 435 were reported in Semester 1 and 363 were reported in Semester 2.
- 73 were reported by the faculty's teaching staff and 61 incidents were reported by the Examinations Office in relation to formal examinations.

The below table presents the outcomes of the incidents investigated by the Faculty in 2019.

Outcome	Sem 1	Sem 2	Total	Ratio
No impropriety	69	43	112	14.04%
Development workshop completed	4	10	14	1.75%
Plagiarism	119	43	162	20.30%
Academic dishonesty	207	222	429	53.76%
Potential misconduct	27	15	42	5.26%
Misconduct found	0	0	0	0.00%
Outcome Pending	9	30	39	4.89%
Total	435	363	798	100.00%

Key trends in detection, reporting and investigation

The proportionality of outcomes is consistent with data from prior years and reflects the type of cases traditionally seen in the Faculty. As in past years, there is still a disparity in the number of cases across the Faculty with the majority of referrals coming from two of our six schools. We suspect there is the need to encourage "increased vigilance" amongst staff.

In 2019, 14% of cases were determined as "no impropriety", which continues a downward trend and may indicate individual staff are developing better internal filters for assessing potential cases. In some instances, findings of no impropriety were made due to limited evidence or exam invigilators reporting very minor infractions relating to students not fully understanding examination instructions.

The application of development workshop was generally applied to students in Integrated Engineering units of study where there was a clear failure to understand referencing requirements. In most cases, students were required to meet with the nominated academic to determine the exact nature of the offence, which then prevented development as a final outcome.

The high proportion of academic dishonesty findings is consistent with data from last year, with the School of Computer Science having a number of incidents related to coding submissions where it was evident that peer-to-peer collusion had occurred. In these cases, penalties ranged from mark reductions to zero marks given the severity of the offence. Where it was identified that a student had provided their work, a finding of academic dishonesty was still made and a lesser penalty applied.

There has been an increase in the number of potential misconduct cases since last year which relates to the engagement of third parties to complete assessment tasks. We would like to see improved speed and transparency in the handling of such cases. Given we are obliged to handover all alleged ghostwriting cases under policy as misconduct, there would be much to learn institution wide if anonymized reports of these cases were circulated confidentially amongst nominated academics to assist in training.

Fostering educational integrity

Education in academic honesty and writing standards

In the first few weeks of Semester 1, the Faculty conducts Academic Honesty briefings for students at each of the main undergraduate and postgraduate lectures. These are conducted by the Associate Dean (Student Life) and include a slide presentation covering ethical issues, examples of academic dishonesty, the Academic Honesty Education Module (AHM), and specific illustrations of Turnitin. We have found that our first-year undergraduate students are receptive to these briefings, whereas our postgraduate classes (which have a high number of international students) tend to show significantly less interest.

Every Engineering first year undergraduate is enrolled in a general “Engineering Professionalism” unit of study, which includes substantially more detailed engagement and involvement in good writing, referencing and honesty practices. Many academics have built academic integrity into their course content and provide information to students in the initial weeks of classes.

Assessment design, risk evaluation and staff support

Information about academic honesty is regularly included in the Faculty’s online monthly newsletter, “Education Matters”. This is distributed to all academic and professional staff and is designed to provide timely semester advice and reminders.

For the past four years, academic honesty awareness has become part of our tutor training sessions.

There are two units of study with very high notification rates, albeit a reduction compared to 2018. We put this down more to the diligence of the academic and the nature of the cohort, rather than a need for substantial change in assessment design. We must ensure we cater for students who act in good faith and provide a mix of assignment types, even if they might be more susceptible to abuse by less scrupulous students. Notwithstanding that though, this staff member has made some changes to assessment, particularly by including scaffolding exercises to help lead students through assignments and sometimes even “pre-check” several days before formal due date for excessive similarity and notify students accordingly.

In 2019 we highlighted potential underreporting at staff briefings and asked academic staff to report potential cases. As a result, there was a 46% increase in the number of units of study reporting cases compared to 2018.

Detection and reporting

Academic staff are regularly reminded about the timely reporting of incidents through the Faculty’s newsletter, “Education Matters”. However, we need to be mindful, that academic honesty is only one of many issues an academic is considering when setting and marking assignments. While timeliness is an important part of the educational integrity process, we need to have realistic expectations – and be mindful that running Turnitin or MOSS reports and reporting cases is probably not the first priority for a marker who has a pile of 100 assignments to mark, or a lecturer who is trying to benchmark consistent marking schemes across a team of markers.

We are seeing a spike in the number of cases reported towards the end of semester due to the additional workload to academics in collating evidence and reporting through the online system. The Faculty’s Integrity team has assisted in the reporting and handling of some of these cases to ensure timeliness.

As the new regime of academic honesty becomes more “business as usual,” it can become more challenging to ensure continued promotion, especially to new staff. We had several “roadshow” events on academic honesty when the new process launched in 2016, but our ongoing education showcase events or retreats, etc. are now focused on new topics. How we ensure new staff are engaged and briefed (along with other policies), without unnecessarily spamming existing staff with repeat posts on the same topic each semester is a challenge.

The Faculty has previously put forward that improvements to the reporting system are likely to encourage more staff to report, and awkwardness of the current online process (and staff who share difficult experiences to their colleagues) is unlikely to engender increased usage. These comments are still valid. We believe system improvements are an integral part of improving the collegiality of the process to encourage all to report.

One of the delay points in processing cases is scheduling of meetings as nominated academics sometimes do not include a time in their initial decision, or often students cannot make the scheduled time. This process involves significant processing time and coordination for staff, and the Faculty would suggest investigating possible IT solutions to this issue.

Faculty of Health Sciences

Incidence of plagiarism and academic dishonesty

In 2019, the Faculty of Health Sciences received 154 unique reports of suspected plagiarism or academic dishonesty. Of these:

- 55 were reported in Semester 1 and 99 were reported in Semester 2.
- 137 were reported by the faculty's teaching staff and 16 incidents were reported by the Examinations Office in relation to formal examinations.

The below table presents the outcomes of the incidents investigated by the Faculty in 2019.

Outcome	Sem 1	Sem 2	Total	Ratio
No impropriety	29	19	48	31.17%
Development workshop completed	8	65	73	47.40%
Plagiarism	14	9	23	14.94%
Academic dishonesty	4	2	6	3.90%
Potential misconduct	0	1	1	0.65%
Misconduct found	0	0	0	0.00%
Outcome Pending	0	3	3	1.95%
Total	55	99	154	100.00%

Key trends in detection, reporting and investigation

The continued application of updated November 2018 educational integrity decision-making and penalty guidelines throughout 2019, along with the staff and student education measures implemented in semester one 2019 (see below) may have accounted for the fewer cases of a 'no impropriety' finding of in semester 2.

The plagiarism cases varied from mild-moderate to high. These cases comprised assessments which were all submitted through Turnitin, with the 2017 and 2018 audits ensuring that almost all written assessments in the Faculty are examined this way. The audit of assessments has continued throughout 2019, with individual written components of broader group assessments and powerpoints now also being submitted through Turnitin. This process is ongoing, however an upgrade to the design features in Canvas have enabled a more streamlined process for staff and students.

Investigations which involved alleged student academic dishonesty as to whether an assessment was actually submitted or not through Canvas, involved a broader team of educational design staff, and support from the central University Integrity office. This enabled evidence to be generated about the individual involvement of students on Canvas regarding activity on assignment submission platforms and in discussion boards. Thorough investigation of more complex cases has been enabled by triangulating Canvas data, written and verbal reports from academic staff and student interviews.

The increased awareness of Contract Cheating sites lead to a number of cases being investigated with support from the central University Integrity office. This required upskilling of staff and information provided to students about the gravity of the issue and the no-tolerance approach of the University. There may be clearer mechanisms to report this issue developed in 2020.

Fostering educational integrity

- To accompany the academic honesty module, all students are required to engage with an academic honesty presentation in semester one of their first year. This presentation was developed by the Director of Student Affairs and is updated annually with hyperlinks to

current policies and procedures. In 2019, most undergraduate programs and some postgraduate programs completion of the academic honesty module has been made a barrier task in one unit and students must complete the unit in order to pass the unit. There has, however, been a slight drop in the number of students who have undertaken the AHM Module since 2018, so there is work to be done in this area to increase the number of completions in 2020 and beyond. This may be in the form of auditing at what point the AHM Module is delivered in the student's program across the Sydney School of Health Sciences.

Academic honesty education and staff support

- The Director of Student Affairs regularly reports on academic matters through a standing item at the Faculty Education Committee and through presentations on specific topics at Course Director meetings. The Director of Student Affairs also meets with the broader Faculty of Medicine and Health Integrity coordinators. With the changes to SSHS and FMH Committee structures in 2020, it is suggested that these reporting lines are audited maintained.
- An audit of all UoS in the Faculty revealed occasional instances where Turnitin was not being used for assignment upload and staff were supported to implement this mechanism.
- Presentations about academic integrity issues were made to Postgraduate Teaching Fellows and sessional staff through the FHS Teaching@Sydney series, to academic staff at Discipline Learning and Teaching Meetings and at the annual Course Director's workshop day. The Work Integrated Learning Team also invited a presentation about integrity cases specific to their area and this was undertaken in December 2019. Regular reports and presentations to the Education Committee and Course Director meetings have also taken place throughout 2019.

The Faculty of Medicine and Health

Incidence of plagiarism and academic dishonesty

In 2019, the Faculty of Medicine and Health received 383 unique reports of suspected plagiarism or academic dishonesty. Of these:

- 246 were reported in Semester 1 and 137 were reported in Semester 2.
- 363 were reported by the faculty's teaching staff and 20 incidents were reported by the Examinations Office in relation to formal examinations.

The below table presents the outcomes of the incidents investigated by the Faculty in 2019.

Outcome	Sem 1	Sem 2	Total	Ratio
No impropriety	60	40	100	26.11%
Development workshop completed	124	64	188	49.09%
Plagiarism	38	17	55	14.36%
Academic dishonesty	22	14	36	9.40%
Potential misconduct	2	1	3	0.78%
Misconduct found	0	0	0	0.00%
Outcome Pending	0	1	1	0.26%
Total	246	137	383	100.00%

In 2019 the Faculty of Medicine and Health was created. Prof Merrilyn Walton was appointed Educational Integrity Coordinator (EIC) for the Faculty of Medicine and Health. Despite the constitution of FMH, Education Integrity matters continued to be administered at the school level by school professional staff and nominated academics with the exception of the Schools of Dentistry, Medicine, Public Health and Medical Sciences who were administered by Prof. Merrilyn Walton and Dr Peter Knight.

Breakdown by School

The outcomes of the referrals for each school in 2019 are below.

Outcome	Medicine	Medical Sciences	Public Health	Dentistry	Nursing	Pharmacy	Total
No impropriety	18	40	10	0	29	3	100
Development workshop completed	13	14	17	8	97	39	188
Plagiarism	3	1	11	0	38	2	55
Academic dishonesty	4	3	4	0	17	8	36
Potential misconduct	0	0	3	0	0	0	3
Misconduct found	0	0	0	0	0	0	0
In progress	0	0	0	1	0	0	1
Total	38	58	45	9	181	52	383

In terms of case management and Decision-making, Medicine, Medical Sciences, Public Health and Dentistry were combined. The consolidation of this School data is reflected in the table below:

Outcome	Medicine, Medical Sciences, Public Health & Dentistry	Nursing	Pharmacy	Total
No impropriety	68	29	3	100

Development workshop completed	52	97	39	188
Plagiarism	15	38	2	55
Academic dishonesty	11	17	8	36
Potential misconduct	3	0	0	3
Misconduct found	0	0	0	0
In progress	1	0	0	1
Total	150	181	52	383

Key trends in detection, reporting and investigation

There was a 24% increase in the number of reported cases (383) compared to 2018 (308) with corresponding significant increases in outcomes of Plagiarism (12%), Development Workshop Required (21%) and No Impropriety (127%). Issues of concern are:

1. Of the 383 cases reported, 162 (42%) were for international students.
2. The 383 cases reported included 72 cases (19%) relating to students reported more than once: 30 students were reported two times and 4 students were reported three times
3. Of the 34 students reported more than once:
 - a. 24 (70%) were Nursing students including 8 (23%) undertaking the program in Singapore and 16 (46%) undertaking the Bachelor of Nursing advanced studies program.
 - b. 17 (50%) were international students which includes the 8 students undertaking the Bachelor of Nursing in Singapore.
 - c. 7 (21%) were reported in both semesters 1 and 2. Of these seven students:
 - i. 4 received findings of either plagiarism or academic dishonesty in semester 2 after having findings of either no impropriety or development workshop required in semester 1.
 - ii. 1 received a finding of plagiarism in both semesters.

Of cases reported in respect to undergraduate students, only 24% of Development Workshop Required and 26% of Plagiarism outcomes were for those in their first year of tertiary study.

There have been no reported cases of contract cheating in FMH in 2019. One matter of Contract Cheating was reported in 2018 with the student suspended.

For the respective Schools:

Sydney Dental School:

Sydney Dental School's historically low reporting rate continued with only a handful of cases, suggesting the need to undertake appropriate steps to inform academic staff of the importance and necessity of reporting and of the process with which they need to engage.

Sydney Nursing School:

Sydney Nursing School's overall reporting remained consistent with 2018 with the 36% of cases involving students undertaking the school's Singapore program and 68% of cases relating to Semester 1.

Sydney Pharmacy School:

Sydney Pharmacy School showed no discernable trend relative to 2018, though it should be noted that a significantly higher proportion of outcomes were for Academic Dishonesty (15.3%) in comparison with Nursing (9.3%) and Medicine/Public Health/Dentistry (6.7%).

Sydney Medical School, School of Medical Sciences and Sydney School of Public Health:

There were no significant trends relative to 2018.

Otherwise, it can be noted that 34 students attended the Library Consultation Service in 2019.

Fostering educational integrity

Now that the Faculty of Medicine and Health Academic Integrity team is in place, it is hoped that progress can be made to further student education and expand awareness of responsibilities and procedures among academic staff.

Sydney Dental School:

In April 2019 the EIC presented to Dentistry Year Academic Coordinators. Additionally, a handout was disseminated to dentistry academic staff with links to reporting, definitions, policies, and what to refer. While it remains true that written assessment is not a significant element of the programs offered by the school, further work needs to be undertaken to address the continued low rate of reporting via continued student education and training of academic staff.

Sydney Nursing School:

Students continue to be provided with guidance on academic requirements from the start of their respective programs as well as support through CANVAS and the University's Academic Honesty Education Module, as well as continued progress with internal support processes. The effectiveness of this approach is evident in the relatively low representation of 2019 first year students in reporting figures. A workshop was conducted with staff to remind staff of the EI processes and the importance of engaging with the EI processes. EI was also reported at the School's closing the loop workshop.

SYDNEY NURSING SCHOOL OFFSHORE SINGAPORE PROGRAM

The Promoting Academic Success at Singapore (PASS) Canvas site will continue to be used in conjunction with continued promotion and development of educational integrity support for students via the Singapore Institute of Management Learning Centre. In 2019 a formal lecture on academic honesty and referencing was introduced in SNGP3012, a unit of study offered in first year of the program.

Each Semester the Sydney Nursing School Quality Control Circle (QCC) reviews all unit of study outlines, assessment items and exams for all degree programs. These QCC meetings ensure that assessments are appropriately timetabled and ensures that assessments change from year to year to discourage recycling or collusion between students.

Sydney Pharmacy School:

In the School of Pharmacy, the School's EI Nominated Academic delivers lectures to all First year cohorts [BPharm and MPharm] on Academic Honesty, referencing, the University's Policy on Academic Honesty, the AHM and all related issues (including examples of previous de-identified misdemeanors) – at the beginning of Semester 1 and Semester 2.

Staff are provided with a presentation and explanation of policies and trends at each teaching retreat by the EI Nominated Academic. Awareness of the issue and the rules around it have been heightened with these continuous reminders.

The EI Nominated Academic, along with the education and examinations officer in the School of Pharmacy [Dr Rebecca Rouben] have carefully scrutinized each unit of study's risk management plan and provided feedback to UOS coordinators with requests for review of any issues that can be addressed better – such as recycling of exam questions or lack of robust management of assignment questions etc. Risk management is now a standard part of UOS coordinators' responsibilities.

Sydney Medical School, School of Medical Sciences and Sydney School of Public Health:

Strategies previously implemented and reported on will continue for 2020: orientation presentations for commencing master's students by educational integrity academics; provision of powerpoint presentations and information to staff for presentation to students to reinforce an understanding of how academic integrity policies are implemented and providing available resources to students. The FMH EI Coordinator presented to Stage 1 and Stage 3 medical students and delivered the School of Public Health Orientation for LOTE students.

Proposed FMH-wide initiatives for 2020

Module on academic integrity for international students where English is an additional language

Prof Walton received approval from the Faculty Education Committee (May 2019) and the Associate Dean (Education), Prof Inam Haq, to develop a specialised online module and workshop material on academic integrity for students where English is not the language spoken at home. The module is to include information on referencing, plagiarism, synthesising information and using evidence in written work.

Unit of Study Coordinator Training on Canvas

In 2020 we will embark on developing a Canvas training course on academic integrity for staff in the Faculty of Medicine and Health based on a similar initiative that has been established in the Business School. Once the Faculty is consolidated, the Business School training course will be reviewed and considered with the aim to adapt or develop a similar resource for staff in FMH.

Faculty of Medicine and Health Education Integrity Academic and Professional Staff

At the end of 2019, Associate Professor Marilyn Walton stepped down as the Faculty of Medicine and Health Educational Integrity Coordinator. From 2020, the new Educational Integrity coordinator is Associate Professor Murray Fisher. The nominated Faculty Education Integrity academics are Associate Professor Sarah Lewis, Associate Professor Betty Chaar and Dr Peter Knight. The Faculty's Educational Integrity professional staff coordinators are Chris Gosling and Brittany Ridley.

The Faculty of Science

Incidence of plagiarism and academic dishonesty

In 2019, the Faculty of Science received 298 unique reports of suspected plagiarism or academic dishonesty. Of these:

- 120 were reported in Semester 1 and 178 were reported in Semester 2.
- 249 were reported by the faculty's teaching staff and 49 incidents were reported by the Examinations Office in relation to formal examinations.

The below table presents the outcomes of the incidents investigated by the Faculty in 2019.

Outcome	Sem 1	Sem 2	Total	Ratio
No impropriety	39	52	91	30.54%
Development workshop completed	30	35	65	21.81%
Plagiarism	7	7	14	4.70%
Academic dishonesty	39	77	116	38.93%
Potential misconduct	4	5	9	3.02%
Misconduct found	1	0	1	0.34%
Outcome Pending	0	2	2	0.67%
Total	120	178	298	100.00%

Key trends in detection, reporting and investigation

- The total numbers of incidents reported, 298, rose by 48 (~20%) over 2018 (250).
- The less extreme case outcomes of 'No impropriety', 'Development workshop completed', and 'Plagiarism' all fell proportionally compared to 2018.
- The more serious case outcomes of 'Academic Dishonesty' and 'Potential misconduct' doubled in both number and proportion in 2019 (from 2018), accounting for most of the rise in the Faculty's cases.

Many referrals were made relating to contract cheating, driven by awareness campaigns by the office of integrity and Faculty awareness of this issue. This may have driven up the 'no impropriety' rate slightly, but even with such outcomes referrers were assured they had taken the correct action by lodging a case. Twice as many as 2018 (9) and potentially more (as we have outstanding cases awaiting interviews) will be referred to the registrar with concerns regarding contract cheating.

The falls in 'Development workshop' and 'Plagiarism' outcomes and large rise in 'Academic Dishonesty' means that the contrast between negligent minor cases and severe (often dishonest/reckless) cases is growing and this could have several causes. One might be that student education campaigns concerning citation and quotation may be working for most students who have engaged with these initiatives, leaving behind many students who do not understand what writing itself is (often believing it to be about copying and pasting and then shuffling words about). Another reason for the polarization might be the growing role of English ability and Mental Health in cases. In several interviews students relied upon interpreters, and in many more students struggled to understand what was being said. In many interviews students reported acute mental health conditions and incidents, with Special Consideration as an option either misunderstood or insufficient. While always recorded in our meeting notes as factors, I recommend 'English ability' and 'Mental Health' be added to the reporting system as categories so we can better understand the scale and impact of these factors and respond to them. 'International' as an existing category is an imperfect proxy for English ability, and captures other issues, as many international cases we interviewed were students with good English, but who were facing displacement stressors or suffered from poor writing training at their home universities.

Fostering educational integrity

The Faculty of Science published an online 'Coordinator Guide' in 2019 which contains a substantial section on integrity outlining best practice and procedures, and linking to key policies. Given its recent publication, several concerning practices are yet to be corrected:

- Unit of Study Coordinators have the responsibility under policy to check for breaches in integrity, and can do so quickly on Turnitin for assignments as a whole. However in some units of studies (particularly HPSC units) individual tutors are delegated the task of detecting and reporting cases, resulting in inconsistent standards of reporting, which leads to student inequity. In several units in 2019 students with sensitive tutors were reported for fairly minor plagiarism, and inspection of assignments revealed more severe cases were simply not reported. Having a single person (UOS Coordinator) making two overall sweeps of a Turnitin assignment at the due date and the closing date is what has been recommended in the Coordinator Guide and will continue to be recommended as these practices come to light.
- Late lodgment of cases also became apparent towards the end of 2019, since the later semester end meant many cases could not be processed before the closedown, stretching out the process in many cases until February. In most instances this was not due to late running assignments, but rather the practice described above (having tutors check as they slowly mark, instead of a central check), and another practice (mainly in BIOL units) where a person uninvolved in the marking process checks Turnitin for cases *after* assignments have been returned. This meant in January 2020 we were processing cases for assignments submitted by students as early as October 2019. An additional video showing the speed with which an overall check can be conducted has recently been linked to in the guide (<https://youtu.be/FjjFk3mlSyM>), as well as a video showing how individual cases are distinguished (<https://youtu.be/MGoylaCqFfA>).
- Instances of repeated assignments were rarer in 2019 than 2018, however one case of a similar assignment topic across two related units (SUST and PHYS) resulted in several cases where students were caught recycling their own work on the similarly themed assignments. Aside from integrity issues, the students were also unhappy with the content overlap in many other aspects of the courses. Coordinators were alerted and receptive.

In 2019 the Faculty of Science faced several substantial integrity breaches related to assessment sharing websites like chegg.com and file sharing sites like google.docs. In all instances assessments were withdrawn, weightings were changed, and student cohorts were addressed in person or by email. A video intended for both students and teachers has also been developed (<https://youtu.be/MHQwl56k1Vw>) and will be linked to in the Coordinator Guide and made available for students. Resources like these are intended to increase risk awareness amongst teachers in assessment design, and also awareness amongst students that sharing of assessments or assessment answers is not 'normal' and is never acceptable.

Sydney Conservatorium of Music

Incidence of plagiarism and academic dishonesty

In 2019, the Sydney Conservatorium of Music received 51 unique reports of suspected plagiarism or academic dishonesty. Of these:

- 23 were reported in Semester 1 and 28 were reported in Semester 2.
- All 51 cases were reported by the faculty's teaching staff.

The below table presents the outcomes of the incidents investigated by the Conservatorium in 2019.

Outcome	Sem 1	Sem 2	Total	Ratio
No impropriety	1	2	3	5.88%
Development workshop completed	13	11	24	47.06%
Plagiarism	3	9	12	23.53%
Academic dishonesty	4	3	7	13.73%
Potential misconduct	2	2	4	7.84%
Outcome Pending	0	1	1	1.96%
Total	23	28	51	100.00%

Key trends in detection, reporting and investigation

Increasing instances of contract cheating across the university have led to the development of the authorship tool in central team. This has been helpful in identifying students with varying syntax and style in written assignments. Three cases were forwarded for potential misconduct using this tool. Musicianship breaches are occurring at slower rates and penalties for these offences remain low, as they usually apply to weekly assignments. 22/51 cases were international students, 29/51 were domestic students. Only 2/51 cases were found without using the Turnitin tool (this tool is not useful for any music composing/notating assignments). The majority of Conservatorium cases remain as poor paraphrasing, formatting and inadequate citation (47%). There is a slight rise in Academic Dishonesty cases, mostly due to the development of better detection tools. Overall Conservatorium numbers remain low.

Fostering educational integrity

- Faculty educate students on the University's Policy, specifically communicating music-specific conventions through entire first year cohort lectures (in This is Music course) and in all entering post-graduate classes as well. Both educators are familiar with the diverse conventions in music, including academic writing and music authorship.
- The Coordinator posts in the Staff News on changes in Educational Integrity procedures. The Coordinator spoke at the all-staff meeting in February 2019 and also submits a regular standing report to the Education Committee.
- A lack of administrative support made reporting times slower during 2019, but the recent employment of Cathy Chen in this area has made reporting and managing cases more streamlined and less time consuming since late 2019.
- A review of Unit of Study figures for reporting shows that there are pockets of reporting activity throughout the Conservatorium, especially through the traditionally essay-heavy areas of musicology, as expected. Further education of faculty is warranted to ensure that coverage across performance, composition and higher degree research is occurring.

The University of Sydney Law School

Incidence of plagiarism and academic dishonesty

In 2019, the University of Sydney Law School received 45 unique reports of suspected plagiarism or academic dishonesty. Of these:

- 24 were reported in Semester 1 and 21 were reported in Semester 2.
- 42 were reported by the school's teaching staff and 3 incidents were reported by the Examinations Office in relation to formal examinations.

The below table presents the outcomes of the incidents investigated by the School in 2019.

Outcome	Sem 1	Sem 2	Total	Ratio
No impropriety	5	5	10	22.22%
Development workshop completed	13	3	16	35.56%
Plagiarism	5	2	7	15.56%
Academic dishonesty	1	2	3	6.67%
Potential misconduct	0	1	1	2.22%
Misconduct found	0	0	0	0.00%
Outcome Pending	0	8	8	17.78%
Total	24	21	45	100.00%

Key trends in detection, reporting and investigation

The overall number of reports of plagiarism and misconduct in 2019 was consistent with the results since 2016 which have ranged between 41 in 2018 and 50 in 2017. While the overall total is consistent with previous years, the 2019 results indicate an increase in reporting of students in LAWS6252 Legal Reasoning and the Common Law System. Most of the "outcome pending" cases are from that unit of study.

LAWS6252 Legal Reasoning and the Common Law System is an introductory unit of study in the Law School's postgraduate coursework program for international students and students without legal qualifications. The reason for the high number of "outcome pending" cases is that the teacher reported plagiarism cases late in semester 2, 2019. Many of the affected students were overseas by the time the reports were considered, which meant that meeting with students had to be postponed until semester 1, 2020. I have been informed that the meetings are being held at the time of writing. The Law School is currently working on changes to improve the transition into postgraduate study of law.

Fostering educational integrity

The Law School developed a number of measures in 2019 to foster educational integrity.

As referred to in the 2018 annual report, a pilot project was developed in 2019 to include an online, multiple choice quiz for the Law School's introductory units of study in semester 1, 2019. The quiz helps to identify students who need additional training for academic writing norms. The pilot project was conducted in 2019 and has been refined and added to three introductory units of study in semester 1, 2020: Legal Research (JD), Legal Reasoning and the Common law System (PG coursework) and International Law I (PG coursework).

The Welcome programs for incoming Law School students were revised in 2019 and conducted prior to semester 1, 2020. Each program included a session on educational integrity. Students participating in the welcome programs were presented with information about the University's resources supporting their understanding of plagiarism, legal writing and referencing. The information is added to the Canvas system. In 2019 a series of short videos, called "Law Bites",

were added to the Canvas system for students participating in the welcome program. One of the Law Bites videos deals with educational integrity.

The introduction of the online quiz and revision of the Welcome programs both occurred in 2019 and have been implemented in early 2020. The Law School is also planning further steps to support students in their transition to legal studies. The education integrity coordinator will contribute to these planning sessions to ensure inclusion of measures to inform students about educational integrity in their first few weeks at Sydney Law School.

Sydney School of Architecture, Design and Planning

Incidence of plagiarism and academic dishonesty

In 2019, the Sydney School of Architecture, Design and Planning received 267 unique reports of suspected plagiarism or academic dishonesty. Of these:

- 122 were reported in Semester 1 and 145 were reported in Semester 2.
- 263 were reported by the School's teaching staff and 4 incidents were reported by the Examinations Office in relation to formal examinations.

The below table presents the outcomes of the incidents investigated by the School in 2019.

Outcome	Sem 1	Sem 2	Total	Ratio
No impropriety	9	28	37	13.86%
Development workshop completed	70	47	117	43.82%
Plagiarism	33	39	72	26.97%
Academic dishonesty	6	4	10	3.75%
Potential misconduct	3	4	7	2.62%
Misconduct found	0	0	0	0.00%
Outcome Pending	1	23	24	8.99%
Total	122	145	267	100.00%

Key trends in detection, reporting and investigation

The case outcome ratios are almost identical to 2018, indicating no significant change in the nature of the issues arising. The number of cases has grown slightly more slowly, proportionally, than the increase in size of the student body, this is due to an overall improvement in EI education at the *Sydney School of Architecture, Design and Planning* year to year. This is especially evident in the incidence of image plagiarism, which in 2016 was pervasive, and is now a relatively rare phenomenon found mostly in 1st year students.

There has overall been an increase in the number of cases where the students are invited to a meeting but respond in writing only, and where students do not respond to written communications.

The incidence reporting has however found a sustained growth in more severe cheating cases, including contract cheating, lodged as Potential Misconduct cases. These cases generate a very large workload for EI staff and unit coordinators; some students write to staff with excessive frequency (2 or 3 times per week for months), and some students have engaged professional third party advocates (lawyers, HR consultants etc.) who contact staff directly for case information. This has all required some management intervention to ensure communication protocols are followed, but it has all gone well so far.

Fostering educational integrity

- In 2019, the School's EI Coordinator, Simon Weir, recorded two EI videos, "The Purpose of Referencing" and "How to Cite Images" which will soon be posted in the *Sydney School of Architecture, Design and Planning's* "Academic Skills Portal" Canvas page to assist students understanding how to contextualise EI issues in Architecture, Design and Planning.

2019 data tables

Table 1: Incidents reported across the University by faculty, semester and outcome.¹²

	Session	No Impropriety	Development Workshop Completed	Plagiarism	Academic Dishonesty	Potential Misconduct (Academic)	Misconduct Found	Outcome Pending	Total
ARTS	Sem 1	79	85	88	92	5		7	356
	Sem 2	93	80	47	123	4		46	393
	2019	172	165	135	215	9		53	749
BUSI	Sem 1	149	130	15	120	2	6	6	428
	Sem 2	245	162	15	99	7		41	569
	2019	394	292	30	219	9	6	47	997
ENGI	Sem 1	69	4	119	207	27		9	435
	Sem 2	43	10	43	222	15		30	363
	2019	112	14	162	429	42		39	798
HSCI	Sem 1	29	8	14	4				55
	Sem 2	20	65	9	2			3	99
	2019	49	73	23	6			3	154
MEDH	Sem 1	60	124	38	22	2			246
	Sem 2	40	64	17	14	1		1	137
	2019	100	188	55	36	3		1	383
SCIE	Sem 1	39	30	7	39	4	1		120
	Sem 2	52	35	7	77	5		2	178
	2019	91	65	14	116	9	1	2	298
USCM	Sem 1	1	13	3	4	1	1		23
	Sem 2	2	11	9	3	2		1	28
	2019	3	24	12	7	3	1	1	51
ULAW	Sem 1	5	13	5	1				24
	Sem 2	5	3	2	2	1		8	21
	2019	10	16	7	3	1		8	45
UADP	Sem 1	9	70	33	6	4			122
	Sem 2	28	49	39	4	4		21	145
	2019	37	119	72	10	8		21	267
University Totals	Sem 1	440	477	322	495	45	8	22	1,809
		24.3%	26.4%	17.8%	27.4%	2.5%	0.4%	1.2%	100%
	Sem 2	528	479	188	546	39		153	1,933
		27.3%	24.8%	9.7%	28.2%	2.0%	0.0%	7.9%	100%
	Total 2019	968	956	510	1,041	84	8	175	3,742
		25.9%	25.5%	13.6%	27.8%	2.2%	0.2%	4.7%	100%

¹² Data is accurate to 24 March 2020.

Table 2: Number of incidents reported annually in each faculty and total enrolment numbers, 2016 to 2019.

	2016		2017		2018		2019	
	Incidents	Total Enrolments	Incidents	Total Enrolments	Incidents	Total Enrolments	Incidents	Total Enrolments
ARTS	401	14,349	331	14,383	483	14,761	749	15,397
BUSI	1,031	11,956	594	13,386	871	14,323	997	15,656
ENGI	583	7,928	474	8,735	843	9,069	798	9,628
HSCI	191	4,421	147	4,442	131	4,250	154	3,976
MEDH	558	9,200	447	9,319	308	9,177	383	9,001
SCIE	279	9,459	253	9,641	250	10,092	298	10,714
USCM	52	1,720	30	2,035	58	2,352	51	2,812
ULAW	42	2,547	51	2,518	41	2,604	45	2,572
UADP	193	1,038	167	1,037	222	1,083	267	1,104
Total	3330	62,618	2494	65,496	3207	67,711	3,742	70,860

Table 3: Incidents reported across the University per unique student identification number.¹³

	Unique SIDs	Incidents per unique SID				
		1	2	3	4	≥5
ARTS	679	618	53	7	1	0
BUSI	940	888	47	5	0	0
ENGI	700	614	76	8	2	0
HSCI	147	141	5	1	0	0
MEDH	345	311	30	4	0	0
SCIE	269	244	21	4	0	0
USCM	45	40	4	1	0	0
ULAW	42	39	3	0	0	0
UADP	232	201	28	2	1	0
Total	3,399	3,096	267	32	4	0

¹³ Note that the total 'unique SIDs' figure shown in table 3 is based on unique SIDs reported on a faculty by faculty basis. The total number of unique SIDs reported in 2019 is 3,353 with 46 students reported in units of study registered with different faculties.

Table 4: Incidents reported by use of similarity detection software.

	Total Incidents	Used Incidents	Incident Ratio	Not Used Incidents	Incident Ratio	Examination Incidents	Incident Ratio
ARTS	749	537	72%	128	17%	84	11%
BUSI	997	679	68%	159	16%	159	16%
ENGI	798	657	82%	80	10%	61	8%
HSCI	154	114	74%	24	16%	16	10%
MEDH	383	352	92%	11	3%	20	5%
SCIE	298	232	78%	17	6%	49	16%
USCM	51	46	90%	5	10%		0%
ULAW	45	42	93%		0%	3	7%
UADP	267	222	83%	41	15%	4	1%
Total	3,742	2,534	68%	812	22%	396	11%

Table 5: Allegations by type and detection method.

Allegation type	Total Allegations	Ratio	SDS Used	Not Used	EX
Plagiarism	1772	40.72%	1726	46	0
Peer-to-peer plagiarism or potential collusion	936	21.51%	751	182	3
Potential contract cheating	219	5.03%	207	12	0
Prohibited materials or device (use or possession)	205	4.71%	2	51	152
Writing before or after examination	175	4.02%	1	5	169
Recycling – inappropriate reuse of material	144	3.31%	140	4	0
Potential impersonation (incl. fail to bring ID)	124	2.85%	1	72	51
Other	90	2.07%	26	52	12
Sharing of assessment questions or answers	48	1.10%	22	26	0
Attempted communication or copying during examination	15	0.34%	0	10	5
Fabrication of evidence (e.g., data, sources)	7	0.16%	7	0	0
Tamper with/attempted removal of examination	5	0.11%	0	1	4
Falsification of documentation	2	0.05%	1	1	0
	3,742	100.00%	2,884	462	396

Table 6: Reported undergraduate incidents arranged by gender, enrolment type and year of study in 2019.

	Year of study				
	Year 1	Year 2	Year 3	Year 4	Year 5
Domestic (Female)	237	135	65	13	5
Domestic (Male)	262	119	80	21	7
International (Female)	525	173	113	2	0
International (Male)	537	136	74	6	1
Domestic (X)	0	0	3	0	0
Total	1,561	563	335	42	13

Table 7: Reported postgraduate (coursework and research) incidents arranged by gender, enrolment type and year of study in 2019.

	Year of study				
	Year 1	Year 2	Year 3	Year 4	Year 5
Domestic (Female)	115	26	6	2	0
Domestic (Male)	73	19	7	1	0
International (Female)	509	86	2	0	0
International (Male)	312	62	7	1	0
Total	1,009	193	22	4	0

Table 8: Incidents reported by course level (as determined by reporting unit of study).

	Total Incidents	Undergraduate			Postgraduate (Coursework) ¹⁴		
		Incidents	Incident Ratio	Enrolment Ratio	Incidents	Incident Ratio	Enrolment Ratio
ARTS	749	622	83.0%	69.6%	127	17.0%	23.9%
BUSI	997	375	37.6%	33.7%	622	62.4%	65.1%
ENGI	798	668	83.7%	60.1%	130	16.3%	31.6%
HSCI	154	113	73.4%	62.8%	41	26.6%	29.3%
MEDH	383	237	61.9%	26.4%	146	38.1%	57.1%
SCIE	298	279	93.6%	80.2%	18	6.0%	10.2%
USCM	51	44	86.3%	79.3%	7	13.7%	6.7%
ULAW	45	11	24.4%	28.2%	34	75.6%	69.6%
UADP	267	165	61.8%	54.6%	102	38.2%	42.1%
Total	3,742	2,514	67.2%	54.2%	1,227	32.8%	38.6%

¹⁴ Data includes a higher degree by research student from Science who was reported in a coursework unit.

Table 9: Reported incidents by attendance pattern.

	Total Incidents	Incidents	Full-time Incident Ratio	Enrolment Ratio	Incidents	Part-time Incident Ratio	Enrolment Ratio
ARTS	749	720	96.1%	79.8%	29	3.9%	20.2%
BUSI	997	955	95.8%	86.7%	42	4.2%	13.3%
ENGI	798	789	98.9%	87.2%	9	1.1%	12.8%
HSCI	154	148	96.1%	83.5%	6	3.9%	16.5%
MEDH	383	263	68.7%	56.6%	120	31.3%	43.4%
SCIE	298	279	93.6%	85.4%	19	6.4%	14.6%
USCM	51	49	96.1%	83.5%	2	3.9%	16.5%
ULAW	45	40	88.9%	59.1%	5	11.1%	40.9%
UADP	267	259	97.0%	86.3%	8	3.0%	13.7%
Total	3,742	3,502	93.6%	75.1%	240	6.4%	47.3%

Table 10: Reported incidents by gender, enrolment type and outcome in 2019.

	No impropriety	Development workshop completed	Plagiarism	Academic dishonesty	Potential/ actual misconduct	Total
Female (Domestic)	159	262	77	89	2	15
Male (Domestic)	153	135	87	192	6	16
Female (International)	398	368	184	346	43	71
Male (International)	257	191	162	412	41	73
X (domestic)	1	0	0	2	0	0
Total	968	956	510	1,041	92	175

Table 11: Incidents reported by gender.

	Total Incidents	Incidents	Female Incident Ratio	Enrolment Ratio	Incidents	Male Incident Ratio	Enrolment Ratio	X Incidents
ARTS	749	478	63.8%	67.3%	271	36.2%	32.6%	0
BUSI	997	589	59.1%	61.2%	408	40.9%	38.8%	0
ENGI	798	227	28.4%	30.9%	571	71.6%	69.1%	0
HSCI	154	105	68.2%	67.4%	49	31.8%	32.6%	0
MEDH	383	264	68.9%	63.5%	119	31.1%	36.4%	0
SCIE	298	158	53.0%	58.9%	137	46.0%	41.1%	3
USCM	51	32	62.7%	50.3%	19	37.3%	49.6%	0
ULAW	45	29	64.4%	59.3%	16	35.6%	43.2%	0
UADP	267	132	49.4%	56.7%	135	50.6%	43.2%	0
Total	3,742	2014	53.8%	58.2%	1725	46.1%	41.7%	3

Table 12: Incidents reported by enrolment type.

	Total Incidents	Incidents	Domestic Incident Ratio	Enrolment Ratio	Incidents	International Incident Ratio	Enrolment Ratio
ARTS	749	223	29.8%	65.3%	526	70.2%	34.7%
BUSI	997	185	18.6%	27.1%	812	81.4%	72.9%
ENGI	798	222	27.8%	44.6%	576	72.2%	55.4%
HSCI	154	104	67.5%	79.2%	50	32.5%	20.8%
MEDH	383	290	75.7%	80.0%	93	24.3%	20.0%
SCIE	298	137	46.0%	73.0%	161	54.0%	27.0%
USCM	51	29	56.9%	92.8%	22	43.1%	7.2%
ULAW	45	14	31.1%	75.0%	31	68.9%	25.0%
UADP	267	91	34.1%	52.8%	176	65.9%	47.2%
Total	3,742	1295	34.6%	58.1%	2,447	65.4%	41.9%

Table 13: Incidents reported by year of candidature (course block used as proxy).

	Incidents Reported	Year 1	Year 2	Year 3	Year 4	Year 5
ARTS	749	535	152	54	6	2
BUSI	997	742	194	54	2	5
ENGI	798	558	136	80	19	5
HSCI	154	76	59	16	3	0
MEDH	383	181	81	109	12	0
SCIE	298	195	67	32	3	1
USCM	51	35	14	2	0	0
ULAW	45	37	4	4	0	0
UADP	267	211	49	6	1	0
Total	3742	2570	756	357	46	13
Ratio	100.0%	68.7%	20.2%	9.5%	1.2%	0.3%

Table 14: Student attendance at consultation per outcome.

	No Impropriety	Development Workshop Completed	Plagiarism	Academic Dishonesty	Outcome Pending	Total
ARTS	1	41	30	3	0	75
BUSI	2	83	2	1	0	88
ENGI	1	3	23	1	0	28
HSCI	0	15	0	1	0	16
MEDH	1	28	8	0	0	37
SCIE	0	16	3	0	0	19
USCM	0	6	0	1	0	7
ULAW	0	4	1	0	0	5
UADP	0	22	7	1	2	32
Total	5	218	74	8	2	307

Table 14: Undergraduate incidents reported by course (descending order).

Course	Enrolled Students	Load (EFTSL)	Incidents Reported	No Impropriety	Development Workshop Completed	Plagiarism	Academic Dishonesty	Potential misconduct	Misconduct found	Outcome Pending
Bachelor of Commerce	3,143	2,626	239	81	62	12	60	2	0	22
Bachelor of Arts	3,477	2,611	237	41	47	52	80	2	0	15
Bachelor of Science	3,400	2,758	224	58	44	21	82	9	0	10
Bachelor of Engineering Honours	2,537	2,209	222	36	10	29	129	10	0	8
Bachelor of Liberal Arts and Science	1,303	1,050	178	39	30	16	70	9	1	13
Bachelor of Economics	1,449	1,212	124	53	18	8	34	2	1	8
Bachelor of Project Management	384	325	99	17	0	67	10	2	0	3
Bachelor of Advanced Computing	464	397	85	5	0	4	70	3	0	3
Bachelor of Nursing Post Registration	354	131	66	9	32	17	8	0	0	0
Bachelor of Arts and B of Advanced Studies	1,405	1,237	64	15	18	13	13	2	0	3
Bachelor of Nursing (Advanced Studies)	668	573	61	15	29	11	6	0	0	0
Bachelor Commerce and B Advanced Studies	886	819	58	15	17	5	15	0	0	6
Bachelor of Pharmacy	834	738	57	13	33	1	10	0	0	0
Bachelor of Design Computing	358	305	53	13	18	13	5	2	0	2
Undergraduate Study Abroad Program	1,116	496	49	19	12	5	10	0	0	3
Bachelor of Architecture and Environments	409	379	48	4	21	17	4	1	0	1
Bachelor Science and B Advanced Studies	1,422	1,285	48	12	5	5	24	1	0	1
Undergraduate Exchange Program	1,501	708	38	16	12	4	5	0	0	1
Bachelor of Computer Science and Technology	324	232	37	6	0	4	15	9	0	3
Bachelor of Applied Science (Occupational Therapy)	353	324	29	9	16	1	3	0	0	0

Bachelor of Political, Economic and Social Sciences	216	161	28	4	6	4	10	1	0	3
Bachelor of Engineering Hons and B of Science	532	485	26	8	1	1	16	0	0	0
Bachelor of Medical Science	345	284	24	9	8	2	5	0	0	0
Bachelor of Design in Architecture	462	398	23	2	14	5	0	0	0	2
Bachelor of Engineering Hons and B of Commerce	467	445	23	4	3	4	11	0	0	1
Bachelor Design Computing and B Advanced Studies	134	118	21	2	4	4	4	4	0	3
Bachelor of Advanced Computing and B of Commerce	93	81	19	2	1	0	16	0	0	0
Bachelor of Ed (Sec: Hties/Soc Sci) B of Arts	550	514	19	2	10	4	3	0	0	0
Bachelor of Engineering Hons and B of Project Mgt	190	183	17	0	1	4	12	0	0	0
Bachelor of Music (Performance)	464	421	16	1	10	3	2	0	0	0
Bachelor of Commerce and B of Laws	533	477	15	2	6	5	2	0	0	0
Bachelor of Applied Science (Physiotherapy)	420	384	14	5	2	7	0	0	0	0
Bachelor of Advanced Computing and B of Science	88	78	11	1	0	0	10	0	0	0
Bachelor of Commerce (Liberal Studies)	351	303	11	5	2	0	3	0	0	1
Bachelor of Music Studies	60	43	10	0	3	1	1	3	1	1
Bachelor of Eng Hons and B of Design in Architect	111	102	10	1	4	2	3	0	0	0
Bachelor of Applied Science (Exercise Physiology)	217	201	10	5	3	1	0	0	1	0
Bachelor of Social Work	317	283	10	0	4	2	1	0	0	3
Bachelor of Applied Science (Speech Pathology)	335	311	10	6	3	0	0	0	0	1
Bachelor of Arts and B of Laws	383	341	9	4	1	2	1	0	0	1
Bachelor of Visual Arts	114	80	8	2	2	1	2	0	0	1
Bachelor of Oral Health	142	142	8	0	7	0	0	0	0	1
Bachelor of Science and M of Nursing	110	100	7	0	6	1	0	0	0	0

Bachelor of Ed (Sec Ed: Maths) B of Sci	188	174	7	4	0	0	3	0	0	0
Bachelor of Science and B of Arts	231	174	7	1	3	0	3	0	0	0
Bachelor Economics and B Advanced Studies	282	250	7	0	0	1	4	0	0	2
Bachelor of Health Sciences	313	225	7	1	4	1	1	0	0	0
Bachelor of Engineering Hons and B of Arts	87	81	6	2	1	3	0	0	0	0
Bachelor of Arts and B of Economics	139	108	6	3	1	0	2	0	0	0
Bachelor of Commerce and B of Science	145	136	6	2	0	0	4	0	0	0
Bachelor of Engineering	106	51	5	0	0	2	3	0	0	0
Bachelor Design in Architecture (Hons) and M of Arch	152	142	5	0	4	0	0	0	0	1
Bachelor of Commerce and B of Arts	170	148	5	4	1	0	0	0	0	0
Bachelor of Education (Early Childhood)	221	196	5	1	0	2	2	0	0	0
Bachelor of Animal and Veterinary Bioscience	258	220	5	2	1	1	1	0	0	0
Bachelor of Applied Science (Diagnostic Radiography)	446	427	5	0	4	0	0	0	0	1
Bachelor of Engineering Hons and B of Laws	32	32	4	1	0	0	3	0	0	0
Bachelor of Food and Agribusiness	105	94	4	1	0	0	2	1	0	0
Bachelor of Sci and M of Nutrition and Dietetics	117	105	4	1	2	0	1	0	0	0
Bachelor of Music	125	110	4	1	1	0	2	0	0	0
Bachelor of Arts (Media and Communications)	224	191	4	1	1	2	0	0	0	0
Bachelor Veterinary Biology and Dr Veterinary Medicine	482	467	4	2	0	0	1	1	0	0
Bachelor of Applied Sci (Exercise/Sport Sci)	300	258	4	2	0	2	0	0	0	0
Bachelor of Information Technology	54	42	3	0	0	0	2	1	0	0
Bachelor of Science in Agriculture	78	69	3	1	0	0	2	0	0	0
Bachelor of International and Global Studies	226	154	3	0	2	0	1	0	0	0

Bachelor of Education (Primary)	391	363	3	1	1	1	0	0	0	0
Bachelor of Science and B of Advanced Studies (Food and Agribusiness)	4	2	2	0	1	0	1	0	0	0
Bachelor of Health Sciences and M of Nursing	40	30	2	1	0	0	1	0	0	0
Bachelor of Visual Arts and B of Advanced Studies	42	38	2	0	2	0	0	0	0	0
Science Undergraduate Non-Degree	71	12	2	0	2	0	0	0	0	0
Bachelor of Music (Music Education)	105	95	2	0	1	1	0	0	0	0
Bachelor of Pharmacy and Management	112	108	2	1	1	0	0	0	0	0
Bachelor of Arts and B of Social Work	114	84	2	0	1	0	1	0	0	0
Bachelor of Psychology	153	135	2	0	2	0	0	0	0	0
Diploma of Music	39	32	2	0	1	0	1	0	0	0
Bachelor of Info Technology/B of Arts	7	6	1	0	1	0	0	0	0	0
Bachelor of Medical Science and Doctor of Medicine	7	7	1	1	0	0	0	0	0	0
Bachelor of Engineering Hons and B of Music Studies	15	15	1	1	0	0	0	0	0	0
Bachelor of Visual Arts (Honours)	17	16	1	0	1	0	0	0	0	0
Bachelor of Music Studies and B of Arts	19	16	1	0	1	0	0	0	0	0
Bachelor of Science and M of Mathematical Sciences	24	20	1	0	0	0	1	0	0	0
Bachelor of Engineering and B of Science	36	17	1	1	0	0	0	0	0	0
Bachelor of Science and Dr Dental Medicine	36	37	1	0	1	0	0	0	0	0
Bachelor of Commerce (Honours)	39	37	1	1	0	0	0	0	0	0
Bachelor of Internat/Global Studies/B of Laws	44	29	1	1	0	0	0	0	0	0
Bachelor of Economics and Bachelor of Laws	45	41	1	1	0	0	0	0	0	0
Bachelor of Arts and Master of Nursing	52	47	1	0	1	0	0	0	0	0
Bachelor of Science and Doctor of Medicine	73	74	1	1	0	0	0	0	0	0

Bachelor of Arts (Honours)	199	157	1	0	0	1	0	0	0	0
Bachelor of Science (Honours)	252	213	1	0	0	0	1	0	0	0
Bachelor of Laws	720	588	1	0	1	0	0	0	0	0

Table 15: Postgraduate incidents reported by course (descending order).

Course	Enrolled Students	Load (EFTSL)	Incidents Reported	No Impropriety	Development Workshop Completed	Plagiarism	Academic Dishonesty	Potential misconduct	Misconduct found	Outcome Pending
Master of Commerce	7,069	5,025	468	202	118	15	117	4	3	9
Master of Professional Accounting	1,195	824	47	20	20	1	5	1	0	0
Graduate Diploma in Commerce	447	250	41	15	14	0	9	1	0	2
Master of Architecture	327	240	39	7	10	13	0	2	0	7
Master of Nursing	390	327	36	4	24	7	1	0	0	0
Master of Project Management	522	360	32	4	0	17	5	0	0	6
Mstr of Info Tech and Mstr of Info Tech Mgmt	484	381	31	12	1	1	16	0	0	1
Doctor of Medicine	1,144	1,127	27	14	10	0	3	0	0	0
Master of Engineering	344	226	22	5	0	2	10	0	0	5
Master of Interaction Design and Electronic Arts	216	144	19	1	10	3	3	2	0	0
Master of International Business	171	137	18	5	8	1	3	0	1	0
Master of Laws	463	169	18	2	5	2	2	1	0	6
Master of Professional Engineering	384	291	18	1	0	2	15	0	0	0
Master of Architectural Science	262	170	17	2	9	5	1	0	0	0
Master of Public Health	560	228	16	2	5	5	3	1	0	0
Master of Digital Communication and Culture	251	177	15	1	10	2	0	1	0	1
Master of Teaching	420	367	15	0	8	4	2	1	0	0
Master of Economics	396	256	14	8	0	3	3	0	0	0
Master of Media Practice	393	277	14	1	8	2	2	0	0	1
Master of Speech Language Pathology	196	166	13	13	0	0	0	0	0	0

Mstr of HR Mgmt/Industrial Relations	205	112	13	7	5	0	1	0	0	0
Master of Urbanism	133	106	12	0	7	2	1	0	0	2
Master of Information Technology	346	237	11	4	2	3	2	0	0	0
Master of Management	199	155	11	0	7	0	4	0	0	0
Master of Pharmacy	108	103	10	1	7	1	1	0	0	0
Graduate Diploma in Computing	77	49	9	1	0	0	7	0	0	1
Juris Doctor	777	672	8	4	3	0	1	0	0	0
Master of International Relations	137	88	8	6	1	0	0	0	0	1
Master of Strategic Public Relations	109	70	8	2	6	0	0	0	0	0
Master of Education	410	229	7	0	2	2	0	2	0	1
Master of Exercise Physiology	66	62	7	3	3	1	0	0	0	0
Master of International Security	44	28	7	3	1	3	0	0	0	0
Master of Occupational Therapy	167	143	7	1	4	0	1	0	0	1
Postgraduate Coursework Exchange Program	270	135	7	2	3	1	1	0	0	0
Master of Medicine	551	156	6	0	5	1	0	0	0	0
Master of Professional Engineering (Accelerated)	37	20	6	0	1	0	5	0	0	0
Master of Science in Coaching Psychology	102	36	6	0	5	0	1	0	0	0
Master of Business Administration	319	107	5	2	1	1	1	0	0	0
Master of Health Policy	32	13	5	0	1	2	0	2	0	0
Master of Music Studies (Performance)	54	38	5	0	2	3	0	0	0	0
Master of Primary Health Care Nursing	11	7	5	2	2	1	0	0	0	0
Master of Surgery	307	118	5	2	2	1	0	0	0	0
Master of Sustainability	93	59	5	0	0	2	2	0	0	1

Grad Cert in Digital Comm and Culture	10	5	4	0	3	0	0	1	0	0
Graduate Certificate in Educational Studies	121	48	4	0	0	3	1	0	0	0
Master of Business Law	76	39	4	1	1	0	0	0	0	2
Master of Global Health	78	49	4	3	1	0	0	0	0	0
Master of Physiotherapy	370	344	4	2	2	0	0	0	0	0
Master of Rehabilitation Counselling	78	65	4	0	1	3	0	0	0	0
Master of Logistics and Supply Chain Management	136	77	3	0	2	0	0	0	0	1
Master of Management (CEMS)	140	112	3	2	1	0	0	0	0	0
Master of Science in Medicine (Pain Management)	64	21	3	3	0	0	0	0	0	0
Master of Urban and Regional Planning	55	31	3	0	0	2	0	0	0	1
Master of Urban Design	51	35	3	0	3	0	0	0	0	0
Grad Dip in Digital Communication and Culture	13	9	2	0	2	0	0	0	0	0
Graduate Certificate in Architectural Science	13	4	2	2	0	0	0	0	0	0
Graduate Certificate in Data Science	191	82	2	1	0	0	1	0	0	0
Graduate Certificate in Emergency Nursing	7	3	2	0	2	0	0	0	0	0
Graduate Diploma in Business Administration	12	3	2	0	0	0	2	0	0	0
Graduate Diploma in International Relations	8	4	2	1	0	1	0	0	0	0
Graduate Diploma in International Security	3	1	2	1	0	0	0	0	0	1
Graduate Diploma in Media Practice	21	15	2	0	2	0	0	0	0	0
Graduate Diploma in Music (Performance)	4	3	2	0	2	0	0	0	0	0
Graduate Diploma in Professional Accounting	27	16	2	1	0	0	1	0	0	0
Graduate Diploma in Project Management	51	26	2	0	0	1	0	0	0	1
Graduate Diploma in Science in Medicine	31	12	2	1	0	0	1	0	0	0

Graduate Diploma in Urban and Regional Planning	17	11	2	0	0	1	1	0	0	0
Master of Agriculture and Environment	33	21	2	0	0	0	2	0	0	0
Master of Art Curating	47	27	2	1	1	0	0	0	0	0
Master of Design	17	14	2	0	1	1	0	0	0	0
Master of Emergency Nursing	24	8	2	0	1	1	0	0	0	0
Master of Environmental Science	55	38	2	0	1	1	0	0	0	0
Master of Heritage Conservation	38	17	2	0	2	0	0	0	0	0
Master of Information Technology Management	40	27	2	1	0	0	1	0	0	0
Master of International Public Health	84	27	2	0	1	1	0	0	0	0
Master of Marketing	19	10	2	2	0	0	0	0	0	0
Master of Medical Imaging Science	79	30	2	0	2	0	0	0	0	0
Master of Medicine (Clinical Epidemiology)	172	48	2	0	1	0	1	0	0	0
Master of Mental Health Nursing	18	7	2	0	1	0	1	0	0	0
Master of Nursing (Nurse Practitioner)	60	23	2	0	2	0	0	0	0	0
Master of Public Policy	132	74	2	0	1	1	0	0	0	0
Doctor of Clinical Dentistry (Orthodontics)	12	12	1	0	1	0	0	0	0	0
Doctor of Philosophy (Medicine)	1,002	661	1	1	0	0	0	0	0	0
Grad Cert in Cancer/Haematology Nursing	16	7	1	0	0	1	0	0	0	0
Grad Cert in HR Mgmt/Industrial Relations	20	6	1	0	1	0	0	0	0	0
Grad Dip in HR Mgmt/Industrial Relations	17	8	1	0	0	0	0	0	1	0
Graduate Certificate in Clinical Nursing	5	2	1	0	1	0	0	0	0	0
Graduate Certificate in Commerce	59	20	1	1	0	0	0	0	0	0
Graduate Certificate in Intensive Care Nursing	14	7	1	0	1	0	0	0	0	0

Graduate Certificate in International Relations	10	4	1	0	0	1	0	0	0	0
Graduate Certificate in Medicine	41	8	1	0	0	1	0	0	0	0
Graduate Certificate in Pharmacy Practice	115	28	1	1	0	0	0	0	0	0
Graduate Certificate in Political Economy	6	2	1	0	1	0	0	0	0	0
Graduate Certificate in Project Management	33	12	1	0	0	1	0	0	0	0
Graduate Diploma in Art Curating	7	3	1	0	0	1	0	0	0	0
Graduate Diploma in Criminology	10	3	1	0	1	0	0	0	0	0
Graduate Diploma in Emergency Nursing	5	3	1	0	0	0	1	0	0	0
Graduate Diploma in Health Technology Innovation	4	1	1	0	1	0	0	0	0	0
Graduate Diploma in Infection and Immunity	7	4	1	0	1	0	0	0	0	0
Graduate Diploma in Medical Imaging Science	25	9	1	0	0	0	1	0	0	0
Graduate Diploma in Museum and Heritage Studies	9	4	1	0	1	0	0	0	0	0
Master of Advanced Nursing Practice	23	9	1	0	1	0	0	0	0	0
Master of Bioethics	43	13	1	0	0	1	0	0	0	0
Master of Biostatistics	96	29	1	0	1	0	0	0	0	0
Master of Brain and Mind Sciences	52	33	1	0	1	0	0	0	0	0
Master of Data Science	382	188	1	0	0	1	0	0	0	0
Master of Diagnostic Radiography	153	148	1	1	0	0	0	0	0	0
Master of English Studies	41	18	1	0	1	0	0	0	0	0
Master of Health Communication	15	10	1	0	1	0	0	0	0	0
Master of Human Rights	30	15	1	0	1	0	0	0	0	0
Master of International Studies	18	12	1	0	1	0	0	0	0	0
Master of Labour Law and Relations	52	14	1	0	1	0	0	0	0	0

Master of Learning Sciences and Technology	34	12	1	0	0	1	0	0	0	0
Master of Marine Science and Management	29	20	1	1	0	0	0	0	0	0
Master of Medicine (Infection and Immunity)	8	4	1	0	1	0	0	0	0	0
Master of Medicine (Pain Management)	44	13	1	0	0	1	0	0	0	0
Master of Museum and Heritage Studies	95	50	1	0	0	0	1	0	0	0
Master of Political Economy	44	21	1	0	0	1	0	0	0	0
Master of Science in Medicine	117	40	1	0	1	0	0	0	0	0
Master of Taxation	106	30	1	0	1	0	0	0	0	0
Master of US Studies	6	2	1	0	1	0	0	0	0	0
Mstr of Business Admin (Leadership and Enterprise)	81	58	1	0	1	0	0	0	0	0



THE UNIVERSITY OF
SYDNEY

Non-Confidential

Submission To	Academic Quality Committee
Date	30 June 2020
Item No	4.4

Proposal Title	Membership of the HDR Examinations Subcommittee
Recommendation	That the Academic Quality Committee note the membership of the HDR Examinations Subcommittee and recommend that the Academic Board approve the renewal of two-year appointment terms set to expire in July and August of 2020.
Proposal Presenter	Associate Professor Kathleen Nelson, Chair of the HDR Examinations Subcommittee
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Academic Quality Committee</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Academic Board</div> </div>

EXECUTIVE SUMMARY

This paper sets out the membership of the HDR Examinations Subcommittee (HDRESC) and seeks approval for the renewal of two-year appointment terms due to expire in July and August of 2020 for the following members:

- Professor Tim Allender (Faculty of Arts and Social Sciences) – current term concludes in July 2020
- Dr Danijela Gnjidic (Faculty of Medicine and Health) – current term concludes in August 2020
- Professor Frank Lovicu (Faculty of Medicine and Health) – current term concludes in August 2020

HDRESC MEMBERSHIP

The HDRESC consists of six academic staff members appointed biennially by the Chair of the Academic Board on the nomination of the Chair of the Academic Quality Committee.

The Subcommittee appoints a Deputy Chair from among its appointed and co-opted members to act as Chair in the absence of the Chair or when the Chair declares a conflict of interest in a matter considered by the Subcommittee.

The Subcommittee may co-opt up to two members for a term of office specified at the time of co-option. Such members have all rights and privileges of other members.

The following table summarises the current appointment terms for members of the HDRESC.

Member	Faculty	Initial Appointment Date	Current Term
Associate Professor Kathleen Nelson (Chair)	Sydney Conservatorium of Music	March 2016	Ex officio (nominated by Chair of AQC)
Associate Professor Javid Atai (Deputy Chair)	Faculty of Engineering	September 2013	Feb 2020 – Feb 2022 (renewed Feb 2020)
Professor Tim Allender	Faculty of Arts and Social Sciences	July 2016	Jul 2018 – Jul 2020 (renewed Jul 2018)
Dr Danijela Gnjidic	Faculty of Medicine and Health	August 2018	Aug 2018 – Aug 2020
Professor Christopher Ling	Faculty of Science	November 2019	Nov 2019 – Nov 2021
Professor Frank Lovicu	Faculty of Medicine and Health	August 2016	Aug 2018 – Aug 2020 (renewed Aug 2018)
Professor Peter Wilson	Faculty of Arts and Social Sciences	July 2008	Jan 2019 – Jan 2021 (renewed Jan 2019)
Co-opted Members			
Associate Professor Emily Crawford	The University of Sydney Law School	January 2018	Jan 2020 – Jan 2021 (renewed Jan 2020)

THE UNIVERSITY OF
SYDNEY

Submission To	Academic Quality Committee
Date	30 June 2020
Item No	4.2

Non-Confidential

Reviewers/Approvers	Professor Pip Pattison, Deputy Vice Chancellor (Education) Professor Ross Coleman, Director – Graduate Research
Paper title	Academic quality assurance process for reviewing Table R
Recommendation	That the Academic Quality Committee of the Academic Board endorse the academic quality review template to be used to formally review the effectiveness of the Table R diet for HDR coursework.
Consultation Pipeline	<div>UE-REC → AB-GSC → AB-AQC</div>
Resource Implications	Implementation will require resources from within the DVC Education portfolio to prepare and manage the review process. Resourcing will be provided by the University Quality Manager and the Director - Graduate Research.

Executive Summary

An academic quality review template was created to analyse the effectiveness of the new Higher Degree by Research (HDR) coursework curriculum, which takes effect for all HDR students commencing January 2021. This template, presented here, was approved for implementation at the University Executive Research Education Committee (UE-REC) meeting in March 2020. The HDR Coursework Implementation Steering Committee provides 2020 project report updates on a quarterly basis to the UE-REC for governance, and the decisions made by these two groups need to be aligned. The academic quality review process was also noted by the Graduate Studies Committee of the Academic Board (AB-GSC) at its April 2020 meeting, with the Committee recommending that Academic Board approve it. The quality review process is complementary to the AB-GSC's annual audit of the units of study proposed for the HDR curriculum. With both committees in agreement about the proposed quality assurance process for HDR coursework, the AB-AQC is now asked to endorse it. The first report to the AB-AQC - for assessing the quality of the HDR coursework curriculum - will be due in the second quarter of 2024.

Context

From Research Period 1 2021, all HDR students will be required to complete coursework units as part of their candidature. These units are found in a new unit of study table which is open to all HDR candidates. This table is known as 'Table R'. PhD students will be required to take 12 credit points (cp) of study within their first two years and master's by research candidates will take 6cp in their first year. The current table is comprised of 5000-level Open Learning Environment (OLE) units (2cp only) and a collection of existing postgraduate coursework units.

The AB-GSC has responsibility for approving all units of study proposed for inclusion in the shared table. Correspondingly, the 'Table R Guidelines' document for approving units for Table R was endorsed at the 18 June 2019 meeting of the AB-GSC (see [attachment 1](#)) and subsequently approved by the Academic Board on 23 July 2019 (AB2019/4-34). These Guidelines recommend that Table R should be subject to a triennial, academic quality review process. This will assess the capacity of the HDR curriculum to support research students by providing skills development opportunities during candidature. Specifically, clause 8 of the Guidelines proposes that:

From 2021, the Table R diet should be reviewed by the DVC Education Portfolio and a report provided to the Academic Quality Committee of the Academic Board every three years, to provide assurance to the academic community that the units contained in Table R meet the intent of the program.



THE UNIVERSITY OF
SYDNEY

Submission To	Academic Quality Committee
Date	30 June 2020
Item No	4.2

Non-Confidential

To facilitate the review process, the University's Quality Manager, the Chair of the AB-AQC and the Director - Graduate Research, produced a 'Table R Review Template' to evaluate the calibre of the Table R diet for supporting HDR students in their first years (see [attachment 2](#)). The quality review process for the HDR curriculum was then endorsed by the UE-REC on 25 March 2020 (UE-REC-2020/02-6).

The UE-REC has oversight of the HDR Coursework Implementation Steering Committee. This Steering Committee is charged with the responsibility for sustaining the progress of the coursework project and tracking interdependent activities, according to detailed project plans and timelines, for on-time delivery. The group is comprised of multiple stakeholders, including: Associate Deans - Research Education; Academic Model Team; Admissions; Institutional Analytics and Planning; Marketing and Communications; Student Operations; Sydney Student; and the DVC (Education) Portfolio. The Steering Committee reports its quarterly activities to the UE-REC and for this reason it is important to have transparency and alignment of the quality review process between these two bodies.

The HDR coursework quality review material was then presented to the AB-GSC on 21 April 2020, with the outcome that the Committee resolved to recommend that the Academic Board approve the proposed guidelines for approving Table R units of study. This necessarily refers to and includes the academic quality review template and takes effect from 1 January 2021 (AB-GSC-20/05-26).

Quality assurance

The academic quality review template is for use in evaluating whether the units of study in Table R offer sufficient support for all HDR students across multiple disciplinary areas. The AB-GSC's in-principle adoption of the template underscored the Committee's subsequent resolution to recommend that the Academic Board approve the 2020 coursework unit inclusions for Table R (see [attachment 3](#)). This second action from the AB-GSC finalised the HDR curriculum for 2021 (AB-GSC-20/05-27).

The quality review process means that future academic reviews of Table R will analyse the extent to which the introduction of mandatory HDR coursework has been a positive change for students. Reviews will aim to measure how the coursework requirement has secured improvements in candidature support.

This paper asks the AB-AQC to endorse the review template as the University's agreed mechanism for formal reviews of the HDR coursework curriculum. The first report reviewing the effectiveness of the HDR curriculum is due for submission to the AB-AQC in the second quarter, 2024.

Author	Julian Miller, Policy and Project Officer, DVC (Education) Portfolio
Attachments	Attachment 1: Table R Guidelines Attachment 2: Table R Review Template Attachment 3: 2021 Table R – Proposed Units of Study
Requests for further information	Requests for further information may be directed to Professor Ross Coleman, Director – Graduate Research, DVC (Education)



TABLE R GUIDELINES

Issued by: Chair, Graduate Studies Committee

Guidelines for approving Table R units of study

- (1) Units of study proposed for inclusion in Table R must:
 - (a) contain distinctive, identified learning outcomes;
 - (b) contain formal assessment and delineated learning outcomes to meet the University's requirements for a unit of study at AQF level 9 or above;
 - (c) draw on the best available expertise in the University; and
 - (d) assist in advancing the candidate's research.
- (2) From 2021, no new six credit point units may be included unless a research gap in provision can be identified that cannot be met with two credit point units.
- (3) All new units of study offered by a faculty must be approved by the relevant faculty or university school board.
- (4) All Open Learning Environment units of study must be approved for inclusion in Table O by a process determined and managed by the Board of Interdisciplinary Studies before they are recommended for inclusion in Table R.
- (5) Shell units must not be included in Table R, unless the unit:
 - (a) involves an internship or industry engagement experience;
 - (b) an essential component for practice-based research;
 - (c) involves a mobility or exchange experience; or
 - (d) is a shell unit used for enrolling in language units that have learning outcomes at a 5000-level or above.
- (6) All enrolled higher degree by research candidates have access to units in Table R, however the following requirements may be placed on units:
 - (a) assumed knowledge;
 - (b) prerequisites;
 - (c) corequisites; and
 - (d) prohibitions on enrolment in the unit.
- (7) Faculties may assign units as faculty milestones subject to approval by the University Executive Research Education Committee.
- (8) From 2021, the Table R diet should be reviewed by the DVC Education Portfolio and a report provided to the Academic Quality Committee of the Academic Board every three years, to provide assurance to the academic community that the units contained in Table R meet the intent of the programme.
- (9) All units provided as part of Table R must survey participants on their experience via the Unit of Study Survey (USS).



Table R Review Template

Rationale

Table R is a set of approximately 270 coursework units available for higher degree by research (HDR) students. Some units are dedicated HDR coursework units and some are postgraduate coursework units that HDR students may take.

The purpose of Table R units is to enable HDR students to fulfil their research goals and to promote attainment of the graduate qualities.

Review

The purpose of the review of Table R is to ensure that the set of units offered is academically rigorous and relevant to student needs.

Table R is owned by the Graduate Studies Committee of the Academic Board. The review of Table R is conducted within the DVC (Education) Portfolio and is submitted to the Academic Quality Committee for approval.

The review will be conducted every three years.

Data collected

Data	Purpose	Source
Unit of Study outlines	Ensure workload and assessment are appropriate	Faculty
Results	Identify anomalies Compare HDR student results with coursework student results	IAP
HDR enrolments	Identify whether HDR students use the unit	IAP
USS data	HDR student feedback (if distinguishable from coursework students in the same unit)	DVCE - Evaluations & Analytics
SREQ	HDR student feedback	DVCE - Evaluations & Analytics

Review panel

The review will be chaired by the Director, Graduate Research, supported by a DVC(E) Policy and Project Officer.

Data collection will be the responsibility of the University Quality Manager (UQM). The UQM will also conduct the recommendation follow up.

Timeline

The first year of the review will be 2023.

Data collection: Nov 2023
Review conducted: Dec 2023 – Jan 2024
Report to AQC: Feb 2024

Follow up on recommendations – three months after AQC approves.



PART 1: REVIEW DETAILS

1.1 REVIEW MEMBERSHIP

Position	Name
Director, Graduate Research	
Policy and Projects Officer, DVC(E)	
University Quality Manager	
Academic nominated by UE-RE	
Academic nominated by UE-RE	
Academic nominated by AB-GSC	
Academic nominated by PVC Education Innovation	

1.2 SUMMARY OF DATA REVIEWED

Report	Source	Notes



PART 2: CONTEXT

2.1 STRATEGIC AND ACADEMIC RATIONALE

Explain the purpose and value of Table R and describe its alignment with University and faculty strategy.

2.2 ACADEMIC OBJECTIVES

Describe the overall academic aims of Table R. Relate these aims to the University's Researcher Graduate Qualities for the PhD.

2.3 TABLE R HISTORY

Describe any major changes to Table R since the previous review.



2.4 DEVELOPMENTS IN FIELD OF EDUCATION

Describe recent or emerging developments in the field of research education associated with coursework to support candidate development.



PART 3. STUDENT COHORT

3.1 STUDENT PROFILE

3.2 STUDENT DEMAND

Describe any significant trends or changes in student demand, noting units with zero/very low levels of HDR participation and units that are predominantly ($\geq 75\%$) utilised by HDR students.



PART 4. LEARNING AND TEACHING

4.1 WORKLOAD AND ASSESSMENT

Identify any units of study in which the time commitment and/or number of assessments is disproportionate to the credit points. Give reasons.

Unit of Study	Assessment load	Notes



PART 5. STUDENT OUTCOMES

5.1 STUDENT SUCCESS AND COMPLETION

Are success (unit of study pass rates) and completion rates (percentage of students who complete unit requirements) satisfactory? Are there any specific areas of concern regarding student success or completion? Describe any plans or current initiatives designed to improve student success and completion rates (if applicable).

5.2 STUDENT FEEDBACK

Analyse student feedback from USS and SREQ data.

PART 6: OUTCOMES OF REVIEW

6.1 SUMMARY

Summarise the overall findings/conclusions and recommendations of the Table R review.



6.2 STRENGTHS AND OPPORTUNITIES

Identify the major strengths of Table R, and specify whether any opportunities for development or improvement have been identified.

6.3 RECOMMENDATIONS

List of the recommendations of the in order of priority, where “1” is the most important.

6.4 IMPLEMENTATION PLAN

Provide an action plan specifying how each recommendation will be implemented, who is responsible, the due date and how it will be reviewed. The Director, Graduate Research should report to the Academic Quality Committee on the progress of the implementation of recommendations on an annual basis, with the first update due 12 months after the submission of this initial review report.

Recommendation	Responsibility	Date	KPI / measure of success

6.5 REVIEW SCHEDULE

Table R must be reviewed every three years.

Date of next review (month/year)

2021 TABLE R – PROPOSED 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 M: Milestone</i>	<i>Research Period / Session</i>
Architecture, Design and Planning			
5000-level units of study			
OLET5702 Complex problem-solving	2		S2CIJL
OLET5704 Creative thinking and innovation	2		S1CIJN
OLET5706 Collaboration in complex environments	2		S2CIJL
9000-level unit of study			
ARCF9001 Modes of Inquiry: Research and Scholarship	6		S1C, S2C
Arts and Social Sciences			
5000-level units of study			
ARHT5000 Visual and Cultural Research Methods	6		TBC

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
ARHT5001 Presenting Visual and Cultural Research	6		TBC
ECMT5001 Principles of Econometrics	6		S1C, S2C
ECON5001 Microeconomic Theory	6	N: ECON5040.	S1CIFE, S1C
ECON5002 Macroeconomic Theory	6	N: ECON5003.	S1CIJA, S1C
ECON5005 Quantitative Tools for Economics	6		S1C, S2C
EDPC5012 Evaluating Learning Technology Innovation	6		S1C
EDPC5021 Foundations of the Learning Sciences	6		S1C
EDPC5025 Learning Technology Research Frontiers	6		S2C
EDPJ5022 Research methods in language studies	6		S1C, S2C
EDPK5001 Qualitative Methods	6		S1C, S2C
EDPK5002 Quantitative Methods	6		S1C
EDPK5003 Developing a Research Project	6		S1C, S2C
EDPZ5003 Thesis Proposal Writing	6		S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
ENGL5000 Research Infrastructures for English	6		TBC
ENGL5001 Presentation & Impact in English Studies	6		TBC
GCST5001 Beginning Qualitative Cultural Research Proposal	2		S1C
GCST5002 Representing Cultural Research Proposal	2		S1C
GCST5910 Health, Pleasure and Consumption	6		S2C
OLET5120 Understanding and Using ABS Data	2		S1CIAP
OLET5122 Cultural Competence for HDR Students	2		S1CIAP & S2CIAU
PRFM5901 Critical Theory and Performance	6		S1C
PRFM5902 Rehearsal Studies	6		S1C
SRSU5XXX Language-Based Cultural Research Proposal	6		TBC
WRIT5001 Writing a Thesis 1: Starting a Thesis	6		S2C
WRIT5003 Writing a Thesis 3: Completing a thesis	6		S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
6000-level units of study			
ARCO6002 Approaches to Deep Time	6		
ARCO6003 Fieldwork Experience	6		
ARCO6004 Morphometrics	6		
ASNS6010 Asian Language Acquisition 1	6		S1C, S2C
ASNS6011 Asian Language Acquisition 2	6		S1C, S2C
ASNS6012 Asian Language Acquisition 3	6		S1C, S2C
ASNS6013 Asian Language Acquisition 4	6		S1C, S2C
ECMT6702 Econometric Applications A	6	N: ECMT5002 or ECMT6002.	S1C, S2C
ECON6701 Microeconomics Analysis 1 A	6	N: ECON6001.	S1C, S2C
ECON6702 Macroeconomics Analysis 1 A	6	N: ECON6002.	S1C, S2C
ECON6703 Mathematical Methods of Econ Analysis A	6	N: ECON6003.	S1C, S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
ECOP6031 Research in Political Economy	6		S2C
GCST6905 Gender in Cultural Theory	6		S1C, S2C
GOVT6139 Research Design	6		S1C
PHIL6101 Research Topics in Ancient Philosophy	6	N: PHIL4101.	
PHIL6102 Research Topics: 20th Century Philosophy	6	N: PHIL4102.	
PHIL6103 Research Topics: Early Modern Philosophy	6	N: PHIL4103.	
PHIL6104 Research Topics in German Philosophy	6	N: PHIL4104.	
PHIL6105 Research Topics in Aesthetics and Art	6	N: PHIL4105.	
PHIL6106 Research Topics in Moral Psychology	6	N: PHIL4106.	
PHIL6107 Social and Political Philosophy	6	N: PHIL4107.	
PHIL6108 Research Topics in Ethics	6	N: PHIL4108.	
PHIL6109 Research Topics: Mind and Metaphysics	6	N: PHIL4109.	
PHIL6110	6	N: PHIL4110.	

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
Advanced Topics in Philosophy of Science			
PHIL6111 Formal Philosophy	6	N: PHIL4111.	
PHIL6112 Epistemology and Language	6	N: PHIL4112.	
SCWK6902 Social Research	6		S1C, S1CRA, S2C
SSPS6001 Quantitative Methods	6		S2C
SSPS6002 Qualitative Methods	6		S1C
SSPS6004 Social Research Ethics	6	N: SCLG6902, SCLG3003.	TBC
WMST6902 Arguing the Point	6		S1C
WMST6904 Modernism, Modernity and Modern Culture	6		S1C
WRIT6000 Professional Writing	6		S2C
WRIT6001 Professional Editing	6		S1C
7000-level units of study			
CART7006 Art as Research	6		TBC
EUST7010 European Language Acquisition 1	6		S1C, S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
EUST7011 European Language Acquisition 2	6		S1C, S2C
EUST7012 European Language Acquisition 3	6		S1C, S2C
EUST7013 European Language Acquisition 4	6		S1C, S2C
GRKA7001 Classical Greek for Postgraduates I	6	N: GRKA1600 or GRKA2620 or GRKA1001 or GRKA2301 or HSC Classical Greek.	S1C
GRKA7002 Classical Greek for Postgraduates II	6	P: GRKA7001. N: GRKA1601 or GRKA2621 or GRKA1002 or GRKA2302 or GRKA2312.	S2C
HSTY7003 Becoming a Historian	6		TBC
LATN7201 Latin for Postgraduates I	6	N: LATN1600 or LATN2620. or LATN1001 or LATN2301 or HSC Latin.	S1C
LATN7202 Latin for Postgraduates II	6	P: LATN7201. N: LATN1601 or LATN2621 or LATN1002 or LATN2302 or LATN2312.	S2C
Business			
7000-level units of study			
BUSS7901 Research Design	6	M: Doctor of Philosophy (Business).	S1C, S2C
BUSS7902 Quantitative Research Methods	6	A: Basic knowledge of statistical concepts.	S1C, S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
BUSS7903 Qualitative Research Methods	6	N: ECOF7903.	S1C, S2C
BUSS7904 Advanced Quantitative Methods	6	A: BUSS7902. N: ECOF7904.	S2C
BUSS7906 Advanced Qualitative Methods	6	A: BUSS7903. N: ECOF7906.	S2C
BUSS7908 Research Readings Seminar	6		S1C, S2C
BUSS7910 Philosophy of Business Research	6	N: BUSS7909.	S1C, S2C
Conservatorium of Music			
5000-level units of study			
CMPN5006 Recording Portfolio	6	A: Students enrolling in this unit of study are expected to be familiar with basic music technology, including portable recording and computers.	S1C
CMPN5012 Graduate Composer Performer Workshop	6	Restrict: Available only to students enrolled at USCM.	S1C, S2C
CMPN5114 Graduate Vocal Composition Workshop	6	Restrict: Available only to students enrolled at USCM.	S2C
EMUS5600 Historical Performance Practice	6		S2C
MCGY5111	6	M: MMus(Comp).	S1C, S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
Creative Work Seminar 1		M: and MMus(Perf). M: DMA. Restrict: Available only to students enrolled at USCM.	
MCGY5112 Creative Work Seminar 2	6	M: MMus(Comp). M: and MMus(Perf). M: DMA. Restrict: Available only to students enrolled at USCM.	S1C, S2C
MCGY5600 Critical Discourses in Music	6	A: Because of the difficulty of the material, fluency in written and spoken English is required, and general familiarity with academic discourse about Western Art Music will be assumed.	S1C
MCGY5601 Music Through Ethnography	6		S1C
MCGY5602 Opera and Society	6		S1C
MCGY5603 Music as Social Science	6		S1C
MCGY5604 Researching Creative Process	6		S2C
MCGY5605 Methods of Music Analysis	6	A: Good basic comprehension of the norms of tonal composition.	S1C
MUSC5600 Wagner and Critical Thought	6		S2C
PERF5600 Graduate Research Methods	6	N: MCGY5111, MCGY5112 Restrict: Available only to students enrolled at USCM.	S1C, S2C
PERF5610 Arts and Creative Industries Placement	6	Restrict: Available only to students enrolled at USCM.	

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
VSAO5022 Principles of Studio Pedagogy	6		S2C
Engineering			
AERO5301 Applied Finite Element Analysis	6	A: BE in area of Aerospace Engineering or related Engineering field.	S1C
AERO5760 Spacecraft and Satellite Design	6	A: BE in Aerospace Engineering or Equivalent.	S2C
AERO8200 Advanced Aerodynamics	6	A: BE in the area of Aerospace Engineering or related Engineering field with assumed knowledge in Aerodynamics. N: AERO5200. Note: Department permission required for enrolment.	S2C
AERO8750 Unmanned Air Vehicle Systems	6	A: BE in the area of Aerospace Engineering or related Engineering field. N: AERO5750.	S2C
AMME5060 Advanced Computational Engineering	6	A: Linear algebra, calculus and partial differential equations, Taylor series, the finite difference and finite element methods, numerical stability, accuracy, direct and iterative linear solvers and be able to write Matlab Scripts to solve problems using these methods. Note: Department permission required for enrolment.	S2C
AMME5202 Computational Fluid Dynamics	6	A: Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.	S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
AMME5271 Computational Nanotechnology	6	A: Understanding of basic principles of Newtonian mechanics, physics and chemistry, fluid mechanics and solid mechanics. Note: Department permission required for enrolment.	S2C
AMME5292 Advanced Fluid Dynamics	6	A: MECH3261 OR MECH9261 OR CIVL3612 OR CIVL9612 OR AERO3260 OR AERO9260.	S1C
AMME5310 Engineering Tribology	6	A: (AMME2302 OR AMME9302) AND (AMME2301 OR AMME9301) AND (MECH3261 OR MECH9261 or MECH8261) Note: Department permission required for enrolment.	S1C
AMME8101 Energy and the Environment (new unit to be created)	6	A: Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. N: AMME5101.	S1C
AMME8510 Vibration and Acoustics (new unit to be created)	6	A: BE with background knowledge in Mechanics of Solids, Fluids, Dynamics and Control. N: AMME5510.	S2C
AMME8520 Advanced Control and Optimisation	6	A: Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain. N: AMME5520.	S1C
AMME9450 Design and Production (new unit for 2021)	6	N: AMME2450.	S1C
MECH8265 Combustion (new unit to be created)	6	A: Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer.	TBC

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
		N: MECH5265.	
MECH8720 Sensors and Signals	6	A: Strong MATLAB skills, and assumed knowledge and strong interest in RADAR and SONAR systems and signal processing. N: MECH4720 OR MECH5720.	S2C
MTRX8700 Experimental Robotics	6	A: A demonstrated programming ability, familiarity with concepts in sensing and control systems and a background in either CS, Mechatronics or Electrical/Electronic Engineering. N: MTRX5700.	S1C
BMET5907 Orthopaedic and Surgical Engineering	6	A: (AMME2302 OR AMME9302 OR AMME1362) AND (MECH2901 OR BMET2901 OR AMME9901 OR BMET9901) AND (MECH3921 OR BMET3921 OR AMME5921 OR BMET5921) Basic concepts in engineering mechanics – statics, dynamics, and solid mechanics. Basic concepts in materials science, specifically with regard to types of materials and the relation between properties and microstructure. A basic understanding of human biology and anatomy. N: MECH4902 OR MECH5907.	S2C
BMET5931 Nanomaterials in Medicine	6	A: [(BIOL1xxx OR MBLG1xxx) AND CHEM1xxx AND PHYS1xxx] OR [(AMME1961 OR BMET1961)] AND (MECH2901 OR BMET2901)] AND (NANO2xxx OR AMME1362). N: AMME5931.	S1C
BMET5958 Nanotechnology in Biomedical Engineering	6	A: (MECH3921 OR BMET3921 OR AMME5921 OR BMET5921). N: AMME5958.	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
BMET5962 Introduction to Mechanobiology	6	A: 6 credit points of 1000- level biology, 6 credit points of 1000-level chemistry and 6 credit points of 2000-level physiology or equivalent. N: AMME5962.	S2C
BMET5992 Regulatory Affairs in the Medical Industry	6	A: MECH3921 OR BMET3921 OR AMME5921 OR BMET5921 and 6cp of 1000-level Chemistry, and 6cp of Biology units.	S2C
BMET5995 Advanced Bionics	6	A: AMME5921 OR BMET5921 OR MECH3921 OR BMET3921. N: AMME5995. Note: Department permission required for enrolment.	S1C
BMET5911 Advanced Instrumentation for Nanotechnology (New unit for 2021)	6	A: Calculus, linear differential equations, basic mechanics and electromagnetism.	S1C
BMET5933 Biomedical Image Analysis (New unit for 2021)	6	A: An understanding of junior biology (1000-level), experience with programming (BMET2922 OR BMET9922).	S1C
BMET5944 Bioinspired Materials: Design and Fabrication (New unit for 2021)	6	A: 1000 level of materials science and mechanics.	S2C
BMET5953 Rehabilitation Engineering (New unit for 2021)	6	A: 1000 level mathematics and biology.	S1C
MET5957 Bioelectronic Medicine Circuits and Systems	6	A: ELEC2104 AND BMET2922.	S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
(New unit for 2021)			
BMET8790 Introduction to Biomechatronics (new unit for 2021)	6	A: Knowledge in mechanical and electronic engineering; adequate maths and applied maths skills; background knowledge of physics, chemistry and biology; Some programming capability: MATLAB, C, C++, software tools used by engineers including CAD and EDA packages. N: AMME4790 OR AMME5790 OR BMET5790.	S2C
BMET9802 Biomedical Instrumentation	6	A: ELEC2004 or ELEC2104 A knowledge of basic electrical engineering is required: Ohm's law, Thevenin and Nortons' theorems, basic circuit theory involving linear resistors, capacitors and inductors, a basic knowledge of bipolar and field effect transistor theory, simplified theoretical mechanism of operation of transformers.	S2C
BMET9921 Biomedical Engineering Technology	6	A: 1000-level biology, 1000-level materials science and some engineering design. N: MECH3921 OR BMET3921 OR AMME5921.	S1C S2C
BMET9925 Introduction to AI, Data and Society in Health (New unit for 2021)	6	A: Familiarity with general mathematical and statistical concepts.	S1C
CHNG5001 Process Systems Engineering	6	A: 1000 level physics and mathematics (differential equations). Use of mathematical and/or computer-based modelling tools and techniques. Feedback control concepts and principles as taught in	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
		CHNG3802/ CHNG9302 or similar courses. Students who are unsure about meeting these requirements should contact the unit coordinator for advice. This unit of study is for Masters students and can be selected as an elective by 4 th year students.	
CHNG5003 Green Engineering	6	A: CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. All core 3000 level chemical engineering units of study.	S2C
CHNG5004 Particles and Surfaces	6	A: Enrolment in this unit of study assumes that all 3000 level core chemical engineering units have been successfully completed.	S1C
CHNG5005 Wastewater Engineering	6	A: Enrolment in this unit assumes that the student has successfully completed CHNG1103 (Mass and Energy Balances), CHNG2801 (Fluid Mechanics), CHNG2802 (Applied Mathematics), CHNG3803 (Chemical and Biological Process Design), CHNG3804 (Biochemical Engineering) and CHNG3805 (Particle Mechanics) or equivalent.	S1C
CHNG5006 Advanced Wastewater Engineering	6	A: CHNG5005 OR CHNG3804.	S2C
CHNG5008 Nanotechnology in Chemical Engineering	6	A: 12cp CHEM2xxx.	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
CHNG5601 Membrane Science	6		S1C
CHNG5602 Cellular Biophysics	6		S1C
CHNG5603 Advanced Process Modelling and Simulation	6	A: It is assumed that students have a general knowledge of: (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) AND (CHNG2802 OR MATH2XXX) This course is for Master degree students and also is offered as an elective course for fourth year students. Some lectures may be given by a guest lecturer.	S1C
CHNG5604 Advanced Membrane Engineering	6	A: CHNG5601.	S2C
CHNG5605 Bio-Products: Laboratory to Marketplace	6	This course is for Master degree students and also is offered as an elective course for fourth year students.	S2C
CHNG5606 Advanced Food Processing	6	A: CHNG2801 AND CHNG2802 AND CHNG3804 AND CHNG3805 AND AGEN3004. This unit of study is for Masters students and can be selected as an elective by 4 th year students.	S2C
CHNG5607 Advanced Biochemical Engineering	6	A: CHNG2802 AND CHNG2806 AND CHNG3803 AND CHNG3804. Students who have not completed the units listed as assumed knowledge should consult the coordinator before enrolling in the course.	S1C
ENGG5202	6	A: General knowledge in science and calculus and	S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
Sustainable Design, Eng and Mgt		understanding of basic principles of chemistry, physics and mechanics.	
ENGG5204 Engineering Professional Practice	6	A: Competences and experience in engineering obtained during an accepted engineering degree.	S1C
ENGG5205 Professional Practice in Project Management	6	This is a core unit for all Master of Professional Engineering students as well as all students pursuing Project Management studies (including Master of Project Management, Graduate Certificate in Project Management and Graduate Diploma in Project Management). No prerequisite or assumed knowledge.	S1C, S2C
ENGG5214 Management of Technology	6	A: Sound competence in all aspects of engineering, and some understanding of issues of engineering management.	S2C
ENGG5215 International Eng Strategy and Operations	6	A: Sound competence in all aspects of engineering, and some understanding of issues of engineering management and globalisation.	S2C
CIVL5351 Geoenvironmental Engineering	6		S2C
CIVL5458 Numerical Methods in Civil Engineering	6		S1C
CIVL5460 Particle Mechanics for Geotechnics	6	A: (CIVL2410 OR CIVL9410) AND (CIVL3411 OR CIVL9411).	S1C
CIVL5999 Advanced Research and Analysis	6	A: (CIVL2201 OR CIVL9201) AND (CIVL2611 OR CIVL9611) AND (CIVL2410 OR CIVL9410).	S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
CIVL5701 Transport Networks, Geography, and Land Use	6	A: CIVL2700 OR CIVL9700.	S2C
CIVL6257 Concrete Structures - Prestressed Concrete	6	N: CIVL5257.	S1C
CIVL6264 Composite Steel- Concrete Structures	6	N: CIVL5264.	S2C
CIVL6267 Steel Structures – Adv Analysis and Design	6	N: CIVL5267.	S1C
CIVL6268 Structural Dynamics	6	A: Students are assumed to have a good knowledge of fundamental structural analysis, which is covered in the courses of Structural Mechanics, Introduction to Structural Concepts and Design, Structural Analysis, and Finite Element Analysis. N: CIVL5268.	S2C
CIVL6450 Analysis and Design of Pile Foundations	6	N: CIVL5450.	S1C
CIVL6454 Rock Engineering	6	A: Undergraduate geology and soil mechanics. N: CIVL5454.	S1C
CIVL6455 Engineering Behaviour of Soils	6	A: CIVL2410 AND CIVL3411. A knowledge of basic concepts and terminology of soil mechanics is assumed. Experience with geotechnical practice in estimating parameters from field and laboratory data would be useful but not essential. N: CIVL5455.	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
CIVL6456 Energy Geotechnics	6	A: [CIVL2410 OR CIVL9410] AND [CIVL3411 OR CIVL9411].	S2C
CIVL6665 Advanced Water Resources Engineering	6	A: CIVL3612 OR CIVL9612. N: CIVL5665.	S2C
CIVL6666 Open Channel Flow and Hydraulic Structures	6	A: Advanced knowledge of fluid mechanics is necessary for this UoS. N: CIVL5666.	S1C
CIVL6669 Applied Fluid Engineering Computing	6	A: CIVL3612 or CIVL9612 N: CIVL5669.	S2C
CSYS5010 Introduction to Complex Systems	6		S1C, S2C
CSYS5020 Interdependent Civil Systems	6		S1C
CSYS5030 Information Theory and Self-Organisation	6	A: Competency in 1 st year mathematics, and basic computer programming skills are assumed.	S2C
CSYS5040 Criticality in Dynamical Systems	6	A: Mathematics at first-year undergraduate level.	S2C
COMP5045 Computational Geometry	6	A: Students are assumed to have a basic knowledge of the design and analysis of algorithms and data structures: you should be familiar with big-O notations and simple algorithmic techniques like sorting, binary search, and balanced search trees.	S1C
COMP5046 Natural Language Processing	6	A: Knowledge of an OO programming language.	S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
COMP5048 Visual Analytics	6	A: It is assumed that students will have basic knowledge of data structures, algorithms and programming skills.	S2C
COMP5313 Large Scale Networks	6	A: Algorithmic skills (as expected from any IT graduate). Basic probability knowledge.	S1C
COMP5318 Machine Learning and Data Mining	6	A: INFO2110 OR ISYS2110 OR COMP9120 OR COMP5138.	S1C, S2C
COMP5415 Multimedia Design and Authoring	6		S2C
COMP5424 Information Technology in Biomedicine	6		S1C
COMP5426 Parallel and Distributed Computing	6		S1C
COMP5427 Usability Engineering	6		S2C
DATA5207 Data Analysis in the Social Sciences	6	A: COMP5310.	S2CIDE S1C
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.	S1CIJA S2CIJL
INFO5993 IT Research Methods	6	Note: Department permission required for enrolment.	S1C, S2C
ISYS5070 Change Management in IT	6	A: The unit is expected to be taken after the following related units INFO6007 Project Management in IT and COMP5206 Information Technologies and Systems.	S1CIJA S2CIJL

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
ELEC5203 Topics in Power Engineering	6	A: ELEC3203 Power Engineering and ELEC3204 Power Electronics and Drives. Familiarity with basic mathematics and physics; competence with basic circuit theory and understanding of electricity grid equipment such as transformers, transmission lines and associated 21rganizat; and fundamentals of power electronic technologies.	S2C
ELEC5204 Power Systems Analysis and Protection	6	A: The unit assumes basic knowledge of circuits, familiarity with basic mathematics, competence with basic circuit theory and an understanding of three phase systems, transformers, transmission lines and associated 21rganizat and operation of such equipment. P: (ELEC3203 OR ELEC9203 OR ELEC5732) AND (ELEC3206 OR ELEC9206 OR ELEC5734).	S1C
ELEC5207 Advanced Power Conversion Technologies	6	A: ELEC3204.	S2C
ELEC5208 Intelligent Electricity Networks	6	A: Fundamentals of Electricity Networks, Control Systems and Telecommunications.	S1C
ELEC5211 Power System Dynamics and Control	6	A: ELEC3203 OR ELEC9203 OR ELEC5732. The assumed knowledge for learning this UoS is a deep understanding on circuit analysis and its applications in power system steady state analysis.	S1C
ELEC5212 Power System Planning and Power Markets	6	A: ELEC3203 or ELEC9203 OR ELEC5732. The assumed knowledge for learning this UoS is power system steady state analysis.	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
ELEC5304 Multidimensional Signal Processing (to be renamed "Intelligent Visual Signal Understanding" in 2020)	6	A: Mathematics (e.g. probability and linear algebra) and programming skills (e.g. Matlab/Java/Python/C++).	S1C
ELEC5306Advanced Signal Processing: Video Compression (to be renamed "Video Intelligence and Compression" in 2020)	6	A: Basic understanding of digital signal processing (filtering, DFT) and programming skills (e.g. Matlab/Java/Python/C++).	S1C
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++).	S2C
ELEC5507 Error Control Coding	6	A: Fundamental mathematics including probability theory and linear algebra. Basic knowledge on digital communications. Basic MATLAB programming skills is desired.	S1C
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.	S1C
ELEC5510 Satellite Communication Systems	6	A: Knowledge of error probabilities, analog and digital modulation techniques and error performance evaluation studied in ELEC3505 Communications and ELEC4505 Digital	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
		Communication Systems, is assumed.	
ELEC5511 Optical Communication Systems	6	A: (ELEC3405 OR ELEC9405) AND (ELEC3505 OR ELEC9505). Basic knowledge of communications, electronics and photonics.	S1C
ELEC5512 Optical Networks	6	A: Knowledge of digital communications, wave propagation, and fundamental optics.	S2C
ELEC5514 Networked Embedded Systems	6	A: ELEC3305 AND ELEC3506 AND ELEC3607 AND ELEC5508.	S2C
ELEC5516 Computer and Network Security	6	A: Math Ext 1, fundamental concepts of signal and systems, fundamental electrical circuit theory and analysis.	S1C
ELEC5517 Software Defined Networks	6	A: ELEC3506 OR ELEC9506.	S2C
ELEC5614 Real Time Computing	6	A: SOFT2130 Software Construction (or SOFT2004 Software Development Methods 1) and ELEC3607 Embedded Computing (or ELEC2601 Microprocessor Systems). N: MECH5701.	S1C
ELEC5615 Advanced Computer Architecture	6	A: Equivalent to ELEC4605 Computer Engineering or ELEC4601 Computer Design. Note: Department permission required for enrolment.	S1C
ELEC8608 Computer Architecture (new unit to be created)	6	A: ELEC9607 and ELEC9602. Knowledge of microprocessor systems (embedded systems architecture, design	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
		methodology, interfacing and programming) is required. Knowledge of digital logic (logic operations, theorems and Boolean algebra, number systems, combinational logic analysis and synthesis, sequential logic, registers, counters, bus systems, state machines, design of a simple computer, and using hardware description languages such as VHDL or Verilog) is required. N: ELEC3608.	
ELEC8803 Bioelectronics (new unit to be created)	6	A: ELEC2104 OR ELEC2602.	S2C
ELEC9405 Communications Electronics and Photonics	6	A: A background in basic electronics and circuit theory is assumed. N ELEC5738.	S2C
ELEC9505 Communications	6	A: ELEC9302. N: ELEC5739.	S1C
ELEC9506 Data Communications and the Internet	6	N: ELEC5740.	S2C
ELEC9515 Digital Communication Systems	6	N: ELEC5744.	S1C
ELEC9607 Embedded Systems	6	A: Logic operations, theorems and Boolean algebra, data representation, number operations (binary, hex, integers and floating point), combinational logic analysis and synthesis, sequential logic, registers, counters, bus systems, state machines, simple CAD tools for logic design, basic computer organization, the CPU,	S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
		peripheral devices, software organization, machine language, assembly language, operating systems, data communications and computer networks. N: ELEC5741.	
PMGT5875 Project Innovation Management	6		S1C
PMGT5876 Strategic Delivery of Change	6	N: WORK6026.	S2C
PMGT5879 Strategic Portfolio and Program Management	6		S2C
PMGT5896 Sustainability and Intelligence in PM	6		S2C
PMGT5897 Disaster Project Management	6		S2CIJL
PMGT5898 Complex Project Leadership	6	N: WORK6130.	S1C
PMGT6871 Project Planning and Governance	6	N: PMGT5871.	S1C
PMGT6872 Project Leadership and Communications	6	N: PMGT5872.	S1C, S2C
PMGT6873 Project Economics and Investment	6	N: PMGT5873.	S2C
PMGT6891 Risk Dynamics and Resilience	6	N: PMGT5891.	S2C
Law			

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
5000-level units of study			
OLET5902 Qualitative Research for Law and Policy	2	P: Complete the assessment tasks for OLEO5901 Qualitative Research for Law and Policy (0 credit points).	S2C
6000-level units of study			
LAWS6077 Legal Research 1	6	M: Doctor of Philosophy (Law). M: Doctor of Juridical Studies. M: Master of Laws. M: Master of Criminology.	S1C
7000-level units of study			
LAWS7001 Legal Research 2	6	M: Doctor of Philosophy (Law). M: Doctor of Juridical Studies. (P: LAWS6077 for all of the above).	S2C
LAWS7002 Legal Research 3	6	M: Doctor of Philosophy (Law). M: Doctor of Juridical Studies (P: LAWS7001 for all of the above).	RP3 and RP4
Medicine and Health			
5000-level units of study			
BACH5255 Qualitative Research Methods	6		S2C
BETH5202 Research Ethics	6		S2C
BSTA5002 Principles of Statistical Inference	6	P: BSTA5023.	S1C, S2C
BSTA5007 Linear Models	6	P: BSTA5023 and (BSTA5011 or PUBH5010). C: BSTA5002.	S1C, S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
BSTA5023 Probability and Distribution Theory	6	P: BSTA5001.	S1C, S2C
CEPI5100 Introduction to Clinical Epidemiology	6	N: PUBH5010.	S1C
CEPI5205 Doing a Systematic Review	6	A: (CEPI5100 or PUBH5010). and PUBH5018. P: CEPI5203 or CEPI5314 or CEPI5315.	S1C, S2C
CEPI5215 Writing and Reviewing Medical Papers	6	A: Some basic knowledge of summary statistic is assumed. P: (PUBH5010 or CEPI5100). C: PUBH5018. N: CEPI5214.	S1C, S2C
CEPI5300 Research Grants: theory and practice	6	P: (PUBH5010 or CEPI5100) and PUBH5018. C: (PUBH5010 or CEPI5100) and PUBH5018. N: CEPI5505.	S1C
DENT6000 Research Methods	6		TBC
MEDF5005 Health Research Methods and Ethics	6		S1C
OLET5401 Presenting your research	2		S1CIAP S2CIAU S2CINO
OLET5402 Basics of quantitative research design	2		S1CIAP S2CINO
OLET5403 Fieldwork Ethics	2		S1CIAP S2CINO
OLET5502 Pharma Insights: A Global Perspective	2		TBC
PHAR6000 Research Methods	6		TBC

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
PUBH5010 Epidemiology Methods and Uses	6		S1C
PUBH5018 Introductory Biostatistics	6		S1C
PUBH5215 Introductory Analysis of Linked Data	6	C: (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004) .	RP2 and RP4
PUBH5216 Controlled Clinical Trials	6	P: PUBH5018. N: PUBH5206 – Controlled trials (2CP).	S2C
PUBH 5217 Regression Modelling	6	P: PUBH5018. N: (PUBH5211 or PUBH5212 or PUBH5213).	S2C
PUBH5224 Advanced Epidemiology	6	P: (PUBH5010 or CEPI5100) and PUBH5018.	S2C
PUBH5312 Health Economic Evaluation	6	P: HPOL5000 and (PUBH5010 or CEPI5100) and PUBH5018. N: PUBH5302.	S2C
PUBH 5317 Decision Modelling for Economic Evaluation	6	P: (PUBH5010 or CEPI5100) and PUBH5018. C: PUBH5312. N: PUBH5205 PUBH5307.	S2C
PUBH5505 Qualitative Research in Health.	6	N: PUBH5500 or QUAL5005 or QUAL5006	S2C
Science			
5000-level units of study			
AFNR5801 Climate Change: Process, History,	6	A: A basic understanding of	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
Issues		climate change processes and issues.	
AFNR5502 Remote Sensing, GIS and Land Management	6	A: ENVX3001 and SOIL3004.	S2C
AFNR5511 Soil Processes, Assessment and Management	6		S1C
CHEM5101 Special Topics in Chemistry 1	6	A Knowledge of chemical nomenclature and structural representations	S1C
CHEM5102 Special Topics in Chemistry 1	6	A Familiarity with basic concepts and terminology of chemistry	S2C
DATA5441 Networks and High-dimensional Inference?	6	A Linear algebra (matrices, eigenvalues, etc.); introductory concepts in statistics (statistical models, inference); a programming language.	S1C
DATA5710 Applied Statistics for Complex Data	6	A: Familiarity with probability theory at 4000 level (e.g., STAT4211 or STAT4214 or equivalent) and with statistical modelling (e.g., STAT4027 or equivalent). Please consult with the coordinator for further information.	S1CIMR S1C
DATA5711 Bayesian Computational Statistics**	6	A Familiarity with probability theory at 4000 level (e.g., STAT4211 or STAT4214 or equivalent) and with statistical modelling (e.g., STAT4027 or equivalent). Please consult with the coordinator for further information. <i>Note: Department permission required for enrolment in the following sessions: Intensive March This unit is only available in odd years.</i>	S1CIMR S2C
ENVI5801 Social Science of Environment	6		S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
ENVI5809 Environmental Simulation Modelling	6	A: This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.	S2CRA
ENVI5904 Methods in Applied Ecology	6		S2C
GEOG5001 Geographic Information Science	6	A: This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	S1C
HPSC5XX1 HPS Proseminar 1	6		TBC
HPSC5XX2 HPS Proseminar 2	6		TBC
MARS5001 Coastal Processes and Systems	6	A: This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	S1C
MATH5310 Topics in Algebra*	6	A: Familiarity with abstract algebra (e.g., MATH4062 or equivalent) and commutative algebra (e.g., MATH4312 or equivalent). Please consult with the coordinator for further information.	S1C
MATH5311 Topics in Algebra (Alt)**	6	A: Familiarity with abstract algebra (e.g., MATH4062 or equivalent) and commutative algebra (e.g., MATH4312 or equivalent). Please consult with the coordinator for further information.	S1C
MATH5320 Topics in Analysis*	6	A: Familiarity with metric spaces (e.g., MATH4061 or equivalent) and higher analysis (e.g., MATH4313 or MATH4315 or equivalent). Please consult with the coordinator for further information.	S1C
MATH5321 Topics in Analysis (Alt)**	6	A: Familiarity with metric spaces (e.g., MATH4061 or equivalent) and higher analysis (e.g.,	S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
		MATH4313 or MATH4315 or equivalent). Please consult with the coordinator for further information.	
MATH5330 Topics in Geometry*	6	A: Familiarity with metric spaces (e.g., MATH4061 or equivalent) and differential geometry (e.g., MATH4068 or equivalent). Please consult with the coordinator for further information.	S2C
MATH5331 Topics in Geometry (Alt)**	6	A: Familiarity with metric spaces (e.g., MATH4061 or equivalent) and differential geometry (e.g., MATH4068 or equivalent). Please consult with the coordinator for further information.	S2C
MATH5340 Topics in Topology*	6	A: Familiarity with metric spaces (e.g., MATH4061 or equivalent) and algebraic topology (e.g., MATH4311 or equivalent). Please consult with the coordinator for further information.	S2C
MATH5341 Topics in Topology (Alt)**	6	A: Familiarity with metric spaces (e.g., MATH4061 or equivalent) and algebraic topology (e.g., MATH4311 or equivalent). Please consult with the coordinator for further information.	S2C
MATH5410 Special Topics in Applied Mathematics *	6	A: Familiarity with the methods of classical applied mathematics (e.g., MATH4412) and the ability to write code and numerical schemes to solve standard applied mathematical problems (e.g., MATH4411 or equivalent). Please consult with the coordinator for further information.	S2C
MATH5411 Special Topics in Applied Mathematics (Alt)**	6	A: Familiarity with the methods of classical applied mathematics (e.g., MATH4412) and the ability to write code and numerical schemes to solve standard applied mathematical problems (e.g., MATH4411 or equivalent). Please consult with the coordinator for further information.	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
MATH5420 Deterministic and Stochastic Systems*	6	A: Familiarity with the methods of classical applied mathematics (e.g., MATH4412) and some experience of probabilistic systems (e.g., STAT3021, MATH4311 or equivalent). Please consult with the coordinator for further information.	S2C
MATH5421 Deterministic and Stochastic Systems (Alt)**	6	A: Familiarity with the methods of classical applied mathematics (e.g., MATH4412) and some experience of probabilistic systems (e.g., STAT3021, MATH4311 or equivalent). Please consult with the coordinator for further information.	S2C
MATH5430 Mathematical Models of Natural Phenomena*	6	A: Familiarity with the modelling and analysis using differential equations (e.g., MATH3063, MATH4063, MATH3078, MATH4078 or MATH4074) and the ability to write code and numerical schemes to solve standard applied mathematical problems (e.g., MATH4076 or MATH3076 or MATH4411 or equivalent). Please consult with the coordinator for further information.	S1C
MATH5431 Mathematical Models of Natural Phenomena (Alt)**	6	A: Familiarity with the modelling and analysis using differential equations (e.g., MATH3063, MATH4063, MATH3078, MATH4078 or MATH4074) and the ability to write code and numerical schemes to solve standard applied mathematical problems (e.g., MATH4076 or MATH3076 or MATH4411 or equivalent). Please consult with the coordinator for further information.	S1C
MATH5550 Optimal Control and Game Theory*	6	A: At least 6 credit points of (2000-level Advanced Mathematics or 3000-level Advanced Mathematics or 4000-level Mathematics units) or equivalent. <i>This unit is only available in even years.</i>	S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
MATH5551 Stochastics and Finance**	6	A: Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent. <i>This unit is only available in odd years.</i>	S1C
OLET5602 Computational Analysis for omics Data	2	A: Experience with at least 1 programming language. Basic computational and statistical concepts. Basic knowledge of molecular biology.	S2CIAU
OLET5604 Health Literacy for Better Lives	2		S1CIAP S2CISE
OLET5606 Data Wrangling	2	A: Basic exploratory data analysis, basic coding in R.	S2CIJL
OLET5608 Linear Modelling	2	A: Exploratory data analysis, sampling, simple linear regression, t-tests and confidence intervals. Ability to perform data analytics with coding, basic linear algebra. E.g.: DATA1001 and OLET5606 (Data wrangling).	S1CIMY
OLET5610 Multivariate Data Analysis	2	A: OLET1601 Analysing and Plotting Data: R.	S2C
OLET5616 Experimental Design for Life Sciences	2	A: It is expected students have had exposure to introductory statistics from prior learning.	S1CIMY
OLET5618 History of Research Ethics	2	A: Students should have a basic understanding about current methods for conducting scientific and medical research, the ethical challenges that could potentially affect investigators while they are conducting their research, presenting their research publicly, or advising government bodies or private business about the outcomes of their research.	S1CIMR
PHYS5011 Nuclear Physics	6		S1C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
PHYS5012 Radiation Physics and Dosimetry	6	N: PHYS5001.	S1C
PHYS5020 Computation and Image Processing	6	N: PHYS5007.	S2C
PHYS5121 HDR Advanced Electrodynamics and Photonics	6	N: PHYS4121	S1C
PHYS5122 HDR Astrophysics and Space Science	6	N: PHYS4122	S1C
PHYS5123 HDR General Relativity and Cosmology	6	N: PHYS4123	S2C
PHYS5124 HDR Physics of the Standard Model	6	N: PHYS4124	S2C
PHYS5125 Quantum Field Theory	6	N: PHYS4125	S1C
PHYS5126 HDR Quantum Nanoscience	6	N: PHYS4126	S2C
SCIE5001 Science HDR Internship Experience	6	A: Must be enrolled in a Higher Degree by Research (HDR) at the Faculty of Science. Assumed knowledge will vary according to internships projects offered. These will be listed as part of the application process. P: Satisfactorily passing Year 1 candidature milestones.	S1CRR1; S1CRR2; S2CRR3; S2CRR4
SCIE5002 Managing your Science Career	6		TBC
SCIE5004 Learning in STEMM in Higher Education	6		TBC
STAT5002 Introduction to Statistics	6	A: HSC Mathematics.	S1C S2C

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
STAT5003 Computational Statistical Methods	6	P: STAT5002 Departmental Permission required for this unit.	S1C S2C
STAT5610 Advanced Inference*	6	A: Familiarity with probability theory at 4000 level (e.g., STAT4211 or STAT4214 or equivalent) and with statistical modelling (e.g., STAT4027 or equivalent). Please consult with the coordinator for further information. <i>This unit is only available in even years.</i>	S2C
STAT5611 Statistical Methodology**	6	A: Familiarity with probability theory at 4000 level (e.g., STAT4211 or STAT4214 or equivalent) and with statistical modelling (e.g., STAT4027 or equivalent). Please consult with the coordinator for further information. <i>This unit is only available in odd years.</i>	S1C
SUST5002 Food and Water Security	6	This unit of study involves essay and blog writing and group work. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.	S2C
Note: *Unit offered in even years. **Unit offered in odd years.			

Submission To	Academic Board
Date	21 July 2020
Item No	11.1

Non-Confidential

Proposal Title	Academic Board Guideline – Grade Descriptors
Recommendation	That the Academic Board approve the publication of the Academic Board Guideline - Grade Descriptors.
Proposal Presenter	Alyssa White, Manager Governance (Senate and Academic Board)
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Secretariat</div> <div style="margin: 0 10px;">→</div> <div style="background-color: #f08080; border: 1px solid black; padding: 5px; margin: 5px;">Academic Board</div> </div>

EXECUTIVE SUMMARY

The Academic Board Guideline - Grade Descriptors lists the various codes that are in use or have historically be used for student results. The Flexis grades provided were in use until 31 December 2014.

It is recommended that the document be made available on the website for students to reference.

IMPLEMENTATION

If approved by the Academic Board, the Guideline will be published on the Academic Board Standards and Guidelines website.

Approver	Manager Governance (Senate and Academic Board)
Proposal Sponsor	Manager Governance (Senate and Academic Board)

ATTACHMENTS

Attachment 1 Academic Board Guideline - Grade Descriptors



THE UNIVERSITY OF
SYDNEY

ACADEMIC BOARD GUIDELINE

GRADING

85 and over
75 to 84
65 to 74
50 to 64

HIGH DISTINCTION
DISTINCTION
CREDIT
PASS

FLEXSIS CODE

SYDNEY STUDENT CODE

RESULT CODE DESCRIPTION

A	PX	PASS (A, B, C SCALE)
AF	AF	ABSENT - FAIL
AX	AX	ABSENT - FAIL, SUPPLEMENTARY EXAMINATION AWARDED
B	PY	PASS (A, B, C SCALE)
C	PZ	PASS (A, B, C SCALE)
CP	CP	CONCESSIONAL PASS
CR	CR	CREDIT
CRA	CA	CREDIT (AEGROTAT)
D	DI	DISTINCTION
DA	DA	DISTINCTION (AEGROTAT)
DF	DF	DISCONTINUED - FAIL
DISC	DS	DISCONTINUED
DNF	DC	DISCONTINUED - NOT TO COUNT AS FAILURE
DP	DP	DISCONTINUED WITH PERMISSION
E	EX	EXEMPT
EH1	K1	EQUIVALENT TO HONOURS CLASS I
EH21	K2	EQUIVALENT TO HONOURS CLASS II, DIVISION 1
EH22	K3	EQUIVALENT TO HONOURS CLASS II, DIVISION 2
EH3	K4	EQUIVALENT TO HONOURS CLASS III
F	FA	FAIL
FMP	FP	FAIL, MAY PROCEED
FR	FR	FAILED REQUIREMENTS
H1	1H	HONOURS CLASS I
H1M	1M	HONOURS CLASS I AND UNIVERSITY MEDAL
H1MS	M2	HONOURS CLASS I AND UNIVERSITY MEDAL (SHARED)
H21	2U	HONOURS CLASS II, DIVISION 1
H22	2L	HONOURS CLASS II, DIVISION 2
H3	3H	HONOURS CLASS III
HD	HD	HIGH DISTINCTION
HSAT	HS	HIGHLY SATISFACTORY
INC	IC	INCOMPLETE
INEL	IE	INELIGIBLE
M	TO	TERMINATING PASS, OPTIONAL SUPPLEMENTARY EXAMINATION
MC	TS	TERMINATING PASS, SUPPLEMENTARY EXAMINATION (CONCESSIONAL)
MINC	J2	INCOMPLETE
NE	NE	NOT EXAMINABLE
OUTS	OU	OUTSTANDING
P	PS	PASS
PA	PA	PASS (AEGROTAT)
PC	PC	PASS WITH CREDIT
PCON	PN	PASS (CONCESSIONAL)
PH	PH	PASS AT HONOURS LEVEL
PM	PM	PASS WITH MERIT
R	SR	SATISFIED REQUIREMENTS
RINC	RI	INCOMPLETE
SATS	SA	SATISFACTORY
T	TP	TERMINATING PASS
TC	TC	TERMINATING PASS (CONCESSIONAL)
UCN	UC	UNIT OF STUDY CONTINUING
USAT	US	UNSATISFACTORY
X	SU	FAIL - SUPPLEMENTARY EXAMINATION AWARDED
XC	FS	FAIL - CONCESSIONAL SUPPLEMENTARY EXAMINATION
XTCA	SC	SUPPLEMENTARY EXAMINATION TO COUNT AS ANNUAL



THE UNIVERSITY OF
SYDNEY

HOLOGRAM
HERE

GRADING

85 and over
75 to 84
65 to 74
50 to 64

HIGH DISTINCTION
DISTINCTION
CREDIT
PASS

**FLEXSIS
CODE**

**SYDNEY STUDENT
CODE**

RESULT CODE DESCRIPTION

A	PX	PASS (A, B, C SCALE)
AF	AF	ABSENT - FAIL
AX	AX	ABSENT - FAIL, SUPPLEMENTARY EXAMINATION AWARDED
B	PY	PASS (A, B, C SCALE)
C	PZ	PASS (A, B, C SCALE)
CP	CP	CONCESSIONAL PASS
CR	CR	CREDIT
CRA	CA	CREDIT (AEGROTAT)
D	DI	DISTINCTION
DA	DA	DISTINCTION (AEGROTAT)
DF	DF	DISCONTINUED - FAIL
DISC	DS	DISCONTINUED
DNF	DC	DISCONTINUED - NOT TO COUNT AS FAILURE
DP	DP	DISCONTINUED WITH PERMISSION
E	EX	EXEMPT
EH1	K1	EQUIVALENT TO HONOURS CLASS I
EH21	K2	EQUIVALENT TO HONOURS CLASS II, DIVISION 1
EH22	K3	EQUIVALENT TO HONOURS CLASS II, DIVISION 2
EH3	K4	EQUIVALENT TO HONOURS CLASS III
F	FA	FAIL
FMP	FP	FAIL, MAY PROCEED
FR	FR	FAILED REQUIREMENTS
H1	1H	HONOURS CLASS I
H1M	1M	HONOURS CLASS I AND UNIVERSITY MEDAL
H1MS	M2	HONOURS CLASS I AND UNIVERSITY MEDAL (SHARED)
H21	2U	HONOURS CLASS II, DIVISION 1
H22	2L	HONOURS CLASS II, DIVISION 2
H3	3H	HONOURS CLASS III
HD	HD	HIGH DISTINCTION
HSAT	HS	HIGHLY SATISFACTORY
INC	IC	INCOMPLETE
INEL	IE	INELIGIBLE
M	TO	TERMINATING PASS, OPTIONAL SUPPLEMENTARY EXAMINATION
MC	TS	TERMINATING PASS, SUPPLEMENTARY EXAMINATION (CONCESSIONAL)
MINC	J2	INCOMPLETE
NE	NE	NOT EXAMINABLE
OUTS	OU	OUTSTANDING
P	PS	PASS
PA	PA	PASS (AEGROTAT)
PC	PC	PASS WITH CREDIT
PCON	PN	PASS (CONCESSIONAL)
PH	PH	PASS AT HONOURS LEVEL
PM	PM	PASS WITH MERIT
R	SR	SATISFIED REQUIREMENTS
RINC	RI	INCOMPLETE
SATS	SA	SATISFACTORY
T	TP	TERMINATING PASS
TC	TC	TERMINATING PASS (CONCESSIONAL)
UCN	UC	UNIT OF STUDY CONTINUING
USAT	US	UNSATISFACTORY
X	SU	FAIL - SUPPLEMENTARY EXAMINATION AWARDED
XC	FS	FAIL - CONCESSIONAL SUPPLEMENTARY EXAMINATION
XTCA	SC	SUPPLEMENTARY EXAMINATION TO COUNT AS ANNUAL



THE UNIVERSITY OF
SYDNEY

ORIGINAL

Submission To	Academic Board
Date	21 July 2020
Item No	11.2

Non-Confidential

Proposal Title	Pilot of curriculum approval submission templates
Recommendation	That the Academic Board approve the pilot of the Curriculum Suspension and Deletion Template and the Minor Course Amendment Template.
Proposal Presenter	Alyssa White, Manager Governance (Senate and Academic Board)
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Secretariat</div> <div style="margin: 0 10px;">→</div> <div style="background-color: #e06666; padding: 5px; margin: 5px;">Academic Board</div> </div>

EXECUTIVE SUMMARY

Two submission templates have been developed by the Secretariat in consultation with relevant stakeholders, the *Curriculum Suspension and Deletion Template* and the *Minor Course Amendment Template*. To ensure these templates are fit for purpose, it is recommended that the templates be approved for use in a pilot phase, so that user feedback may be incorporated into the development of final versions for presentation to a future meeting of the Academic Board for approval.

PURPOSE OF TEMPLATES

The submission templates, the *Curriculum Suspension and Deletion Template* and the *Minor Course Amendment Template*, have been developed to clarify the approval process and submission requirements for suspensions and deletions, and minor course amendments respectively.

The intention is that the templates will address common issues related to the submissions process and simplify submission by consolidating the required paperwork; improve clarity around curriculum approval pipelines; and include additional questions suggested by stakeholders to ensure all relevant information is obtained.

DETAILS OF TEMPLATES

1. Curriculum Suspension and Deletion Template

The *Curriculum Suspension and Deletion Template* (**Attachment 1**) has been developed in response to feedback from faculties/schools and PSUs, that the current process for course suspensions and deletions is unclear. At present, faculties are required to submit a full course management template for all course deletion requests through UE SCSPC, UE and then to the AB Committees, noting that courses must first be suspended before they can be deleted. Much of the information in the full course management template is unnecessary and cumbersome for the Faculty to produce.

The updated template seeks to clarify that both requests for suspension and deletion are to progress through UE SCSPC, UE and to the AB committees, unless the course or curriculum component identified for suspension or deletion meets the criteria for low load (<50 for UG and <20 for PG), in which case the proposal would proceed directly from Faculty level to the Academic Board committees.

It was determined that a new template be introduced as a condensed version of the current course management template, reducing the paperwork to only key information pertinent to suspensions and provides faculties/schools with the following options:

- suspend a course or curriculum component (e.g. major, minor, program) for future review;
- suspend a course or curriculum component (e.g. major, minor, program) for future deletion; and
- delete an already suspended course or curriculum component.

The new template will also enable better tracking of suspended courses and enable periodic review of suspended courses for deletion as appropriate.

Submission To	Academic Board
Date	21 July 2020
Item No	11.2

Non-Confidential

2. Minor Course Amendment Template

The *Minor Course Amendment Template* (**Attachment 2**) is an updated form that combines the existing coversheet and minor course amendment form into one document and includes questions to determine the impact of changes to units of study on AQF compliance.

PILOT IMPLEMENTATION

The Secretariat will contact faculty curriculum teams to garner interest in participation in the pilot and supply copies of the pilot templates. Participants will be invited to use the template in their next relevant submission to the governance committees, and provide user experience feedback to the Secretariat. The feedback received will be incorporated in the final versions of the templates for presentation to Academic Board for approval.

The pilot phase presents an opportunity for wider consultation by inviting feedback from the users of the form (i.e. faculty/school academics and curriculum staff). Feedback will also be sought from the Chairs of the Undergraduate Studies Committee, Graduate Studies Committee and Academic Board to ascertain the perspective of proposal reviewers.

CONSULTATION

The *Curriculum Suspension and Deletion Template* has been developed in consultation with the Education Portfolio, Academic Model, Compliance and select faculty curriculum staff to ensure that the necessary information required to operationalise suspension and deletions is appropriately captured in the form.

The *Minor Course Amendment Template* has been developed in consultation with the Chair, Academic Board, and the Academic Model for unit of study and AQF compliance content.

The pilot will form an additional phase of consultation with users and reviewers to ensure the templates are fit for purpose.

Approver	Manager Governance (Senate and Academic Board)
Proposal Sponsor	Manager Governance (Senate and Academic Board)

ATTACHMENTS

Attachment 1 Curriculum Suspension and Deletion Template

Attachment 2 Minor Course Amendment Template



Non-Confidential

Submission To	[Committee name]
Date	[meeting date]
Item No	[Secretariat use only]

CURRICULUM SUSPENSION AND DELETION TEMPLATE

Name of Curriculum Component	[insert course/stream/major/minor/specialisation/program]
Purpose	<input type="checkbox"/> Suspension with intention to delete <input type="checkbox"/> Suspension with potential to review <input type="checkbox"/> Deletion (if currently suspended – complete Appendix A)
Recommendation	That the [Academic Board Committee] endorse the recommendation that Academic Board approve: 1. 2. 3.
School/Department	
Faculty	
Proposal Presenter	[insert academic staff member presenting the proposal]
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Education Committee <<date>></div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Faculty Board <<date>></div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">UE SCSPC*</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">UE*</div> </div> <div style="display: flex; align-items: center; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">BIS*</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">USC/GSC</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">AB</div> </div> <p><small>* if required</small></p>
List of Affected Courses	
Course codes:	
Course Type	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate coursework <input type="checkbox"/> Postgraduate research <input type="checkbox"/> Sydney Professional Certificate
Other Faculties	Does the curriculum component identified for suspension/deletion include interdisciplinary units? <input type="checkbox"/> Yes <input type="checkbox"/> No
Embedded sequence	Is this curriculum component part of an embedded sequences? <input type="checkbox"/> Yes <input type="checkbox"/> No
Operational Impact Assessment	Does the curriculum component identified for suspension/deletion have fewer than 50 FTE enrolments (for UG) or fewer than 20 FTE enrolments (for PG)? <input type="checkbox"/> Yes <input type="checkbox"/> No
Last Semester Intake	Domestic: _____ International: _____

Commented [AW1]: Please complete this form to request suspension and/or deletion of a course/stream/component.

Commented [AW2]: Courses with interdisciplinary units must also be presented to the BIS.

Review by UE SCSPC and UE may be waived in certain circumstances if the course does not meet the operational impact criteria.

Commented [AW3]: If yes, please include an attachment with evidence of consultation with other faculties in your submission.

Commented [AW4]: If yes, please list all the embedded degrees impacted by this course deletion.

Commented [AW5]: If yes, the proposal meets the criteria for a waiver of the UE SCSPC and UE stages of review.

Commented [AW6]: Insert the last semester intake under the existing resolutions



Submission To	[Committee name]
Date	[meeting date]
Item No	[Secretariat use only]

Non-Confidential

Current students	Are there any continuing (enrolled) students or suspended students in the curriculum component? <input type="checkbox"/> Yes <input type="checkbox"/> No	
	If yes, are there international students who are currently undertaking foundation or English language studies and planning to take this curriculum component e.g., students who received a package offer? <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Has consultation been undertaken with Sydney Future Students regarding the numbers of applications or offers in progress? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Impact on existing policies and rules	Will the suspension or deletion of the course or component impact any rules or policies that may require amendments based on the suspension? (e.g. HDR Rule, PPR for HDR Students Policy, Coursework policy) <input type="checkbox"/> Yes <input type="checkbox"/> No	
	If yes, please list here	
External registration codes (if applicable)	Is the course currently CRICOS registered? Please list current registration number.	
	When will the course need to be de-registered?	[insert date]
Course Closure Administration (if applicable)	Proposed date for course closure in SITS: [insert date] Proposed date for fees to cease to be assigned to this course in SITS: [insert date]	

Commented [AW7]: Contact the Compliance Team for enquiries at lianty.ng@sydney.edu.au

Commented [AW8]: Contact the Academic Model team for queries related to SITS at charlie.foxlee@sydney.edu.au

EXECUTIVE SUMMARY

[The executive summary is an overview designed to be read alone without the accompanying report. It must be a succinct statement that provides a brief outline of the paper, the expected outcomes and recommendations, i.e., what do you want the Committee to decide and why as a result of your submission.]

RATIONALE

[Use this space to a maximum of half a page]

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

[Please provide accreditation status and list for any course and embedded course and third-party agreements impacted... Are there any additional compliance issues to be considered relating to third party engagement as pertaining to the suspension/deletion of this course or curriculum component?]

CONSULTATION AND COMMUNICATIONS

[Describe the consultation undertaken with internal stakeholders, including faculties and relevant business units AND the plan to be implemented to communicate the decision to all appropriate parties, including students and any external accrediting bodies.]

RISKS AND BENEFITS

Page 2 of 4

This template is in pilot form – any feedback is encouraged via alyssa.white@sydney.edu.au

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung



Submission To	[Committee name]
Date	[meeting date]
Item No	[Secretariat use only]

Non-Confidential

[Analyse the risks and benefits associated with the proposal. Explain how the risks will be managed and what benefits will be achieved.]

TRANSITIONAL ARRANGEMENTS

[If the proposed suspension or deletion will affect students who are currently enrolled, include details of any transitional arrangements.]

APPROVALS

Dean Date: __/__/__

Faculty General Manager Date: __/__/__

Deputy Vice-Chancellor (Education) Date: __/__/__

Divisional Finance Director Date: __/__/__

Executive Director,
Sydney Future Students Date: __/__/__

Director,
Student Operations Date: __/__/__

Library Director Date: __/__/__

Approver	(insert name and position)
Faculty/Proposal Sponsor	(insert name and position)



Submission To	[Committee name]
Date	[meeting date]
Item No	[Secretariat use only]

Non-Confidential

ATTACHMENTS

Attachment 1 NAME

Attachment 2 NAME

APPENDIX A

[Complete this appendix for course deletions.]

Consultation with the Institutional Analytics and Planning team has taken place to review the financial viability and strategic ramifications for the deletion of this course.

Director,
Institutional Analytics and Planning

Date: __/__/____



Non-Confidential

Submission To	[AB Committee name]
Date	[meeting date]
Item No	[Secretariat use only]

MINOR COURSE AMENDMENT TEMPLATE

Award Course Name	[insert name of award course(s) impacted by proposal]
Award Course Code	[insert name of award course code(s)]
Recommendation	That the [Academic Board Committee] endorse the recommendation that Academic Board approve the proposal from the [Faculty/University School] to amend the [course/s] and subsequent amendments to the [course resolutions and/or unit of study tables], with effect from [implementation date].
Proposed Implementation Date	[insert proposed implementation date]
Proposal Presenter	[insert academic staff presenting the proposal]
Consultation Pipeline	<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Faculty Board <<Date>></div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Board of Interdisciplinary Studies* <<Date>></div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Undergraduate/ Graduate Studies Committee**</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Academic Board</div> </div> <p><i>*if required</i></p>
Submission Within Approval Deadlines	<p>Is this submission within approval deadlines?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
AQF Compliance	<p>If the proposal includes new units of study or a change to an existing unit of study, complete the following section.</p> <p>Is this a new unit of study or a change to an existing unit of study?</p> <p><input type="checkbox"/> New unit of study <input type="checkbox"/> Change to an existing unit of study</p> <p>Are all amended units of study valued at 6 credit points?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does this proposal necessitate changes to the mode of delivery of the award course as already approved?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What changes are involved in this proposal? Tick all that apply.</p> <p><input type="checkbox"/> Changes to core or compulsory units of study</p> <p><input type="checkbox"/> Changes to a stream</p> <p><input type="checkbox"/> Changes to a major</p> <p><input type="checkbox"/> Changes to a minor</p> <p><input type="checkbox"/> Changes to a program</p> <p><input type="checkbox"/> Changes to honours</p> <p><input type="checkbox"/> Changes to specialisation</p> <p><input type="checkbox"/> Changes to advanced coursework</p> <p>Does this proposal significantly alter the curriculum of any unit of study?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the amended course still map to the approved AQF learning outcomes?</p>

Commented [AW1]: The specific recommendation(s) required to be made by the Committee. Recommendations should be standalone so that if they are read in isolation of the paper (as they will in minutes or extracts) the recommendation makes sense. Please refer to guidelines on writing recommendations (Appendix A).

Commented [AW2]: These should fall within predetermined submission deadlines, see Teaching Support [website](#).

Commented [AW3]: Please note amendments to admission requirements require the endorsement of the Admissions Subcommittee prior to submission to the Undergraduate/Graduate Studies Committee

Commented [AW4]: Responsibilities of BIS include the supervision of cross-faculty qualifications listed in the related Senate resolutions; academic oversight of the Bachelor of Advanced Studies; academic oversight of the Open Learning Environment; and academic oversight of the shared pool (Table S).

Commented [AW5]: If no, please contact the Secretariat for an Out of session approval form

Commented [AW6]: If no, please complete and attached a new [AQF compliance checklist](#)



Submission To	[AB Committee name]
Date	[meeting date]
Item No	[Secretariat use only]

Non-Confidential

	<input type="checkbox"/> Yes <input type="checkbox"/> No Does the delivery of any new / amended unit of study involve a third-party agreement? <input type="checkbox"/> Yes <input type="checkbox"/> No
Combined Courses	Does this change affect any courses that are combined with this course? If so, please list all courses.

EXECUTIVE SUMMARY

[The executive summary is an overview designed to be read alone. It must be a succinct statement that provides a brief outline of the proposed amendment(s).]

RATIONALE

[Provide a statement setting out the reasons for the amendment(s) or approval(s) including all relevant background information. Provide specific references from the relevant Resolutions of the Faculty or Course Resolutions and clearly indicate where the proposed change is being made. Use this space to a maximum half a page.]

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

[Please provide accreditation status and list for any course and embedded course and third-party agreements impacted. Are there any additional compliance issues to be considered relating to third party engagement as pertaining to this proposal?]

CONSULTATION AND COMMUNICATIONS

[Describe the consultation undertaken with internal stakeholders, including faculties and relevant business units AND the plan to be implemented to communicate the decision to all appropriate parties, including students and any external accrediting bodies.]

RISKS AND BENEFITS

[Analyse the risks and benefits associated with the proposal. Explain how the risks will be managed and what benefits will be achieved.]

TRANSITIONAL ARRANGEMENTS

[If the proposed amendment(s) will affect students who are currently enrolled, include details of any transitional arrangements.]

SIGNATURE OF DEAN

Signature of Dean

Date: __/__/____



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Submission To	[AB Committee name]
Date	[meeting date]
Item No	[Secretariat use only]

Approver	(insert name and position)
Faculty Sponsor	(insert name and position)

ATTACHMENTS

Minor course amendments typically involve changes to resolutions (course, Faculty/School, Senate) and/or to unit of study tables. Please indicate with [X] the relevant box(es) to indicate any additional attachments to this minor course amendment:

- ☐ CMS mark-up pdf of resolution/s indicating amendment(s)
- ☐ Unit of study table with amendments marked up using ~~strike through~~ and underline
- ☐ Other relevant documentation

Attachment 1 NAME
Attachment 2 NAME
Attachment 3 NAME

Commented [AW7]: Include all resolutions that are impacted by the amendment including course resolutions and/or faculty resolutions and/or Senate resolutions



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Date	[meeting date]
Item No	[Secretariat use only]

Non-Confidential

Appendix A: Guide to writing recommendations

This guide outlines the step-by-step procedure for writing recommendations for inclusion in proposals submitted to Academic Board committees.

The purpose of a recommendation is to convey clearly what action the committee is being asked to take with respect to the paper, proposal, or report being considered. This is important as it determines the decision the committee will make with respect to the proposal. Actions typically requested of committees include:

- approve
- endorse
- note

The intention as stated in the recommendation must embody the proposer's intention as expressed in the Purpose (in the Paper details panel, centre top of the coversheet) and the Executive Summary; and must be congruent with the intended approval pathway of the submission's review and consideration.

For instance:

- The Undergraduate Studies Committee and Graduate Studies Committee do not approve curriculum change proposals, but endorse them for Academic Board approval.
- Course reviews can be approved by the Academic Quality Committee and are noted by Academic Board.
- Academic Standards and Policy Committee recommends that Academic Board approve a new or amended policy.

If unsure of the relevant delegated authority of a committee, consult the relevant Terms of Reference.

Whilst the recommendation outlines the action requested of the committee, the resolution is the record of the committee's decision about the submission (i.e., paper, proposal, or report etc.). The recommendation should be written bearing in mind that if the committee agrees to the requested action, this will be reflected both in the resolution to appear in the committee's minutes and in its report to Academic Board.

Aim for clarity of the intended action and the content to be reviewed by the committee. For instance, the following example outlines several matters that the committee is asked to provide feedback on:

RECOMMENDATION

That the Academic Quality Committee consider and provide feedback on the options for improving the University's thesis examination times, in particular:

1. providing incentives to ensure supervisors complete the examiner nomination form before the thesis submission date;
2. transitioning from three examiners to two for doctoral degrees;
3. amending the University of Sydney (Higher Degree by Research) Rule 2011 to:
 - a. require PhD candidates to complete within 16 research periods;
 - b. establish an expected thesis submission date of 14 research periods;
 - c. establish a candidature time limit of 10 years;
4. developing a data management tool for measuring average turnaround times (by examiner);
5. changing the default mode of examination from the current review model to an oral, or viva-voce examination.

For curriculum change proposals:

- state which faculty, University school or administrative unit is making the request of the committee.



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- state which award course, policy, or other university regulation is proposed for creation or amendment. Where a new course proposal or course amendment proposal refers to embedded courses, an embedded or articulated sequence, the recommendation needs to name all award courses for amendment.

In the case of curriculum change proposals, state what is to be amended, i.e., whether course resolutions (and consequent changes to faculty and Senate resolutions), faculty or Senate resolutions, and/or unit of study tables related to the award course are to be amended as a result of the proposal.

State the date on which the amendments will come into effect. This is usually, although not always, 1 January of the following year.

¶
RECOMMENDATION¶
¶
That the Undergraduate Studies Committee recommend that Academic Board:¶
1.→ approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.¶
¶

Number the actions according to their relevance to the proposal's progression along the approval path, for instance, approve, endorse, provide feedback on, discuss, note. The following example lists 'note' before 'endorse' as it was deemed necessary to establish a governance framework for the type of credential being developed before the establishment and development of the specific course to be offered.

¶
RECOMMENDATION¶
¶
That the Academic Standards and Policy Committee:¶
1.→ note the discussion paper on the framework for the governance and approval of accredited micro-credentials; and¶
2.→ endorse the proposal to establish a Sydney Professional Certificate (noting that a full proposal will be submitted via the University's course approval process).¶
¶

If unclear about which actions and their order of execution are intended, consult with the proposal's author.



THE UNIVERSITY OF
SYDNEY

REQUEST FOR APPROVAL OUT OF SESSION

This approval was received outside of the published approval deadlines; it is requested that the Committee review the proposal due to the following needs:

1. Strategic imperative of the proposal for the University (link to [2016-2020 Strategic Plan](#))
☐ Yes ☐ No *If yes, please detail.*

2. External/industry requirements
☐ Yes ☐ No *If yes, please detail.*

3. Other reason/s for the request for out of session approval.

SUMMARY

Detail the circumstances affecting the late submission of this proposal



THE UNIVERSITY OF
SYDNEY

APPROVALS

The approval of the Dean, Deputy Vice-Chancellor (Education), Vice-Principal (Operations) and Provost and Deputy Vice-Chancellor in support of the extenuating circumstances/rationale for out of session review.

Signature of Dean Date: __/__/____

Signature of DVC Education Date: __/__/____

Signature of VP (Operations) or delegate Date: __/__/____

Signature of Provost and Deputy Vice-Chancellor Date: __/__/____



Submission To	Academic Board
Date	21 July 2020
Item No	11.3

Non-Confidential

Proposal Title	SAGE Program Report
Recommendation	That the Academic Board note the SAGE Program Report
Proposal Presenter	Professor Renae Ryan & Associate Professor Anthony Masters
Consultation Pipeline	<div>Academic Board</div>

EXECUTIVE SUMMARY

The purpose of the SAGE Program Report is to provide with an update on developments since the last Report to the Board in November 2019.

SAGE PROGRAM UPDATE

A major milestone for SAGE was the [Official presentation](#) of the [SAGE Athena SWAN Institutional Bronze award](#) in Adelaide in February, acknowledging the work of the University community to promote gender equity and diversity and inclusion. During the secondment of Chris Angwin to SAGE (first quarter 2020), a communications and engagement plan was developed including the March [SAGE Newsletter](#) and updated [SAGE intranet](#).

Due to COVID-19 austerity measures, SAGE's 2020 budget has been significantly reduced and the 2020 work plan has been and will continue to be reviewed to deliver as much of the SAGE work as possible.

The SAGE team are working closely with our key partners including the Culture Strategy team, HR, the Provost's team and Heads of Schools to continue the progress of the Bronze Award Action Plan implementation and to engage across the University (including with non-STEMM leadership).

The timeline of the Action Plan has been adjusted to match the extended period from (4 to 5 years as determined by SAGE the National Office in response to COVID-19). Implementation is still progressing well and of our 89 Actions:

- 21 are complete
- 62 are in progress
- 6 not yet started (including 3 that we will most likely remove).

The austerity measures have resulted in a pause in the roll-out of the Childcare Strategy and have also had an impact on many of the EDI initiatives led by HR including the face-to-face Inclusion in Action training. In good news, an online version is in development with the provider and should be available shortly. This will facilitate a key deliverable of the [SAGE Action Plan](#), including targets for Academic Board Nominees to complete this training (75% completion rate by 2022 for current members and 75% within 1 year for new members).

SAGE SELF-ASSESSMENT TEAM

The SAGE Self-Assessment Team (SAT II) has been reformed after an extensive all-staff EOI selection process. The new SAT has 25 members (including 10 members continuing from the initial SAT) who represent a very diverse group of engaged academic and professional staff. The SAT will be responsible for monitoring the implementation of the current Action Plan and preparing for the Application for the next Athena SWAN Award (see below).

Submission To	Academic Board
Date	21 July 2020
Item No	11.3

Non-Confidential

CHANGES TO THE SAGE/ATHENA SWAN SILVER AWARD PATHWAY

SAGE have released the design of their “Pathway from Bronze to Silver Athena SWAN Award” which has been approved by Advance HE (who administer Athena SWAN in the UK) and there are several changes compared to the UK system, summarised below:

- There will be no Departmental Awards (in contrast to the UK system)
- Bronze Awards will now be valid for 5 years (instead of 4). This means that our Silver Application (or Bronze renewal) will be due March 2025, and we may be able to submit from March 2024, if we are ready.
- The proposed Pathway to Silver design will require:
 - Identification of 5x Key Priority Areas (KPAs) from our Bronze Action Plan for Gender Equity Diversity & Inclusion (GEDI)
 - At least 1 of the KPAs has to be an organisation-wide barrier to a universal GEDI challenge
 - At least 1 of the KPAs has to be an organisation sub-unit with specific GEDI challenges (i.e. a School or MDI)
 - The other 3 KPAs can be either organisation-wide or sub-unit specific
 - 5 x Progress and Impact Reports (Report) on each of the KPAs needs to be submitted for peer review assessment during the life of Action Plan (up to 5 years)
 - SAGE Cygnet Awards will be conferred as each Report (on a KPA) is certified by SAGE (following a peer-review process)
- Once 5 Cygnet Awards have been received – an organisation can submit a SAGE/Athena SWAN Silver Award Application
- Technical detail about the Cygnet Award applications and the new Silver Application to follow – estimated by September

The current Bronze Award Action Plan already falls into 5 themes and the SAT will develop 5 KPAs for the Cygnet Awards which will align with the delivery of the Action Plan. Once 5 Cygnet Awards have been achieved the University will apply for a Silver Award (or Bronze renewal). This will include evidence of implementation of the whole Action Plan, but the progress already documented in the Cygnet Awards does not need to be reproduced.

In essence, the proposed design spreads the Silver Award process over several years and highlights the need to continue to build the momentum of SAGE and start planning now for how the University will manage the Cygnet Award process and future accreditation applications.

Approver	Professor Renae Ryan
Proposal Sponsor	Associate Professor Anthony Masters



Non-Confidential

Submission To	Academic Board
Date	21 July 2020
Item No	11.4

Proposal Title	Indigenous Strategy Academic Board Working Group
Recommendation	That the Academic Board 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 – <i>One Sydney, Many People</i> .
Proposal Presenter	Professor Lisa Jackson Pulver AM, Deputy Vice-Chancellor, Indigenous Strategy and Services & Chair, Academic Board, Associate Professor Anthony Masters
Consultation Pipeline	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Academic Board</div>

EXECUTIVE SUMMARY

The 2020 *Unfinished Business* Action Plan was created through a university-wide consultation process to conclude the outstanding priorities of the *Wingara Mura-Bunga Barrabugu* Strategy 2012-2016 and set the foundations for the new Indigenous strategy. The 2020 *Unfinished Business* Action Plan allowed us to identify and prioritise initiatives that could be implemented in the short-term and that will inform the development of the new Indigenous Strategy - *One Sydney, Many People*.

Strategic Focus

The four pillars of the 2020 *Unfinished Business* Action Plan have been enhanced and form the strategic focus areas of *One Sydney, Many People*.

- People – ensure that every member of the University community feels confident engaging in culturally responsive ways.
- Education and Research – embed Aboriginal and Torres Strait Islander Peoples knowledges, skills and understandings in teaching and research.
- Culture and Community – reflect Aboriginal and Torres Strait Islander cultural values throughout University policies, practices and relationships.
- Physical Environment – enhance environments in which we learn and work, so exchanges of knowledge and learning occur easily.

The *One Sydney, Many People* strategy is currently in the phase of co-design and consultation. It is recommended that staff and student representatives from the Academic Board form a working group with nominees from the Indigenous Strategy and Services portfolio and nominees of Associate Deans (Indigenous).

The role of the group would be to examine ways in which the Academic Board could contribute to the *One Sydney, Many People* strategy, with specific reference to enhancing and embedding activities already carried out by the Board, such as seeking to increase the pool of Indigenous and Torres Strait Islander Academic Board nominees.

IMPLEMENTATION

A draft composition for Academic Board feedback is as follows:

- Chair: Deputy Chair of Academic Board
- Chair of an Academic Board Committee
- 3 nominees of the Deputy Vice-Chancellor (Indigenous Strategy and Services)
- 3 Associate Deans (Indigenous) or nominees, including one from a University of Sydney School
- 2 Academic staff representatives of the Academic Board
- 1 undergraduate student representative of the Academic Board
- 1 postgraduate student representative of the Academic Board



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Submission To	Academic Board
Date	21 July 2020
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The final determination of membership will be made by the Chair of Academic Board in consultation with the Deputy Vice-Chancellor (Indigenous Services & Strategy). The working group will meet on a regular basis and present a report and recommendations to the Academic Board.

COMMUNICATION

Please send expressions of interest to be part of the working group to Alyssa White, Manager Governance (Senate and Academic Board) at alyssa.white@sydney.edu.au with a brief statement outlining your suitability by no later than **4 August**.

Approver	Associate Professor Tony Masters, Chair, Academic Board
Faculty/Proposal Sponsor	Professor Lisa Jackson Pulver AM, Deputy Vice-Chancellor, Indigenous Strategy and Services