Members Present: Prof Tony Masters (Chair, Academic Board); Prof Jane Hanrahan (Chair, Academic Standards & Policy Committee); A/Prof Wendy Davis (Chair, Academic Quality Committee); A/Prof Michael Kertesz (Chair, Graduate Studies Committee) A/Prof Helen Agus (Science (Life and Environmental Sciences)); A/Prof Tihomir Ancic (Arts & Social Sciences (Economics)); Arash Araghi (PG Student, Engineering); Prof Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Prof Simon Bronitt (Dean, Law); Prof Julie Cairney (Pro-Vice-Chancellor (Research - Enterprise and Engagement)); Tian You (David) Chen (Student, Science); Brendan Chow (UG Student, Science); Dr Stephen Clibborn (University of Sydney Business School); Dr Susan Coulson (Health Sciences); Tiernan Cross (Student, Conservatorium); A/Prof Steven Cumming (Health Sciences); Jake Davies (PG Student, Arts & Social Sciences); A/Prof Haryana Dhillon (Science (Psychology)); Prof Robyn Dowling (Head of School & Dean, Architecture, Design & Planning); Prof Alan Fekete (Engineering (Computer Science)); Dr Tom Goldfinch (Engineering (Civil)); Prof Mark Gorrell (Medicine & Health (Centenary Institute)); A/Prof Thomas Grewal (Medicine and Health (Pharmacy)); Angelina Gu (UG Student, Arts & Social Sciences); Priya Gupta (SRC, nominee); Prof Jason Harris (Law); Dr Daniela Helbig (Science, History & Philosophy of Science); A/Prof Elizabeth Hill (Arts & Social Sciences); 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 Annamarie Jagose (Dean, Arts & Social Sciences); Shervin Jivan (PG Student, Architecture, Design & Planning); A/Professor Craig Jin (Engineering, Electrical & Information Engineering); Patty Kamvounias (University of Sydney Business School); Dr Claudia Keitel (Science (Life and Environmental Sciences)); James Kite (Medicine & Health (Medical Sciences)); A/Prof Angela Knox (University of Sydney Business School); A/Prof Stuart Lane (Medicine & Health (Nepean Clinical School)); Nicole Hsin Lee (Student, Arts & Social Sciences); Minran Liu (Co-President, Sydney University Postgraduate Representative Association); Casper Lu (UG Student, Law); Dr Slade Matthews (Medicine & Health (Medical School)); Philip Kent (Director, University Libraries); Dr Anne Mai-Prochnow (Engineering (Chemical and Biomolecular Engineering)); Dr Carolyn McKay (Law); Sayan Mitra (PG Student, Science); Prof Richard Miles (Pro Vice-Chancellor (Education – Enterprise and Engagement)); A/Prof Rebekah Moles (Medicine & Health (Pharmacy)); Dr Stephen Mould (Conservatorium); A/Prof Lenka Munoz (Chair, Undergraduate Studies Committee); Roisin Murphy (SRC, nominee); Dr Shanika Nanayakkara (Medicine & Health (Dental School)); Brendon Nelson (Director, Student Administrative Services); A/Prof John O’Byrne (Science (Physics)); Ankita Patwardhan (Student, Science); Prof Philippa Pattison (Deputy Vice-Chancellor (Education)); Dr James Parkinson (Science (Mathematics & Statistics)); Dr Fernanda Penaloza (Arts & Social Sciences (Languages and Cultures)); A/Prof Helen Proctor (Arts & Social Sciences (Education & Social Work)); A/Prof Anna Reid (Dean, Conservatorium); Swapnik Sangavarapu (President, Student Representative Council); Prof Susanna Scarparo (Pro-Vice Chancellor (Student Life)); A/Prof Siegbert Schmid (Science (Chemistry)); Dr Carl Schneider (Medicine and Health (Pharmacy)); Dr Yash Shrivastava (Engineering, Electrical & Information Engineering); A/Prof Peter Sinclair (Health Sciences); Tim Southphommasane (Director, Culture Strategy); Chun Yee Tan (PG Student, Law); Dr Sanet Du Toit (Health Sciences); Dr Gareth Vio (Engineering (Aeronautical, Mechanical & Mechatronic Engineering)); Dr Olaf Werder (Arts & Social Sciences (Languages and Media)); A/Prof Andrew Wait (Arts & Social Sciences (Economics)); A/Prof Tim Wilkinson (Engineering (Civil)); A/Prof Narelle Yeo (Conservatorium) Prof Sarah Young (Medicine & Health (Medical Sciences)); Victor Zhen Zhuang (UG Student, Engineering); and A/Prof Jingdong Yuan (Arts & Social Sciences (Social and Political Sciences)).

Apologies: Dr Francois Blaniaci (Architecture, Design & Planning); Prof Glen Davis (Health Sciences); A/Prof Leon Davies (Medicine & Health (Medical School)); Courtney Daley (Student, Arts & Social Sciences); Dr Astrid Frojtojld (Medicine & Health (Nursing and Midwifery)); Professor Stephen Garton AM (Vice-Chancellor and Principal); A/Prof Ghena Krayem (Law); Emily Ha (UG Student, Medicine & Health); Dr Christopher Hartney (Arts & Social Sciences (Literature, Art & Media)); Prof Cheryl Jones (Heads of School Committee representative, Medicine & Health); Hamidreza Kahlaee (Science, Life & Environmental Sciences); Raymond Kim (PG Student, Medicine & Health); Prof Eric Knight (Pro-Vice-Chancellor (Research- Enterprise and Engagement)); A/Prof Sarah Lewis (Health Sciences); A/Prof Sandra Loschke (Architecture, Design & Planning); A/Prof John Lynch (Conservatorium); A/Prof Lynda Matthews (Health Sciences); Elaine Mcfadden (Faculty Academic Services Committee nominee); Shurui Miao (Sydney University Postgraduate Representative Association nominee); Dr Cat Moir (Arts & Social Sciences (Languages and Culture)); Caleb Nieth (UG Student, Architecture, Design & Planning); Rengen Parlante (Student, Medicine & Health); A/Prof Maurice Peat (University of Sydney Business
CONFIRMED MINUTES

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

1  WELCOME AND APOLOGIES

The Chair, Academic Board welcomed members to the first meeting of the Academic Board for 2021.

ACKNOWLEDGEMENT TO COUNTRY

Professor Jennifer Barrett, Director, National Centre for Cultural Competence, opened the meeting with an acknowledgement of country, and paid respects to the Djangadi and Wangal people. Members of the Academic Board also paid their individual respects to the Aboriginal and Torres Strait Islander peoples from the various lands they were situated, including the Cammeraygal, Awabakal, Worimi, Gadigal, Darug, Gundagarra and Dharawal people.

2  PROCEDURAL MATTERS

2.1  Starring of Items and adoption of unstarrered items

Resolution AB2021/1-1

The Academic Board resolved to:

1. star items 1, 2, 3, 4, 5 and 6; and
2. adopt all unstarrered items.

2.2  Minutes of Previous Meeting

Resolution AB2021/1-2
The Academic Board resolved to confirm the minutes of the previous meeting held on 17 November 2020 as a true and accurate record.

2.3 Business Arising

There was no business arising.

2.4 Academic Board Membership Update

Resolution AB 2021/1-3

The Academic Board resolved to:
1. approve the appointment of faculty/school representatives to the Academic Board Committees, subject to the correction of the HDR Scholarships Subcommittee membership list; and
2. note the members on the Academic Board Committees and Subcommittees for 2021.

Note for the record

A member pointed out the outdated reference to School of Health Sciences in the membership table for the HDR Scholarships Subcommittee.

Action: AB 2021/1-01

Secretariat to update distribution lists and committee websites to include newly appointed faculty/school representatives to the Academic Board Committees.

2.5 Nomination to fill FASS casual vacancy on the Academic Board

Resolution AB 2021/1-4

The Academic Board resolved to approve the nomination of Associate Professor Elizabeth Hill to the unallocated vacant position for the Faculty of Arts and Social Sciences on the Academic Board.

Action: AB 2021/1-02

Secretariat to update distribution lists and the Academic Board website.

2.6 Nomination of 2021 Academic Board Committee Student Representatives

Resolution AB 2021/1-5

The Academic Board resolved to approve the nomination of the listed students to the Academic Board Committees.

Action: AB 2021/1-03

Secretariat to update distribution lists and committee websites to include the newly appointed student representatives to the Academic Board Committees.

3 STRATEGIC ITEMS OF BUSINESS

3.1 Thematic Review Discussion Paper

Resolution AB202/1-6

The Academic Board resolved to endorse the Terms of Reference of the 2021 Joint Academic Board-University Executive Thematic Review on the Quality of Assessments.

Note for the Record

The Academic Board divided into smaller breakout groups to discuss questions arising from Terms of Reference for the 2021 Thematic Review, commissioned by the Academic Board and University Executive, on the issue of quality of assessment at the University. The discussions will feed into the areas of focus for the Review Panel. Key points are summarised below.
1. **Examine and report on the quality of assessment, its authenticity and effectiveness, including online assessment**

- Challenges to authentic assessment - academic dishonesty allegations, lack of time to complete assessment, insufficient formative feedback, and inconsistent standards of marking.
- Attainment of learning outcomes – how well are assessments designed to test different aspects of learning outcomes? Are assessments mapped with outcomes?
- COVID-19 Impacts - how have assessment outcomes varied during the pandemic? Outcomes are different depending on whether students are online or on campus.
- Benchmarking – have learning materials, assessments and results benchmarked by staff from other universities?
- Concept of quality – this can differ, and may impact on students in different ways, therefore affecting results of assessment. Is there a normal distribution? Have students taken feedback on board, has there been improvement in performance?
- Assessments should take into account staff workload and trusting staff expertise – reviewing of assessments will generate additional working hours and it is important that realistic performance expectations are set of staff in the design of assessments.
- Different disciplinary perspectives on the best way of measuring and distinguishing learning e.g. the assumption of normal distribution as an effective indicator.
- There is a need to better define indicators of assessment quality.

2. **Examine and report on the quality of feedback to students**

- Summative assessment vs formative feedback.
- Helping students recognise, accept and use formative feedback, even when not recorded or associated with a mark.
- Good feedback can be a way to help students feel connected, acknowledged and heard.
- Helping staff give good effective, and consistent feedback.
- Use of video feedback, which has demonstrated to be more time effective but also helping with issue of student feeling more connected. Canvas has function for recording videos.
- Use of rubrics and assessment standards.
- Sign posting feedback, letting students know feedback is happening even if they don’t recognise.
- Using different types of feedback, peer, experiential, real time.

One member suggested that the review needs to look at:

- The prevalence of assessment rubrics
- The range in style and specificity of rubrics
- Practices for managing consistency across markers (i.e. benchmarking processes)
- Typical time allocation for providing feedback on different types of assessments
- Typical turnaround times in providing feedback
- The nature of appeals against marks and feedback (what typically leads to appeals)

3. **Examine and report on the assessment of learning outcomes**

The Academic Board considered effective models for the assessment of learning outcomes, how they vary for different assessment types, those that are critical for particular disciplines and to what extent this should apply to a unit of study as opposed to a stream or major or a degree.
• Should learning outcomes be very broad and therefore consistent across all disciplines? As such should they perhaps be almost equivalent to the graduate attributes? How could or should such broad learning outcomes be adapted to specific subjects and specific levels? How well to staff and students really understand what is meant by learning outcomes?

• Are all modes of assessment equally appropriate for different modes of learning (full time, part-time, online, on-campus)? What is the impact of directly taught (lectures/tutes) and more self-driven (independent study) learning on how learning outcomes and hence particular assessment types are used? Students are not confident that learning outcomes and assessment models had been adjusted with the change in mode of learning (particularly for practical skills taught online).

• Are different assessment types being used effectively to foster iterative and progressive assessment (including the use of formative and summative assessments), and how does this vary across disciplines? Can this be used to encourage academic integrity?

• Do particular types (modes) of assessments seem to map especially to particular disciplines? If so, is this because these modes of assessment are particularly suitable for testing the respective learning outcomes in different disciplines or is there an element of “tradition” involved?

• How well are different assessment types being used for measuring achievement of multidisciplinary learning outcomes?

• What is the impact on learning outcome design and assessment of the professional accreditation aspect of any given degree? Does the need for accreditation unduly affect how we test learning outcome achievement with our assessment regimes?

• Type of assessment –how can learning outcomes be adjusted to reflect different levels of learning; how well can progression in the same learning outcomes be tested at junior/intermediate/senior levels?) How can progressive and iterative assessment be used to reinforce this?

4. Examine and report on assessment benchmarking

• Types of benchmarking – benchmarking of units of study can be against very similar units in other universities or internally between different units of study within the same school, program or degree. The second type aims to ensure that similar expectations within different units of study are comparable within a school, program or degree.

• Benchmarking can take place as part of accreditation process - provide samples of produced work according to the different grading bands. For an accredited degree, the benchmarking often has to be external and compared to assessments in other institutions.

• Group of Eight (G08) Quality Verification System process of external review of grading across universities. External reviews receive materials, and then the panel examine the teaching site and facilities.

• Internal benchmarking through assessment standards committees, plotting results to WAMs to identify outliers.

• Accreditation is different for different disciplines. In Science you have accreditation, but it doesn’t have same weight as in Engineering. In some areas of arts disciplines, there is not a requirement for accreditation so benchmarking would take into consideration the boundaries of the discipline.

• How does progression factor into assessment design? Is assessment adjusted based on progression data?

• While accreditation is a form of formal benchmarking, there is also informal process between different universities of assessment moderation. This would involve bringing in someone from cognate discipline to review the course and how the exam pass rates compared with other universities.

• Whole of department review is also beneficial.
5. **Make recommendations for improvements to the quality of assessments at the University.**

Considerations for quality assessment:

1. **Group work.** We make great use of group work, but participants questioned whether it is of uniformly high quality. For example, is the work aligned to a unit’s learning outcomes; are students prepared for group work and equipped with the means to address any difficulties that might arise; is the possibility of free riding addressed, and is there an effective peer evaluation approach in place? Do we have professional learning resources and activities in place to support staff to develop group work tasks of high quality?

2. **Volume of assessment.** There was broad support for a goldilocks principle in relation to assessment – not too much and not too little. It might be helpful to provide more explicit guidance on the expected range.

3. **Multiple-choice questions.** The development of good multiple-choice questions is possible but it is a creative task (as much art as science) requiring substantial effort and skill. The discussion questioned the quality of much of our existing multiple-choice questions, asking whether focus was unduly placed on knowledge rather than on its application in novel and/or richly contextualised circumstances. It was suggested that multiple-choice questions have a place in the assessment toolkit but they must be of high quality. It was also noted that current practice often falls short of this aspiration.

4. **Clinical and authentic assessment.** The value of assessment with tasks that closely resemble the demands of possible future workplaces is well recognised, but the discussion questioned whether we do enough of this.

5. **Accessibility.** The question was raised of how well the process for making adjustments in the event of disability was working. The implication is that we should be able to answer this question, but it is not clear that we readily can except through one-off studies like that undertaken as part of the development of the DIAP.

Themes running through the discussion:

- We should stop using approaches that we don’t use well
- We should work at improving those approaches for which there is evidence of quality
- We need to pay more attention to the reliability and validity of assessment as indicators of learning outcomes
- A stronger culture of peer review would build feedback, quality improvement and good practice sharing into the assessment system – these are currently lacking. It might also be good to draw external industry and community partners into a process of occasional review of assessment, particularly in capstone settings.

The key recommendation from the discussion is arguably to develop a collegial approach to peer review of assessment that will facilitate genuine improvement in assessment practices.

The Chair thanked members for their valuable contributions and advised that staff would have a further opportunity to respond to the thematic review in a staff survey.
2. that the Chair of the Academic Board, on behalf of the Academic Board, approved the extension of approved temporary arrangements for English due to COVID for all teaching periods of 2021 and all research periods of 2021;

3. that the Chair, Academic Board, on behalf of the Academic Board, approved the proposal from the Faculty of Medicine and Health to suspend admissions to the Master of Biomedical Science (Cancer) and the Master of Biomedical Science (Advanced Diagnostics and Prognostics) streams and their embedded degrees for 2021;

4. that the Chair, Academic Board, on behalf of the Academic Board, approved the amendments to the International Baccalaureate Schedule and the adoption of an interim International Baccalaureate Admissions schedule, with effect from Semester 1, 2022 admissions; and

5. that the Chair, Academic Board, on behalf of the Academic Board, approved changes to the Coursework Policy 2014;

6. that the Chair, Academic Board, on behalf of the Academic Board, approved the Advanced Placement (AP) subjects as an alternative academic test to replace the SAT or ACT standardised tests for international students to enter the undergraduate programs offered at the University of Sydney through a direct application, nothing that the alternative tests would be accepted for all relevant international applications received during 2021, and a review for continuation of the assessment from 2022 onward would be required in early 2022; and

7. that the Chair, Academic Board, on behalf of the Academic Board, approved an exemption from the Assessment Procedures 2011 Clause 14 (5A) relating to special consideration.

Note for the record
The Board commended Professor Tim Wilkinson, Chair, Admissions Subcommittee; and Professor Tony Masters, Chair, Academic Board, for their promotions to professor, and extended their congratulations to all staff members recently promoted in the 2020 academic promotions.

Action: AB 2021/1-04

Dean and Faculty General Manager, Faculty of Medicine and Health to note the Chair of Academic Board’s executive approval of the amendment of the course location for the Bachelor of Health Science (Honours); Bachelor of Applied Science (Exercise Physiology); Doctor of Philosophy in Health Sciences; Master of Applied Science (Health Sciences); Bachelor of Applied Science (Exercise and Sport Science) Honours, from Cumberland Campus to Camperdown Campus, with effect from 2021.

Action: AB 2021/1-05

Vice-Principal (External Relations) and Director, Admissions, Sydney Future Student to note the Academic Board’s approval the extension of approved temporary arrangements for English due to COVID for all teaching periods of 2021 and all research periods of 2021.

Action: AB 2021/1-06

Dean and Faculty General Manager, Faculty of Medicine and Health to note the Chair of Academic Board’s executive approval of the proposal from the Faculty of Medicine and Health to suspend admissions to the Master of Biomedical Science (Cancer) and the Master of Biomedical Science (Advanced Diagnostics and Prognostics) streams and their embedded degrees for 2021.

Action: AB 2021/1-07

Vice-Principal (External Relations) and Director, Admissions, Sydney Future Students to note the Chair of Academic Board’s executive approval of the amendments to the International Baccalaureate Schedule and the adoption of an interim International Baccalaureate Admissions schedule, with effect from Semester 1, 2022 admissions.

Action: AB 2021/1-08
The Registrar and Academic Director (Education) and the Director, Admissions Sydney Future Students to note the Chair of Academic Board’s executive approval of the changes to the Coursework Policy 2014.

**Action:** AB 2021/1-09

Secretariat to promulgate the updated Coursework Policy 2014 to the Policy Register.

**Action:** AB 2021/1-10

The A/Director, Student Administration to note the Chair of Academic Board’s executive approval of an exemption from the Assessment Procedures 2011 Clause 14 (5A) relating to special consideration.

### 4.2 Student Members’ Report

**Resolution AB2021/1-8**

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

**Note for the Record**

*Report of the President, SRC*

Swapnik Sangavarapu, President, SRC, addressed the Board and requested that the Board consider, in light of the Job-ready Graduates Package, clarifying the application of fees in the case of degree transfers and implementing student support systems to identify students at-risk of reaching the ‘low completion rate’ threshold for the rescinding of commonwealth support. The President, SRC also conveyed his anticipation of collaboration with the student members on the Academic Board in the coming year.

*Report of the Co-President, SUPRA*

Minran Liu, Co-President, SUPRA, reported to the Board the various complaints received from students in relation to assessments and placements including issues of technical problems; marking; academic dishonesty; insufficient formative assessment feedback; weighting of exams and assessments; and lack of student understanding about benchmarking. HDR students have also raised concerns about the examination process and need for greater transparency and clarity around outcomes. It was reported that the use of multiple practice assessment was generally positively received by students.

The Chair thanked the President, SRC, and Co-President, SUPRA, and suggested that a conversation take place with the Deputy Vice-Chancellor (Education) regarding the concerns raised.

### 4.3 Honours and Distinctions

**Resolution AB2021/1-9**

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

**Note for the Record**

The Chair, Academic Board drew the Board’s attention to the extensive list of recent awards for outstanding achievements in teaching, research, or academic effort in general, and congratulated the various staff included in the Australia Day honours’ list and winners of the 2020 Eureka Prizes.

**Action:** AB 2021/1-11

Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.
Resolution AB2021/1-10
The Academic Board resolved to note the Vice-Chancellor’s report.

Note for the Record
The Deputy Vice-Chancellor (Education), Professor Pip Pattison AO, spoke to the Vice-Chancellor’s report on behalf of the Vice-Chancellor and provided an update on the progress of the negotiations with the State and Federal Governments in relation to the establishment of an international student corridor. Additionally, an update was provided on the admissions and enrolments to date, noting the considerable efforts of the Sydney Future Students and Admissions teams. In relation to concerns about the new Job-ready Package and 50% ‘low completion rate’ coming into effect in 2022, the Deputy Vice-Chancellor (Education) reported that work has commenced on policies to support student progression through use of diagnostics and engagement metrics to identify at-risk students, and that there were ongoing discussions with the Commonwealth to seek the adoption of a consistent definition and application of this ‘low completion rate’ across institutions.

Representatives from the Faculty of Medicine and Health, and the Faculty of Science provided feedback about the roll out of the new HR system, Workday, and the delays to the hiring of casual staff due to data migration issues.

A member recommended that the written report be corrected to state that the Graduate Entry Masters Students in the Discipline of Physiotherapy began on 15th February 2021.

6 QUESTION TIME
Professor Alan Fekete, School of Computer Science, raised concerns about the reduction in casual staffing due to budget pressures and the plans to re-present a proposal to amend the teaching calendar to a future meeting of Academic Board. In response, the Deputy Vice-Chancellor (Education) referred to the significant financial shortfall that continues to constrain recruitment and affirmed the importance of maintaining standards and quality of education. There are plans to present a proposed academic calendar for 2022 to the next meeting of the Academic Board for discussion, and the existing process for seeking variations for individual courses will continue to be in place.

The Director, National Centre of Cultural Competence provided an update on the upcoming launch of the One Sydney, Many People Strategy 2021 – 2024 and the opening of the Indigenous Student Centre at the Wooley Building. The key initiatives of the strategy are designed to embed a strengths-based approach towards initiatives achieved through a combination of cross-University collaboration and local implementation plans.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE
Resolution AB2021/1-11
The Academic Board resolved to note the report from the meetings of the Academic Standards and Policy Committee held on 28 January 2021 and 9 February 2021.

7.1 Code of Conduct for Staff and Affiliates 2021 (Code of Conduct)
Resolution AB2021/1-12
The Academic Board resolved to endorse and recommend that University of Sydney Senate approve the revised Code of Conduct for Staff and Affiliates 2021.

Action: AB 2021/1-12
The Chair of the Academic Board to recommend that Senate approve the revised Code of Conduct for Staff and Affiliates 2021.

7.2 Dual and Joint Degree Policy
Resolution AB2021/1-13
The Academic Board resolved to approve the amendments to the Dual and Joint Degree Policy.

Action: AB 2021/1-13
The Registrar and Academic Director (Education) to note the Academic Board’s approval of the amendments to the Dual and Joint Degree Policy.

7.3 Recission of the Glossary of Terms and Abbreviations

Resolution AB2021/1-14

The Academic Board resolved to approve the recission of the ‘Glossary of Terms and Abbreviations’, with effect from March 10, 2021.

Action: AB 2021/1-14

The Executive Director, Office of the SDVC to note the Academic Board’s approval of the recission of the ‘Glossary of Terms and Abbreviations’, with effect from March 10, 2021.

7.4 Amendment to the University of Sydney (Academic Board) Rule 2017

Resolution AB2021/1-15

The Academic Board resolved to:

1. endorse and recommend that the University of Sydney Senate approve the proposed amendments to the University of Sydney (Academic Board) Rule 2017; and
2. adopt the amended Academic Board Standing Orders.

Action: AB 2021/1-15

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

Action: AB 2021/1-16

Secretariat to promulgate the amended Academic Board Standing Orders.

7.5 Changes to the English Language Proficiency (ELP) Standard

Resolution AB2021/1-16

The Academic Board resolved to approve the proposed amendments to the Admissions Standards – English Language Proficiency.

Action: AB 2021/1-17

The Manager, Information Quality and Compliance, Sydney Future Students to note the Academic Board’s approval of the proposed amendments to the Admissions Standards – English Language Proficiency.

Action: AB 2021/1-18

Secretariat to promulgate the amended Admissions Standards – English Language Proficiency to the Academic Standards and Guidelines website.

7.6 Recognition of UK Foundation Network, King’s Education Group Foundation Program and Aceleader Education Group Foundation

Refer to item 4.1

7.7 COVID-19 Response: Temporary Acceptance of Alternative Academic Tests for USYD Undergraduate Admissions for students who are unable to sit for SAT or ACT tests

Refer to item 4.1

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2021/1-17

The Academic Board resolved to note the report of the Undergraduate Studies Committee meeting on 27 January 2021.

8.1 Sydney Conservatorium of Music: Bachelor of Music suspension of Improvised Music program
Resolution AB2021/1-18
The Academic Board resolved to note that the Academic Board at its meeting on 9 June 2020, approved the suspension of the Improvised Music program in the Bachelor of Music from 1 January 2021 (Resolution AB2020/3-24).

Action: AB 2021/1-19
Dean and School General Manager, Sydney Conservatorium of Music to note that the Academic Board at its meeting on 9 June 2020, approved the suspension of the Improvised Music program in the Bachelor of Music from 1 January 2021 (Resolution AB2020/3-24).

8.2 Faculty of Engineering: Bachelor of Project Management, HWAM

Resolution AB2021/1-19
The Academic Board resolved to approve the proposal from the Faculty of Engineering School of Project Management to amend the Bachelor of Project Management and subsequent amendments to the course resolutions, with effect from Semester 1 2022.

Action: AB 2021/1-20
Dean and Faculty General Manager, Faculty of Engineering to note the Academic Board’s approval of the proposal from the Faculty of Engineering School of Project Management to amend the Bachelor of Project Management and subsequent amendments to the course resolutions, with effect from Semester 1 2022.

8.3 Faculty of Engineering: Bachelor of Advanced Computing Honours

Resolution AB2021/1-20
The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

Action: AB 2021/1-21
Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

8.4 Faculty of Engineering: Bachelor of Engineering (Honours), Fluids Engineering specialisation

Resolution AB2021/1-21
The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering Honours and subsequent amendments to the unit of study tables with effect from 1 January 2022.

Action: AB 2021/1-22
Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal from the Faculty of Engineering to amend the Bachelor of Engineering Honours and subsequent amendments to the unit of study tables with effect from 1 January 2022.

8.5 Faculty of Medicine and Health: Bachelor of Applied Science (Occupational Therapy) Honours

Resolution AB2021/1-22
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science (Occupational Therapy) Honours, and the subsequent amendments to the unit of study tables, with effect from 1 January 2022.

Action: AB 2021/1-23
Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science (Occupational Therapy) Honours, and the subsequent amendments to the unit of study tables, with effect from 1 January 2022.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2021/1-23
The Academic Board resolved to note the report from the meeting of the Graduate Studies Committee held on 27 January 2021 and 9 February 2021, and:

9.1 HDR Scholarships Subcommittee: Report of the HDR Scholarships Subcommittee

Resolution AB2021/1-24
The Academic Board resolved to note the report of the meeting of the HDR Scholarships Subcommittee held on 27 November 2020 and the updated ranking guidelines, which have been amended to reflect the changes within the proposal for a faculty-based allocation model that was approved by the Academic Board at its meeting of 3 March 2020.

Action: AB 2021/1-24
The Chair, HDR Scholarships Committee to note the Academic Board’s noting of the report of the meeting of the HDR Scholarships Subcommittee held on 27 November 2020 and the updated ranking guidelines, which have been amended to reflect the changes within the proposal for a faculty-based allocation model that was approved by the Academic Board at its meeting of 3 March 2020.

9.2 Report of the Admissions Subcommittee

Resolution AB2021/1-25
The Academic Board resolved to note the report of the meeting of the Admissions Subcommittee held on 13 January 2021 and approve the proposal from the Faculty of Medicine and Health to amend the Master of Bioethics, and the subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022, and note the Admissions Subcommittee’s endorsement of the proposed minor amendment to the admission requirements of the Master of Physiotherapy and the removal of the detailed admission prerequisites provided to prospective students with effect from 1 January 2022, and endorsement of this information as advisory of assumed knowledge only (as an application coversheet).

Action: AB 2021/1-25
The Chair, Admissions to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Bioethics, and the subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022, and note the Admissions Subcommittee’s endorsement of the proposed minor amendment to the admission requirements of the Master of Physiotherapy and the removal of the detailed admission prerequisites provided to prospective students with effect from 1 January 2022, and endorsement of this information as advisory of assumed knowledge only (as an application coversheet).

9.3 Faculty of Medicine and Health: Master of Medicine (Psychiatry)

Resolution AB2021/1-26
The Academic Board resolved to approve the creation of new course codes for the Master of Medicine (Psychiatry); Master of Medicine (Advanced) (Psychiatry); Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry), and the subsequent amendments to the Master of Medicine course resolutions to list the newly created course codes for the Master of Medicine (Psychiatry) and its Advanced and embedded degrees, with effect from 1 January 2022.

Action: AB 2021/1-26
Dean and Faculty General Manager, Faculty of Medicine and Health to note the Academic Board’s approval of the creation of new course codes for the Master of Medicine (Psychiatry); Master of Medicine (Advanced) (Psychiatry); Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry), and the subsequent amendments to the Master of Medicine course resolutions to list the newly created course codes for the Master of Medicine (Psychiatry) and its Advanced and embedded degrees, with effect from 1 January 2022.

9.4 Faculty of Medicine and Health: Master of Medicine and Master of Science in Medicine

Resolution AB2021/1-27

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine; Master of Medicine (Advanced); Master of Science in Medicine; Master of Science in Medicine (Advanced); Graduate Diploma in Medicine; Graduate Certificate in Medicine; Graduate Certificate in Science in Medicine; Graduate Diploma in Science in Medicine, and the subsequent amendments to the course resolutions and unit of study tables, with effect from Semester 2, 2021.

Action: AB 2021/1-27

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Medicine; Master of Medicine (Advanced); Master of Science in Medicine; Master of Science in Medicine (Advanced); Graduate Diploma in Medicine; Graduate Certificate in Science in Medicine; Graduate Diploma in Science in Medicine, and the subsequent amendments to the course resolutions and unit of study tables, with effect from Semester 2, 2021.

9.5 Faculty of Medicine and Health: Master of Surgery

Resolution AB2021/1-28

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; Graduate Certificate in Surgery; and pre-2020 Master of Surgery, and the subsequent amendments to unit of study tables, with effect from 1 January 2022.

Action: AB 2021/1-28

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Surgery; Graduate Diploma in Surgery; Graduate Certificate in Surgery; and pre-2020 Master of Surgery, and the subsequent amendments to unit of study tables, with effect from 1 January 2022.

9.6 Faculty of Science: Master of Agriculture and Environment

Resolution AB2021/1-29

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the unit of study table for the Master of Agriculture and Environment, Graduate Diploma in Agriculture and Environment, Graduate Certificate in Agriculture and Environment with effect from 1 January 2022.

Action: AB 2021/1-29

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the unit of study table for the Master of Agriculture and Environment, Graduate Diploma in Agriculture and Environment, Graduate Certificate in Agriculture and Environment with effect from 1 January 2022.

9.7 Faculty of Medicine and Health: Master of Medical Imaging Science

Resolution AB2021/1-30
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Medical Imaging Science; Graduate Diploma in Imaging Science; and Graduate Certificate in Medical Imaging Science, and the subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

**Action: AB 2021/1-30**

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Medical Imaging Science; Graduate Diploma in Imaging Science; and Graduate Certificate in Medical Imaging Science, and the subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

9.8 **Faculty of Science:** Master of Science in Coaching Psychology

Resolution AB2021/1-31

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Master of Science in Coaching Psychology; Graduate Diploma in Coaching Psychology; Graduate Certificate in Coaching Psychology, and subsequent amendments to the course study mode to include an online option, with effect from 1 January 2022, and note the Faculty’s intention to offer the existing course in online format, and not an additional course.

**Action: AB 2021/1-31**

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Master of Science in Coaching Psychology; Graduate Diploma in Coaching Psychology; Graduate Certificate in Coaching Psychology, and subsequent amendments to the course study mode to include an online option, with effect from 1 January 2022, and note the Faculty’s intention to offer the existing course in online format, and not an additional course.

9.9 **Faculty of Science:** Graduate Diploma in Science

Resolution AB2021/1-32

The Academic Board resolved to approve the course learning outcomes for the Graduate Diploma in Science, with effect from 1 January 2022.

**Action: AB 2021/1-32**

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the course learning outcomes for the Graduate Diploma in Science, with effect from 1 January 2022.

9.10 **Faculty of Science:** Master of Clinical Psychology/Doctor of Philosophy

Resolution AB2021/1-33

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the course resolutions for the Master of Clinical Psychology and Master of Clinical Psychology and Doctor of Philosophy with effect from 1 January 2022.

**Action: AB 2021/1-33**

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the course resolutions for the Master of Clinical Psychology and Master of Clinical Psychology and Doctor of Philosophy with effect from 1 January 2022.

9.11 **Faculty of Medicine and Health:** Doctor of Clinical Dentistry

Resolution AB2021/1-34

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Doctor of Clinical Dentistry and the subsequent amendments to the unit of study tables, with effect from 1 January 2022.
Action: AB 2021/1-34

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Doctor of Clinical Dentistry and the subsequent amendments to the unit of study tables, with effect from 1 January 2022.

9.12 Faculty of Medicine and Health: Doctor of Dental Medicine and Doctor of Clinical Dentistry

Resolution AB2021/1-35

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Doctor of Dental Medicine and Doctor of Clinical Dentistry, and the subsequent amendments to the course resolutions, with effect from 1 January 2022.

Action: AB 2021/1-35

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Doctor of Dental Medicine and Doctor of Clinical Dentistry, and the subsequent amendments to the course resolutions, with effect from 1 January 2022.

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

Resolution AB2021/1-36

The Academic Board resolved to note the report from the meeting of the Academic Quality Committee (AQC) held on Wednesday 10 February 2021.

10.1 Course Review Recommendations

Resolution AB2021/1-37

The Academic Board resolved to note the Academic Quality Committee resolution to note the update on the progress of course review recommendations and provide advice on recommendations which are ‘ongoing’, and ‘blocked’.

11 GENERAL BUSINESS

11.1 Academic Board Annual Report 2020

Resolution AB2021/1-38

The Academic Board resolved to endorse the recommendation that the Senate note the Academic Board Annual Report 2021 as required by the University of Sydney (Academic Board) Rule 2017 (the ‘Academic Board Rule’).

11.2 Academic Reports for successful Academic Promotion applicants in 2020 (Level B, Level C, Level D and Level E)

Resolution AB2021/1-39

The Academic Board note the Academic Reports for successful Academic Promotion applicants (Levels B – E).

11.3 Approval of the Assumed Knowledge and Special Entry Requirements Academic Board admissions standard

Resolution AB2021/1-40

The Academic Board approve the proposal to include the information from the updated Assumed Knowledge and Special Entry Requirements admissions standard in students publications prior to approval of the updated standard at the May meeting.

12 Other Business

12.1 Any Other Business

No other business was raised at this meeting.
The agenda pack for this meeting is available from: Academic Board Website