ACADEMIC BOARD - 20 JULY 2021

Chair: Professor Tony Masters
Secretariat: Michael Kusi-Appauh (Academic Governance Specialist) **T** 02 9036 4079
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W Academic Board

NOTICE OF MEETING

Meeting **04/2021** of the **Academic Board** will be held on **Tuesday 20 July 2021** at **1:00pm-3:00pm** via **videoconference.** Members who are unable to attend are asked to notify Michael Kusi-Appauh at the above address.

The agenda for the meeting is below.

04/2021

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	Verbal	1:00pm
☆	**2 PROCEDURAL MATTERS**			1:05pm
	2.1 Starring of Items and Adoption of Unstarred Items	Chair	Verbal	
	2.2 Minutes of Previous Meeting (8 June 2021)	Chair	Attached	
	2.3 Business Arising	Chair	Verbal	
☆	**3 STRATEGIC ITEMS OF BUSINESS**			
	3.1 Research Risk Advisory Committee Update	Deputy Vice-Chancellor (Research)	Confidential Circulation	1:10pm
	3.2 Principles Guiding Education at Sydney	Pro Vice-Chancellor (Educational Innovation)	Attached	1:35pm
☆	**4 REPORT OF THE CHAIR**			2:00pm
	4.1 General Report	Chair	Attached	
	4.2 Report of Student Members	Students	Verbal	
	4.3 Honours and Distinctions	Chair	Attached	

☆	**5 REPORT OF THE VICE-CHANCELLOR**	Vice-Chancellor and Principal	Confidential Circulation	2:20pm
☆	**6 QUESTION TIME** *Questions to the Vice-Chancellor and Chair of the Academic Board*	Vice-Chancellor and Principal	Verbal	
	7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE	Chair, ASPC	Attached	
	7.1 *Research Training Program Scholarships Policy 2018*			
	7.2 Annual Report of Student Misconduct 2020			
	8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE	Chair, USC	Attached	
	Faculty of Medicine and Health			
	8.1 Bachelor of Applied Science (Occupational Therapy); Bachelor of Applied Science (Occupational Therapy) (Honours)			
	8.2 Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sport Science)			
	8.3 Bachelor of Applied Science (Exercise Physiology) and Bachelor of Applied Science (Exercise Physiology) (Honours)			
	8.4 Change of Commencement to new Pharmacy Degrees			
	Faculty of Science and Faculty of Medicine and Health			
	8.5 Minor Course Amendment – Health Stream			
	Faculty of Science			
	8.6 Bachelor of Advanced Studies Science Table A Advanced Coursework			
	8.7 Bachelor of Science and Bachelor of Advanced Studies (Advanced)			
	Education Portfolio			
	8.8 Update to the Online Exams: An Integrity Perspective Report			
	9 REPORT OF THE GRADUATE STUDIES COMMITTEE	Chair, GSC	Attached	
	Faculty of Medicine and Health			
	9.1 Graduate Certificate of Biostatistics; Graduate Diploma of Biostatistics; Master of Biostatistics			
	9.2 Radiographic Image Interpretation Specialisation in the Graduate Diploma in Medical Imaging Science and Master of Medical Imaging Science			

9.3 Change of Commencement to new Pharmacy Degrees

The University of Sydney Business School

9.4 Master of Commerce (Extension); Master of Commerce; Graduate Diploma in Commerce; and Graduate Certificate in Commerce

University Library

9.5 Updates to Lodgement Guidelines, Form and Additional Embargo Information

HDR Scholarships Subcommittee

9.6 Proposed Dates for 2022 Scholarship Applications and Award

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

No business under this section.

11 GENERAL BUSINESS

11.1 Report of the Board of Interdisciplinary Studies	Chair, BIS	Attached
11.2 Academic Board Elections 2021 Schedule	Chair	Attached

12 OTHER BUSINESS

12.1 Other Business

MEETING CLOSE 3:00pm

Next Meeting: 14 September 2021

THE UNIVERSITY OF SYDNEY

Submission To	Academic Board
Date	20 July 2021
Item No	2.2

Non-Confidential

Executive Sponsor	Chair, Academic Board
Paper Title	Minutes of Previous Meeting (8 June 2021)
Recommendation	That the Academic Board confirm the minutes of the previous meeting, held on 8 June 2021, as a true and accurate record.
Consultation Pipeline	Academic Board

The minutes of the previous meeting of the Academic Board are attached to the agenda papers. Any requests for amendments must be submitted to Michael Kusi-Appauh via email (michael.kusi-appauh@sydney.edu.au) by midday Monday 19 July 2021.

Attachment 1: Academic Board Minutes: 8 June 2021

Author	Michael Kusi-Appauh (Academic Governance Specialist, University Secretariat)
Requests for Further Information	Requests for further information may be directed to Michael Kusi-Appauh (University Secretariat)

ACADEMIC BOARD

The Academic Board met at 1:00pm on Tuesday 8 June 2021 by video conference.

Chair, Ex-Officio & Co-opted Members Present: Prof Tony Masters (Chair, Academic Board); Prof Stephen Garton (Vice-Chancellor); Prof Lisa Jackson Pulver (Deputy Vice-Chancellor (Indigenous Strategy and Services)); Prof Duncan Ivison (Deputy Vice-Chancellor (Research)); Prof Richard Miles (Pro Vice-Chancellor (Education – Enterprise and Engagement)); Prof Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Prof Susanna Scarparo (Pro Vice-Chancellor (Student Life); Prof Annamarie Jagose (Dean, Faculty of Arts & Social Sciences); Prof Robyn Dowling (Head of School & Dean, Architecture, Design & Planning); Prof Anna Reid (Head of School and Dean, Sydney Conservatorium of Music); Lisa McIntosh (on behalf of University Librarian); Prof Heiko Spallek (Heads of School Committee representative); Elaine McFadzean (Faculty Academic Services Committee representative); Swapnik Sanagavarapu (President, SRC); Priya Gupta (SRC nominee); Minran Liu (Co-President, SUPRA); Niveditha Sethumadhavan (SUPRA nominee); Prof Jane Hanrahan (Chair, Academic Standards & Policy Committee); A/Prof Wendy Davis (Chair, Academic Quality Committee); Prof Tim Soutphommasane (Director, Culture Strategy); Prof Jennifer Barrett (Aboriginal and/or Torres Strait Islander staff representative); and David Meharg (Aboriginal and/or Torres Strait Islander student representative).

Elected Staff Members Present: Dr Wenye Hu (Sydney School of Architecture, Design & Planning); A/Prof Sandra Loschke (Sydney School of Architecture, Design & Planning); Dr Olaf Werder (Faculty of Arts and Social Sciences); A/Prof Jingdong Yuan (Faculty of Arts and Social Sciences); A/Prof Tihomir Ancev (Faculty of Arts and Social Sciences); Prof Nicholas Smith (Faculty of Arts and Social Sciences); Dr Chris Hartney (Faculty of Arts and Social Sciences); Prof Andrew Wait (Faculty of Arts and Social Sciences); Dr Stephen Clibborn (University of Sydney Business School); A/Prof Angela Knox (University of Sydney Business School); A/Prof Eliza Wu (University of Sydney Business School); Prof Jason Harris (Sydney Law School); A/Prof Ghena Krayem (Sydney Law School); Dr Carolyn McKay (Sydney Law School); Prof Alan Fekete (Faculty of Engineering); Dr Yash Shrivastava (Faculty of Engineering); Dr Anne Mai-Prochnow (Faculty of Engineering); Dr Gareth Vio (Faculty of Engineering); Prof Tim Wilkinson (Faculty of Engineering); A/Prof Craig Jin (Faculty of Engineering); Dr Tom Goldfinch (Faculty of Engineering); Dr Shanika Nanayakkara (Faculty of Medicine and Health); Dr Vijayasarathi Ramanathan (Faculty of Medicine and Health); Prof Mark Gorrell (Faculty of Medicine and Health); Dr James Kite (Faculty of Medicine and Health); A/Prof Stuart Lane (Faculty of Medicine and Health); Dr Syeda Zakia Hossain (Health Sciences); Dr Susan Coulson (Health Sciences); A/Prof Helen Agus (Faculty of Science); A/Prof Michael Kertesz (Faculty of Science); Dr Sanaa Zaki (Faculty of Science); A/Prof Derek Wyman (Faculty of Science); A/Prof John O'Byrne (Faculty of Science); A/Prof James Parkinson (Faculty of Science); A/Prof Haryana Dhillon (Faculty of Science); A/Prof Siegbert Schmid (Faculty of Science); and Dr Daniela Helbig (Faculty of Science).

Elected Student Members: Jake Davies (PG Student Representative, Faculty of Arts and Social Sciences); Courtney Daley (Student Representative, Faculty of Arts and Social Sciences); Cameron Howlett (PG Student Representative, University of Sydney Business School); Arash Araghi (PG Student Representative, Faculty of Engineering); Sayan Mitra (Student Representative, Faculty of Medicine and Health); Brendan Chow (UG Student Representative, Faculty of Science); Rhianne Scicluna (PG Student Representative, Faculty of Science); Tian You (David) Chen (Student Representative, Faculty of Science); Chun Yee Tan (PG Student Representative, Sydney Law School); and Casper Lu (UG Student Representative, Sydney Law School).

Apologies: Prof Philippa Pattison (Deputy Vice-Chancellor (Education)); Prof Julie Cairney (Pro Vice-Chancellor (Research – Enterprise and Engagement)); Prof Laurent Rivory (Pro Vice-Chancellor (Research)); Prof Greg Whitwell (Dean, The University of Sydney Business School); Prof Willy Zwaenepoel (Dean, Faculty of Engineering); Prof Robyn Ward (Dean, Faculty of Medicine & Health); Prof Iain Young (Dean, Faculty of Science); Prof Simon Bronitt (Head of School and Dean, The University of Sydney Law School); Philip Kent (Director, University Librarian); Brendon Nelson (Executive Director, Student Administrative Services); Prof Cheryl Jones (Heads of School Committee representative); Shari Lee (Faculty Academic Services Committee representative); Roisin Murphy (SRC nominee); Dr Francois Blanciak (Sydney School of Architecture, Design and Planning); A/Prof Helen Proctor (Faculty of Arts and Social Sciences); Dr Fernanda Penaloza (Faculty of Arts & Social Sciences); Prof Peter Wilson (Faculty of Arts and Social Sciences); Dr Cat Moir (Faculty of Arts and Social Sciences); A/Prof Elizabeth Hill (Faculty of Arts and Social Sciences); A/Prof Maurice Peat (University of Sydney Business School); Patty Kamvounias (University of Sydney Business School); Stephen Mould (Sydney Conservatorium of Music); A/Prof John Lynch (Sydney Conservatorium of Music); Dr Narelle Yeo (Sydney Conservatorium of Music); Dr Grant Hooper (Sydney Law School); Dr Liwei Li (Faculty of Engineering); Dr Slade Matthews (Faculty of Medicine

and Health); AProf Lenka Munoz (Faculty of Medicine and Health); A/Prof Thomas Grewal (Faculty of Medicine and Health); Dr Carl Schneider (Faculty of Medicine and Health); Prof Sarah Young (Faculty of Medicine and Health); Dr Astrid Frotjold (Faculty of Medicine and Health); Prof Paul Groundwater (Faculty of Medicine and Health); A/Prof Rebekah Moles (Faculty of Medicine and Health); A/Prof Llewellyn (Leo) Davies (Faculty of Medicine and Health); A/Prof Peter Sinclair (Health Sciences); A/Prof Steven Cumming (Health Sciences); Dr Sanet Du Toit (Health Sciences); A/Prof Sarah Lewis (Health Sciences); A/Prof Lynda Matthews (Health Sciences); Prof Glen Davis (Health Sciences); Reza Kahlaee (Faculty of Science); Dr Claudia Keitel (Faculty of Science); Angelina Gu (UG Student Representative, Faculty of Arts and Social Sciences); Nicole Hsin Lee (Student Representative, Faculty of Arts and Social Sciences); Austin Thomson (UG Student Representative, University of Sydney Business School); Victor Zhuang (UG Student Representative, Faculty of Engineering); Emily Ha (UG Student Representative, Faculty of Medicine and Health); Raymond Kim (PG Student Representative, Faculty of Medicine and Health); Rengen Parlane (Student Representative, Faculty of Medicine and Health); Ankita Patwardhan (Student Representative, Faculty of Science); Caleb Niethe (UG Student Representative, Sydney School of Architecture, Design and Planning); Shervin Jivani (PG Student Representative, Sydney School of Architecture, Design and Planning); Kristina Sergi (UG Student Representative, Sydney Conservatorium of Music); and Tiernan Cross (Student Representative, Sydney Conservatorium of Music).

Attendees: Edwina Grose (Director, Student Operations); Tristan Enright (Manager, Strategic Projects (Education and HDR Experience)); Paul Weber (Student Administration Manager, Student Administration Services); Jessica Morris (Deputy Chief of Staff); Emma Bowen (Faculty General Manager, Faculty of Science); Kerrie Henderson (University Policy Manager); Shehana Darda-Teixeira (Director, Media and Public Relations); Andrew Horne (Policy and Projects Officer); Kate Calhau (Executive Assistant to Chair, Academic Board); A/Prof Peter McCallum (Registrar and Academic Director (Education)); Alyssa White (Senior Manager University Governance & Deputy Secretary to Senate); David Pacey (Secretary to Senate); Jeffrey Teck Jin Khoo (Honi Soit); Julian Miller (Policy & Projects Officer); and Michael Kusi-Appauh (Academic Governance Specialist).

Visitors: Martin Brown (Program Manager Innovative Technologies, Faculty of Medicine and Health) and Nathan Moore (Lead for Digital Innovation, Western Sydney Local Health District).

UNCONFIRMED MINUTES

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

☆ 1 WELCOME AND APOLOGIES

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

ACKNOWLEDGEMENT TO COUNTRY

The Chair opened the meeting with an acknowledgement of country, and paid respects to the Gadigal people of the Eora nation on which the University of Sydney stands. The Chair also acknowledged the Traditional Owners of Country on which members stand, and paid respects to Elders past, present and emerging.

Members acknowledged the Traditional Owners of Country on which they stand using the chat function, including the Cammarygal, Daug, Gundagurra, Gommerigal, Darkinjung, Dharawal, Worimi & Darramurragal peoples.

The Chair welcomed to the Academic Board, Associate Professor Eliza Wu, Professor Jennifer Barrett, and Mr David Meharg. Associate Professor Wu has been nominated to fill a vacant position on the Academic Board by the University of Sydney Business School, and Professor Barrett and Mr Meharg have been nominated by the Deputy Vice-Chancellor (Indigenous Strategy and Services) to the newly created Aboriginal and/or Torres Strait Island staff and student member positions, respectively.

☆ 2 PROCEDURAL MATTERS

2.1 Starring of Items and Adoption of Unstarred Items

Resolution AB 2021/3-1
The Academic Board resolved to:
1. star items 1, 2, 3, 4, 5, 6, and 11;

2. adopt all unstarred items.

Note for the Record
The Chair highlighted that Item 9.26 Resolution of Ties for the Award of RTP Scholarships is congruent with the Faculty-based allocation model and the Ranking Principles, previously approved by the Academic Board. Additional discussions are underway between the Chair, Academic Board, the Deputy Vice-Chancellor (Research), the University Policy Manager, the Chair, HDR Scholarships Subcommittee and the Deputy Vice-Chancellor (Education) to amend the policies related to HDR scholarships. Any subsequent policy changes will be brought to the Academic Board for approval.

The motion was put to adopt the resolution of the unstarred items. All were in favour and the motion was carried.

2.2 Minutes of Previous Meeting

Resolution AB 2021/3-2
The Academic Board resolved to confirm the minutes of the previous meeting, held on 4 May 2021, as a true and accurate record.

Note for the Record
Professor Alan Fekete raised that the minutes in relation to Item 3.2 Academic Calendar at the University of Sydney do not provide sufficient detail concerning the outcome of the vote for each recommendation of this proposal. Professor Fekete specified that recommendation 6, which proposed the adoption of the same 18-week calendar format for 2022 as in 2021 with scheduled class start dates of 21 February 2022 and 1 August 2022 for Semesters 1 and 2 respectively, was voted on first and passed. Subsequently, recommendations 1, 2, 3a, and 3b were voted down in turn, and recommendations 4 & 5 were not voted on as they were contingent on the previous recommendations being passed.

2.3 Business Arising

There was no business arising.

☆ 3 STRATEGIC ITEMS OF BUSINESS

3.1 Update on the Job-ready Graduates Package

Resolution AB 2021/3-3
The Academic Board resolved to note the update on the Job-ready Graduates Package.

Note for the Record
The Registrar and Academic Director (Education) presented this item. In April 2019, Senate approved the initiative to address issues concerning student progression. This work is undertaken in conjunction with the Student Mental Wellbeing Strategy, the Student Language and Communication Strategy and other University-wide initiatives. The intention is to harmonise these initiatives into a cohesive policy ecosystem.

Subsequently in October 2020, the Australian Senate approved the Job-ready Graduates Package (hereafter JGP). The JGP imposes additional progression requirements, including a new completion rate of at least 50% of units attempted measured on a rolling basis. Notably, a student who does not meet this requirement will lose access to all forms of Commonwealth assistance for continued enrolment in the course (i.e. Commonwealth Supported Places and the Higher Education Loan Program). The JGP also requires ongoing assessments of academic suitability and genuine engagement and impacts upon the 'Discontinue not to count as fail' (DC) result process, particularly in relation to fee remission.

The Registrar and Academic Director (Education) canvassed some of the issues posed by the new requirements and plans to address them. The current progression triggers in use are static, based on the previous semester, whereas the new legislation requires progression to be measured over time. This will be particularly acute for first year students. To mitigate this, work is underway to differentiate the internal processes based on the context of the student and the stage in their degree. Currently, interventions at stage 1 are optional and laissez-faire. The intention is to develop a range

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of early intervention strategies and target the students most in need. A new set of procedures will be developed to enhance consistency and equity of outcomes. Further, DC result processes will be consolidated to simplify the experience for students.

In response to a query from a member, the Registrar and Academic Director (Education) affirmed that a suite of policy changes is intended to be submitted to the Academic Standards and Policy Committee meeting in August, with the intention to have the policy amendments and revised processes in place for 2022 commencement.

The Registrar and Academic Director (Education) affirmed that existing students will not be affected by the JGP and the 50% completion requirement. The requirement will only be in place for commencing students and students who transfer between degrees.

The President, SRC queried the form of the intervention strategies. In response, the Registrar and Academic Director (Education) highlighted that students will be required to meet with an advisor earlier in the process, and that other strategies are still under development.

3.2 Teaching Technologies Showcase

Resolution AB 2021/3-4
The Academic Board resolved to note the teaching technologies showcase.

Note for the Record
Martin Brown (Program Manager Innovative Technologies, Faculty of Medicine and Health) and Nathan Moore (Lead for Digital Innovation, Western Sydney Local Health District) presented to members, a multi-disciplinary collaborative project which uses virtual reality to train doctors in critical life support scenarios. The technology was developed in collaboration between the University, the Western Sydney Local Health District and industry partners.

Mr Moore, using a virtual reality headset, provided a live demonstration of the teaching technology and its capacity to provide a portable, immersive, and customisable training experience. The technology features integrated analytics to measure individual and aggregate performance and provide feedback.

Mr Brown affirmed that the technology is rapidly editable and scalable, representing a significant opportunity to engage students in a life-like training environment. The technology, and the process by which it was conceived and designed, can be readily applied to other real-world problems outside of the medical context. Mr Brown and Mr Moore welcomed members to contact them to explore future opportunities with the technology.

Considerable interest was expressed by members via direct questions and using the chat function. The chat comments have been forwarded to the presenters.

☆ 4 REPORT OF THE CHAIR

4.1 General Report

Resolution AB 2021/3-5
The Academic Board resolved to note the report from the Chair and note:

1. the correction of an administrative error in the IELTS requirements in the Bachelor of Education (Secondary), Bachelor of Education (Secondary) / Bachelor of Advanced Studies, and Bachelor of Education (Early Childhood) course proposals approved by the Academic Board on 3 March 2020;
2. that the Chair of the Academic Board, on behalf of the Academic Board, approved the redaction of identified passages of a lodged thesis arising from an administrative error identified by the Research Integrity Office; and
3. the Chair of the Academic Board, on behalf of the Academic Board, approved an extension of the COVID-19 amendments to the Coursework Policy 2014, that establish physical presence requirements for courses that cannot be commenced remotely, to 2022 and approved the list of Courses Requiring a Student to be Physically Present.

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Note for the Record
The Chair noted that the executive powers granted by the Academic Board to the Chair to approve items requiring urgent approval due to COVID-19 should shortly be rescinded. As the pandemic enters its second year, the University has had adequate time to adjust and respond accordingly.

Action AB 2021/3-1
The Project Officer, Research Integrity to note that the Chair of the Academic Board, on behalf of the Academic Board, approved the redaction of identified passages of a lodged thesis arising from an administrative error identified by the Research Integrity Office.

Action AB 2021/3-2
The Academic Director – Post-Bachelor and Continuing Education to note that the Chair of the Academic Board, on behalf of the Academic Board, approved an extension of the COVID-19 amendments to the Coursework Policy 2014, that establish physical presence requirements for courses that cannot be commenced remotely, to 2022 and approved the list of Courses Requiring a Student to be Physically Present.

4.2 Report of Student Members

Resolution AB 2021/3-6
The Academic Board resolved to note the report of the student members of the Academic Board.

Note for the Record
The President, SRC thanked staff for navigating the difficulties of Semester 1. The President, SRC raised concerns of students regarding wholly online delivery and the loss of social interaction and pedagogical benefits afforded by face-to-face learning. The President, SRC affirmed that face-to-face learning should be made available to the fullest extent possible.

The President, SRC also highlighted the significant delays faced by students for the processing of special consideration applications. He contended that the delays disadvantage students, particularly when the request is denied, and requested assurance from the University that adequate resourcing was being directed to this area.

The Director, Student Operations, on behalf of the Executive Director, Student Administrative Services, affirmed that there has indeed been a significant increase in processing times for special consideration applications. The Director, Student Administration highlighted that work is underway to address this issue and a report will be provided to the Academic Board.

The Co-President, SUPRA informed members of the SUPRA annual general meeting which recently took place and amendments to the SUPRA constitution and duty statement aimed at improving diversity, engagement, and transparency.

The Co-President, SUPRA also informed members that the incoming representatives will take office on 1 July and that this was the last Academic Board meeting for the current representatives. The Co-President, SUPRA thanked members for the opportunity to collaborate over the last two years. Members applauded and thanked the Co-President, SUPRA and the SUPRA representatives for their service. The Chair, Academic Board explicitly expressed gratitude, stating that the outgoing representatives provide the gold-standard for student engagement in the decision-making process.

Action AB 2021/3-3
Executive Director, Student Administrative Services to report to the Academic Board on the steps taken to address the increase in processing times for special consideration at the 20 July meeting.

4.3 Honours and Distinctions

Resolution AB 2021/3-7
The Academic Board resolved to note the report of the Chair of the Academic Board on honours and distinctions and congratulate the recipients.

☆ 5 REPORT OF THE VICE-CHANCELLOR

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Resolution AB 2021/3-8
The Academic Board resolved to note the report of the Vice-Chancellor.

Note for the Record
The Vice-Chancellor reported briefly on face-to-face learning, the federal budget pertaining to higher education, and discussions underway to bring international students to Australia to undertake study. The Vice-Chancellor also commended colleagues for their successes in the Medical Research Future Fund (MRFF) and for receiving gold in the Workplace Equality Index.

☆ 6 QUESTION TIME

During Question Time, members posed questions to the Vice-Chancellor.

Dr Chris Hartley queried the central cost allocation model and the significant increase in costs borne by faculties and schools. In response, the Vice-Chancellor highlighted that the current higher education funding model relies in part on increasing international enrolments. As the size of the University expands, so too does infrastructure and support services and their associated costs. This in turn drives the cost allocations higher.

The President, SRC noted the higher than expected surplus and whether the additional funds will be directed towards continuing online education. In response, the Vice-Chancellor corrected that the University did not return a surplus, but rather a loss that was not as significant as forecasted due to the austerity measures rapidly implemented in 2020. The Vice-Chancellor affirmed the importance an enhanced online experience alongside a high-quality on-campus experience.

Professor Alan Fekete queried the roles of the Provost and the Deputy Vice-Chancellor (Education) currently undergoing recruitment. The Vice-Chancellor highlighted that the role of Provost remained vacant so that the Vice-Chancellor designate could inform the function of the position and recruitment process. Conversely, the role and portfolio of the Deputy Vice-Chancellor (Education) is more settled.

A nominee from SUPRA requested an elaboration on the plan to bring international students to Australia. The Vice-Chancellor informed members that discussions are underway at the state and federal level to establish an international student corridor in collaboration with other universities. This would involve chartering flights and paying for mandatory quarantine for the incoming students. Further information will be provided when it is available.

Associate Professor Tihomir Ancev raised concerns about declining on-campus attendance due to the availability of online options. The Vice-Chancellor noted that approximately 80% of units have the possibility of face-to-face learning in some form, and although students might not be in class, there are a great many using on campus resources. The Vice-Chancellor raised broader pedagogical questions of the traditional lecture format and queried the improvements that could be made to elevate and enhance the in-class student experience.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB 2021/3-8
The Academic Board resolved to note the report from the meetings of the Academic Standards and Policy Committee held on 27 April 2021 and 18 May 2021.

7.1 Admissions Subcommittee Terms of Reference

Resolution AB 2021/3-9
The Academic Board resolved to approve the amended Admissions Subcommittee Terms of Reference, to commence on 9 June 2021.

7.2 Amendments to the University of Sydney (Student Academic Appeals) Rule 2021

Resolution AB 2021/3-10
The Academic Board resolved to endorse and recommend that the Senate approve the *University of Sydney (Student Academic Appeals) Rule 2021*, to commence on 7 July 2021.

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7.3 Amended Curriculum Suspension and Deletion Template

Resolution AB 2021/3-11
The Academic Board resolved to approve the proposal from the University Secretariat to amend the curriculum suspension and deletion template.

7.4 Amendments to Assessment Procedures – Second Replacement Exams

Resolution AB 2021/3-12
The Academic Board resolved to approve changes to the *Assessment Procedures 2011* related to the process for managing second replacement examinations approved by the UE Education Committee, to commence on 9 June 2021.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB 2021/3-13
The Academic Board resolved to note the report from the meetings of the Undergraduate Studies Committee held on 20 April 2021 and 11 May 2021.

Sydney School of Architecture Design and Planning

8.1 Bachelor of Design in Architecture (Honours) / Master of Architecture

Resolution AB 2021/3-14
The Academic Board resolved to approve the proposal from the Sydney School of Architecture, Design and Planning to amend the vertically integrated degree Bachelor of Design in Architecture (Honours) and Master of Architecture and subsequent amendments to the course resolutions and unit of study table and Resolutions of the University School, with effect from 1 January 2022.

University of Sydney Business School

8.2 Bachelor of Commerce and Bachelor of Commerce / Bachelor of Advanced Studies

Resolution AB 2021/3-15
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2022.

8.3 Bachelor of Commerce, Business Information Major Table A and Table S

Resolution AB 2021/3-16
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Business Information Systems major and minor in the Bachelor of Commerce (Table A); Bachelor of Commerce and Bachelor of Laws; Bachelor of Commerce/Bachelor of Advanced Studies, Bachelor of Advanced Computing and Bachelor of Commerce; Bachelor of Engineering Honours and Bachelor of Commerce, and courses drawing from Table S, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2022.

8.4 Bachelor of Commerce Table A and Table S amendments to various majors and minors

Resolution AB 2021/3-17
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Bachelor of Commerce (Table A); Bachelor of Commerce and Bachelor of Laws; Bachelor of Commerce and Bachelor of Advanced Studies, Bachelor of Advanced Computing and Bachelor of Commerce, Bachelor of Engineering Honours and Bachelor of Commerce, and courses drawing from Table S, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2022.

Faculty of Engineering

8.5 Bachelor of Engineering (Honours) new units from Electrical Information Engineering

Resolution AB 2021/3-18

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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.

8.6 Bachelor of Engineering (Honours) Intelligent Information Engineering specialisation

Resolution AB 2021/3-19
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.

8.7 Bachelor of Engineering (Honours) transitional arrangements

Resolution AB 2021/3-20
The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering Honours and combined degrees, and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

8.8 Bachelor of Engineering (Honours) Biomedical Engineering

Resolution AB 2021/3-21
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.

8.9 Bachelor of Engineering (Honours) AMME4401

Resolution AB 2021/3-22
The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering Honours stream and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

8.10 Bachelor of Computing; Bachelor of Advanced Computing IT Special Projects

Resolution AB 2021/3-23
The Academic Board resolved to approve the proposal from the Faculty of Engineering, School of Computer Science to amend the Bachelor of Computing, Bachelor of Advanced Computing, Bachelor of Advanced Computing / Bachelor of Science and Bachelor of Advanced Computing / Bachelor of Commerce and subsequent amendments to the unit of study table, with effect from 1 January 2022.

8.11 Bachelor of Computing; Bachelor of Advanced Computing INFO3315

Resolution AB 2021/3-24
The Academic Board resolved to approve the proposal from the Faculty of Engineering, School of Computer Science to amend the Bachelor of Computing, Bachelor of Advanced Computing, Bachelor of Advanced Computing / Bachelor of Science and Bachelor of Advanced Computing / Bachelor of Commerce and subsequent amendments to the unit of study table, with effect from 1 January 2022.

Faculty of Medicine and Health

8.12 New Faculty-wide research methods units

Resolution AB 2021/3-25
The Academic Board resolved to approve the addition of the new faculty-wide units in research methods in the impacted award courses, with effect from 1 January 2022.

Faculty of Science

8.13 Bachelor of Animal and Veterinary Biosciences new unit LIFE4000

Resolution AB 2021/3-26
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Biosciences and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

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8.14 Honours Unit of Study Tables

Resolution AB 2021/3-27
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Advanced Studies and subsequent amendments to the Honours unit of study tables for Computer Science, Data Science, Financial Mathematics and Statistics, Information Systems, Mathematics (Applied), Mathematics (Pure), Plant Production, Software Development, Soil Science and Hydrology and Statistics, with effect from 1 January 2022.

8.15 Bachelor of Science degree core

Resolution AB 2021/3-28
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the degree core in the Bachelor of Science (and combined degrees) and subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

8.16 Mathematical Sciences program

Resolution AB 2021/3-29
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Mathematical Sciences program and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

8.17 Medical Sciences program

Resolution AB 2021/3-30
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Medical Science program and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

8.18 Bachelor of Science and Bachelor of Science/Bachelor of Advanced Studies Table A

Resolution AB 2021/3-31
The Academic Board resolved to approve the proposal from the Faculty of Science and the Faculty of Engineering, School of Computer Science to amend the Bachelor of Science and Bachelor of Science/Bachelor of Advanced Studies and subsequent amendments to the unit of study table, with effect from 1 January 2022.

8.19 School of Geoscience Table A and S Majors and Pharmacology Minor

Resolution AB 2021/3-32
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Environmental Studies, Geography and Geology and Geophysics majors, and Pharmacology minor with subsequent amendments to the unit of study tables, with effect from 1 January 2022.

Sydney Conservatorium of Music

8.20 Bachelor of Music, Ethnomusicology Minor

Resolution AB 2021/3-33
The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music, Ethnomusicology Minor and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

Assessment Advisory Committee

8.21 Report of the Assessment Advisory Committee

Resolution AB 2021/3-34
The Academic Board resolved to approve the assessment plans endorsed by the Undergraduate Studies Committee and the Assessment Advisory Committee.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB 2021/3-35

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The Academic Board resolved to note the report from the meetings of the Graduate Studies Committee held on 20 April 2021 and 11 May 2021.

Sydney School of Architecture Design and Planning

9.1 Bachelor of Design in Architecture (Honours) / Master of Architecture

Resolution AB 2021/3-36
The Academic Board resolved to approve the proposal from the University School of Architecture, Design and Planning to amend the vertically integrated degree Bachelor of Design in Architecture (Honours) and Master of Architecture and subsequent amendments to the course resolutions and unit of study table and Resolutions of the University School, with effect from 1 January 2022.

9.2 Master of Architecture

Resolution AB 2021/3-36
The Academic Board resolved to approve the proposal from the University School of Architecture, Design and Planning to amend the Master of Architecture and subsequent amendments to the unit of study table with effect from 1 January 2022.

9.3 Master of Interaction Design and Electronic Arts

Resolution AB 2021/3-37
The Academic Board resolved to approve the proposal from the University School of Architecture, Design and Planning to amend the Master of Interaction Design and Electronic Arts unit of study table, with effect from 1 January 2022.

University of Sydney Business School

9.4 Master of Business Administration

Resolution AB 2021/3-38
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Master of Business Administration, Graduate Diploma in Business Administration and Graduate Certificate in Business Administration and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

9.5 Master of International Business

Resolution AB 2021/3-39
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Master of International Business and the Graduate Certificate in International Business and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

9.6 Master of Logistics and Supply Chain Management

Resolution AB 2021/3-40
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Master of Logistics and Supply Chain Management, Graduate Diploma in Logistics and Supply Chain Management and Graduate Certificate in Logistics and Supply Chain Management and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

9.7 Master of Management (CEMS)

Resolution AB 2021/3-41
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Master of Management (CEMS) and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

9.8 Master of Human Resource Management & Industrial Relations

Resolution AB 2021/3-42
The Academic Board resolved to approve the proposal to amend the Master of Human Resource Management and Industrial Relations, Graduate Diploma in Human Resource Management and Industrial Relations and Graduate Certificate in Human Resource Management and Industrial

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Relations, and the amendments to the tables of units of study and course resolutions arising from the proposal, with effect from 1 January 2022.

9.9 Master of Human Resource Management & Industrial Relations (subsequent proposal)

Resolution AB 2021/3-43
The Academic Board resolved to approve the subsequent proposal from the University of Sydney Business School to amend the Master of Human Resource Management & Industrial Relations, Graduate Diploma in Human Resource Management & Industrial Relations and Graduate Certificate in Human Resource Management & Industrial Relations and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

9.10 Master of Professional Accounting

Resolution AB 2021/3-44
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Master of Professional Accounting and Graduate Certificate in Professional Accounting and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

Faculty of Arts and Social Sciences

9.11 Master of Creative Writing

Resolution AB 2021/3-45
The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Creative Writing; Graduate Diploma in Creative Writing; and Graduate Certificate in Creative Writing, and the subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

Faculty of Engineering

9.12 Graduate Diploma of Computing; Master of Information Technology; Master of Information Technology Management; Master of Information Technology / Master of Information Technology Management

Resolution AB 2021/3-46
The Academic Board resolved to approve the proposal from the Faculty of Engineering, School of Computer Science to amend the following degrees; Graduate Certificate in Computing, Graduate Certificate in Information Technology, Graduate Certificate in Information Technology Management, Graduate Diploma in Computing, Graduate Diploma in Information Technology, Graduate Diploma in Information Technology Management, Master of Information Technology, Master of Information Technology and Master of Information Technology Management, and Master of Information Technology Management and subsequent amendments to the unit of study table, with effect from 1 January 2022.

9.13 Master of Health Technology Innovation

Resolution AB 2021/3-47
The Academic Board resolved to approve the proposal from the Faculty of Engineering, School of Computer Science to amend the Master of Health Technology Innovation and subsequent amendments to the unit of study table, with effect from 1 January 2022.

9.14 Master of Project Leadership

Resolution AB 2021/3-48
The Academic Board resolved to approve the proposal from the School of Project Management to amend the Master of Project Leadership and Graduate Diploma in Project Leadership and subsequent amendments to the unit of study tables, with effect from Semester 1 2022.

9.15 Master of Professional Engineering; Master of Engineering new unit AMME8202 (add AMME5202 as exclusion for AMME8202)

Resolution AB 2021/3-48
The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Master of Professional Engineering (Accelerated) and the Master or Engineering and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

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9.16 Master of Professional Engineering; Master of Professional Engineering (Accelerated); Master of Engineering new unit AMME9401

Resolution AB 2021/3-49

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Master of Professional Engineering, the Master of Professional Engineering (Accelerated) and the Master or Engineering and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

9.17 Master of Professional Engineering; Master of Professional Engineering (Accelerated); Master of Engineering, Biomedical Engineering electives

Resolution AB 2021/3-50

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Master of Professional Engineering, the Master of Professional Engineering (Accelerated) and the Master or Engineering and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

Faculty of Medicine and Health

9.18 Master of Biomedical Science

Resolution AB 2021/3-51

The Academic Board resolved to approve the proposal to amend the Master of Biomedical Science; Graduate Diploma in Biomedical Science; and Graduate Certificate in Biomedical Science, and the subsequent amendments to the course resolutions, with effect from 1 July 2021.

9.19 Master of Medicine; Master of Science in Medicine, Clinical Epidemiology

Resolution AB 2021/3-52

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine and Master of Science in Medicine, and the subsequent amendments to the unit of study tables, with effect from 1 January 2022; and note subsequent amendments approved at FMH Faculty Board.

9.20 Master of Medicine and Master of Science in Medicine cross listing units

Resolution AB 2021/3-53

The Academic Board resolved to approve the proposal to amend the Graduate Certificate in Medicine; Graduate Diploma in Medicine; Master of Medicine; Master of Medicine (Advanced); Graduate Certificate in Science in Medicine; Graduate Diploma in Science in Medicine; Master of Science in Medicine; and Master of Science in Medicine (Advanced), and the subsequent amendments to the unit of study tables, with effect from 1 January 2022.

University of Sydney Law School

9.21 LLM Capstone

Resolution AB 2021/3-54

The Academic Board resolved to approve the proposal from the University of Sydney Law School to amend the Master of Laws by Coursework and subsequent amendments to the course resolutions, with effect from 1 January 2022.

9.22 PG Assessment Guidelines

Resolution AB 2021/3-55

The Academic Board resolved to approve the proposal from the University of Sydney Law School to amend the postgraduate assessment guidelines and subsequent amendments to the resolutions of the University School, with effect from 1 January 2022.

Faculty of Science

9.23 Master of Agriculture and Environment

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Resolution AB 2021/3-56
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Master of Agriculture and Environment and Graduate Diploma in Agriculture and Environment and subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

9.24 Graduate Diploma in Science

Resolution AB 2021/3-57
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Graduate Diploma in Science course resolutions, with effect from 1 January 2022, and amend the Graduate Diploma in Science to add an additional location, with effect from 1 January 2023.

Education Portfolio

9.25 2022 Table R Units of Study

Resolution AB 2021/3-58
The Academic Board resolved to approve the 2022 Table R unit collection.

HDR Scholarships Subcommittee

9.26 Resolution of Ties for the Award of RTP Scholarships

Resolution AB 2021/3-59
The Academic Board resolved to approve the following method to distinguish between candidates with the same score within faculties in the ranking for award of RTP scholarships under the Ranking Principles:

'such that where the undergraduate score has not already been used, it is first used to break the tie; and the research environment and supervisory team rankings are then used to break any further ties (or in cases where the tie is based on the undergraduate scores)'.

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

Resolution AB 2021/3-60
The Academic Board resolved to note the report from the meeting of the Academic Quality Committee held on 5 May 2021.

10.1 Academic Quality Committee Membership Update

Resolution AB 2021/3-61
The Academic Board resolved to appoint Professor Michael Wheatland as the representative for the Faculty of Science on the Academic Quality Committee, effective upon approval.

10.2 Amendment to the Faculty of Medicine and Health Course Review List 2021

Resolution AB 2021/3-62
The Academic Board resolved to approve the amendments to the Faculty of Medicine and Health 2021 Course Review List resulting from changes to multiple programs.

10.3 Sydney Law School Course Review Request for Deferral

Resolution AB 2021/3-63
The Academic Board resolved to approve deferral of the LLB course review to 2022.

10.4 Educational Integrity Annual Report

Resolution AB 2021/3-64
The Academic Board resolved to note the Educational Integrity Annual Report 2020.

11 GENERAL BUSINESS

11.1 Semester and Intensive Session Dates 2022 - 2026

Resolution AB 2021/3-65

Unconfirmed Minutes

The Academic Board resolved to approve the proposed semester dates and intensive session dates, based on the current year model.

Noted for the Record
The Director, Student Operations informed members that the dates are based on the existing calendar model and pre-approved dates. Several minor changes have been made to ensure that census date falls on a weekday. The dates have been extrapolated to 2026.

12 OTHER BUSINESS

12.1 Any Other Business

No other business was raised at this meeting.

MEETING CLOSE

The agenda pack for this meeting is available from the Academic Board Website.

Unconfirmed Minutes

THE UNIVERSITY OF SYDNEY

Submission To	Academic Board
Date	20 July 2021
Item No	3.2

Non-Confidential

Proposal Title	Principles Guiding Education at Sydney
Recommendation	That Academic Board discuss the 'Principles Guiding Education at Sydney' and next steps to communicate and implement them.
Proposal Presenter	Adam Bridgeman, Pro Vice-Chancellor, Educational Innovation
Consultation Pipeline	UE Education → Academic Board

EXECUTIVE SUMMARY

The challenge of balancing teaching for students who are either in Sydney or overseas looks likely to continue into the next semester and semester 1 next year. In many ways, the challenge is deepening, as life in Sydney becomes more open, yet national border closures persist. We believe that our aim at this stage should be to transition over the next two semesters to a future COVID-adjusted world. This is one in which borders are open and we make the best possible use of in-person and online learning opportunities. Whilst we may still need to adapt quickly to change when required, our primary modes of teaching will be a richly blended on-campus mode and, where appropriate for a student cohort, a high-quality online mode designed specifically for online learning.

As we aim to make this transition, it is useful to base the future model of teaching on a core set of principles for providing teaching and learning that reflects a distinctive education at Sydney and the best available evidence on effective approaches. These principles place the students at the centre and recognise the fundamental roles of educators in all teaching modes.

The attachment details a set of suggested 'Principles guiding education at Sydney' including:

- A shared educational philosophy
- Some Implications for teaching delivery
- 7 core pedagogical principles and simple, achievable teaching practices

These principles and teaching practices are based on:

- Extensive educational scholarship
- The Educational Strategy in the 2016-2020 Strategic Plan
- The 2019 Student Experience Strategy
- The key lessons from the transformation necessitated by the 2020 pandemic
- The central role of skilled educators highlighted in our own experiences and worldwide trends[1].

[1] As detailed, for example, in:
- 2021 EDUCAUSE Horizon Report: Learning and Teaching Edition (https://library.educause.edu/resources/2021/4/2021-educause-horizon-report-teaching-and-learning-edition)
- Peter Felten and Leo M. Lambert, *Relationship-Rich Education: How Human Connections Drive Success in College,* Johns Hopkins University Press, 2020
- M. Schneider and F. Preckel, *Variables Associated With Achievement In Higher Education: A Systematic Review Of Meta-Analyses*, *Psychological Bulletin, 143*(6), 565-600. https://doi.org/10.1037/bul0000098

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung

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ATTACHMENTS

Attachment 1: Principles Guiding Education at Sydney

Approver	Adam Bridgeman, Pro Vice-Chancellor, Educational Innovation
Faculty/Proposal Sponsor	Adam Bridgeman, Danny Liu and Ruth Weeks, Educational Innovation

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THE UNIVERSITY OF SYDNEY

Principles guiding education at Sydney

Adam Bridgeman
Danny Liu
Ruth Weeks

Educational Innovation

A shared educational philosophy

At Sydney, students learn in a diverse, inclusive and intellectually exciting environment where knowledge and skills are constructed through collaborative and interactive inquiry. This is facilitated by skilled and culturally responsive educators through both personalised and collaborative learning cycles of inquiry, feedback and assessment centred on authentic problem solving and tasks.

Implications for teaching delivery

Within this philosophy, core concepts are primarily taught through chunked content, for example:

- Asynchronously through digital resources such as short videos or podcasts, readings and guided tutorials interspersed with meaningful activities
- Synchronously through short periods of engaging delivery in face-to-face, online or HyFlex modes interspersed with meaningful activities

These meaningful activities serve to develop conceptual understanding through student-centred, active and collaborative learning tasks, such as:

- Collaborative inquiry where knowledge is constructed through facilitated and guided peer activities
- Critical discussion of media, case studies, lived experiences, seminal works
- Demonstrations of scientific phenomena where students are actively involved in predicting or explaining their observations
- Live musical, performance, media, and art practice involving student contributions and/or reflections
- Problem-based learning activities
- Use of anonymous feedback and polling systems to gauge class and individual understanding and views to inform class direction
- Use of activities or tasks that reflect real world problems and approaches
- Use of 'authentic' and relevant scenarios/cases
- Use of object-based learning
- Use of multiple modalities rather than sole reliance on traditional written text

Of the many lessons learnt during 2020, and given the change in expectations of students and staff and a new 'normal' teaching climate the following will continue to be valuable as we transition from our present mixed on-campus and remote teaching models to the future purposely designed model. Based on the philosophy outlined above, we will:

- Provide an equitable and high-quality educational offering for all students (e.g. by adapting educational practices demonstrated to strengthen student engagement and educational outcomes);
- Build a cohesive learning community inclusive of all students;
- Offer equivalent and equitable assessment for all students;
- Be able to transition quickly to a remote mode if necessary; and
- Take advantage of the distinctive capabilities of available in-person, synchronous online, and asynchronous online formats for effective interactive and collaborative learning activities, recognising the particular value of in-person formats for undergraduate and professional entry graduate programs, and flexible online and intensive formats for post-experience postgraduate programs.

Core pedagogical principles

Seven core pedagogical principles should infuse our purposively designed learning, teaching, and assessment activities. Keeping these in mind when designing activities will help to ensure students' experiences are supportive, constructive and culturally competent. These principles and some examples* of how they intersect with the above in typical class types are:

1. **Build teacher-student relationships**
   a. Encourage the teaching team to use their own and students' preferred names and to be friendly and approachable
   b. Use SRES to send personalised messages
   c. Provide a welcome announcement and then regular low-fidelity but personal video or audio recordings
   d. If the unit uses lots of asynchronous content, such as readings or videos:
      i. Encourage active use of a discussion board
      ii. Hold regular, informal Q&A Zoom sessions
   e. Run regular synchronous sessions where students are provided opportunities to interact with you
      i. Right before a large class, invite students to respond or chat using open-ended questions using a tool like Padlet or, for fully online classes, Zoom chat.
      ii. Provide a backchannel as a safe environment for student questions
      iii. Hang around after the class to answer questions from both face-to-face students and those online
2. **Foster a sense of belonging and community**
   a. Run in-class activities to create a genuine sense of belonging among all students which reflects our **shared values**
   b. Design and support peer learning opportunities
   c. For first year units, deliberately include meaningful opportunities for dialogue, for example using **transition activities**
   d. For fully face-to-face small classes:
      i. Have the students move around the classroom for group work
      ii. Work with tangible artefacts (e.g. post-its, physical models, paper and pen) and minimise use of teacher-led presentations
   e. For fully online classes, use breakout rooms for substantive activities
   f. For Hyflex classes:
      i. Use a second screen or part of the main screen to show the faces of the online students
      ii. Reserve some work for the remote students and dedicate time to them by including their questions in Q&A and by asking them to select discussion topics
   g. Run safe activities which invite, elevate, and share student voice and personal experiences
   h. Encourage use of discussion forums by directing and regularly answering questions there and by seeding questions and prompts if necessary
3. **Have clear communications and expectations**
   a. Provide regular, proactive, and tailored reminders that emphasise care and compassion

* See also **https://bit.ly/covid19-support3**

b. Organise learning, teaching, assessment and feedback activities in a consistent and coherent way and provide required sources ahead of class
c. When organising activities for synchronous classes, be very explicit about their length and provide updates to students, including those in breakout rooms
d. Provide resources and short activities to help students prepare for class and consider low or zero value assessments with personalised feedback to encourage completion
e. Ask students to prepare for class by considering a problem that you hope they'll be able to solve/address by the end of the class
f. Set expectations, protocols and expected etiquette around communications including those in class

4. **Measure and support engagement**
   a. Make time in synchronous sessions to run activities that gauge student understanding and use this to steer class time
   b. Consider assigning summative marks to completion of online activities such as discussion forum posts or short mastery quizzes
   c. Monitor student participation and performance to support and encourage those who need it, using a tool like SRES if appropriate
5. **Use engaging approaches to content delivery**
   a. Intersperse traditional 'delivery' with activities where students can test, apply, and challenge their understanding and skills
   b. Use case studies, artefacts, practices, and problems drawn from lived experiences and/or authentic disciplinary/professional contexts
   c. Consider introducing activities where students collaboratively build their own knowledge, through facilitated discussion with their peers, problem-based approaches and online research
   d. The occasional plenary or guest lecture which serves to add diversity, disciplinary or professional authenticity
6. **Offer meaningful assessment, feedback and academic integrity**
   a. Provide regular (formative) opportunities for students to master topics, apply conceptual understanding and practice skills
   b. Consider remodelling high stakes summative assessments by use of staged assignments where students work on a substantial project through a number of stages of peer and teacher feedback on designs, prototypes or drafts
   c. Design assessment and feedback to model authentic professional/disciplinary practices and tasks
   d. Provide opportunities for meaningful small group discussions on the purpose and requirements of each assessment and of our combined responsibility for their integrity
7. **Be human**
   a. Intentionally build culturally responsive practices, teaching designs, and teacher-student and student-student interactions
   b. Demonstrate care and compassion for students' and your own circumstances
   c. Invite students to contribute and assist in optimising the learning and teaching environment
   d. Show your passion for learning and your discipline
   e. Be open about your own educational and professional journey

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Item No	4.1

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Executive Sponsor	Chair, Academic Board
Paper Title	Report from the Chair
Recommendation	That the Academic Board note the report from the Chair and note: 1. that the Chair of the Academic Board, on behalf of the Academic Board, approved an extension of the COVID-19 amendments to the Coursework Policy 2014 that establish physical presence requirements for courses that cannot be commenced remotely; and 2. that the Chair of the Academic Board, on behalf of the Academic Board, approved the proposal from the Faculty of Medicine and Health to include the Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Speech Pathology), and the Master of Speech Language Pathology as courses requiring physical presence for 2022, pursuant to clause 13A of the *Coursework Policy 2014*.
Consultation Pipeline	Academic Board

Executive Summary

Welcome everyone to the first Academic Board meeting for Semester 2, 2021. It has been a difficult, few weeks for staff and students due to the lockdowns in Sydney. Although under the stay-at-home orders, I hope that everyone has been able to take some time to relax over the mid-semester break.

Academic Board Business and Event Updates

Welcome Vice-Chancellor

It is my great pleasure to welcome our new Vice-Chancellor and Principal, Professor Mark Scott AO. It is only Professor Scott's second day at the University, so it's wonderful that he is able to attend the Academic Board meeting today.

I would also like to thank Professor Stephen Garton AM, who has reverted to his role as Senior Deputy Vice-Chancellor. Professor Garton has always been an engaged and active member of the Board and we are particularly grateful for his service over the past months.

Vale Professor Frazer Allan

We received the sad news that Professor Frazer Allan passed away from a heart attack on Thursday 24 June. Frazer was appointed Head of School and Dean of the School of Veterinary Science in 2018 and was an incredibly valued member of the University community. My sincere condolences to Frazer's wife, family, friends, and colleagues.

Congratulations Katie Moore

I was delighted to be informed that Katie Moore, Wiradjuri woman, Project Manager in the Research Portfolio, and recipient of the UN Women Australia scholarship, became the first known Indigenous woman to graduate from the MBA program at the University of Sydney Business School on Wednesday 2 June. Congratulations Katie!

Useful Information

Nominations open for the 2021 Vice-Chancellor's Awards for Excellence

Staff are now able to nominate their peers for the 2021 Vice-Chancellor's Awards for Excellence. Changes to this year's criteria include the ability to nominate affiliates as well as staff members, a new category recognising excellent work contributing to the University's sustainability strategy, and a larger number of awards available

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in the categories 'Outstanding Mentoring and Leadership and 'Outstanding Contribution to University Community'.

Nominations close at 5.00pm on Monday 13 September. Nomination forms, eligibility criteria and other useful information can be found on the intranet.

NAIDOC Week

The University celebrated NAIDOC week on 4-11 July. Unfortunately, in-person events were unable to proceed due to the lockdowns in Greater Sydney. However, staff and students were able to celebrate the history, culture, and achievements of Aboriginal and Torres Strait Islander people with various online events and resources:

- Professor Lisa Jackson Pulver, Deputy Vice-Chancellor (Indigenous Strategy and Services) reflected on the 2021 NAIDOC Week theme, 'Heal Country'.
- Staff were invited to attend a Zoom panel event celebrating the contributions and achievements of Aboriginal and Torres Strait Islander people and exploring the theme of 'Heal Country'. The panel was facilitated by Lisa Sarago, Manager Indigenous Employment, and featured Associate Professor Lynette Riley, Sydney School of Education and Social Work; Ryan Stoker, Digital Collections Librarian, University Library; Dr Vanessa Lee, Senior Lecturer, Sydney School of Health Sciences; and Tracey Cameron, Lecturer, Sydney School of Education and Social Work.
- Dr Christine Winter, Lecturer in Indigenous, intergenerational, environmental and multispecies justice, produced a series of podcasts investigating the theme 'Heal Country, Heal the Nation'.
- The University Library collated a list of online resources focusing on Aboriginal and Torres Strait Islander communities and cultural heritage.

Interested staff and students are also invited to register to plant a native tree on National Tree Day (Friday 30 July). The trees planted will create a new native garden on campus.

More details about NAIDOC week events are available on the intranet and on the University's NAIDOC week page.

SUPRA and Research Integrity Online Event for HDR Students: Authorship Criteria

SUPRA and the Research Integrity team are jointly presenting an online event for Higher Degree by Research (HDR) students to help them understand the Research Code of Conduct 2019 and how to consider authorship. The event will run from 3.00pm-4.00pm on Tuesday 27 July via Zoom. Interested students can register online.

Educational Integrity Annual Report 2020

The University has released its Educational Integrity Annual Report for 2020. Key findings from the report include a rise in the number of reported integrity breaches. This has been attributed to the rapid shift to online learning in 2020, the rise of contract cheating services, and increased awareness and reporting of breaches by staff and students.

Data suggests that students who complete the Academic Honesty Education Module, and receive education on academic writing and referencing, are less likely to engage in academic dishonesty. Assessment design, such as using artificial intelligence proctoring rather than online human proctoring, and utilising similarity detection software, is also valuable in limiting opportunities to cheat

.

Further information, including a full copy of the report, is available on the intranet.

ARC ERA EI Review Report

In 2020, the Australian Research Council (ERA) conducted a review of the national benchmarks for university research performance: Excellence in Research for Australia (ERA) and Engagement and Impact (EI). The ERA EI Review Final Report has now been released and contains a number of recommendations which will affect submissions in 2023 and 2024. A summary of these recommendations is available on the intranet, and full details can be found on the ARC's ERA EI review page.

Multi-Disciplinary Postgraduate Unit of Study Available in Semester 2

In Semester 2, 2021, the University is once again offering Inventing the Future (INFC7000), a multi-disciplinary unit of study open to postgraduate students. The unit provides high-performing postgraduate students with an opportunity to manage a project as part of an interdisciplinary team. Students enrolled in the unit are presented with a product brief and invited to solve a problem of social and economic importance in a field of study which

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aligns with areas of university research. The student teams must respond to the brief and prepare a working prototype of their product with an associated business case. More information can be found in the unit outline.

Casual Staff Conversion

In March 2021, the Federal Government made amendments to the *Fair Work Act 2009* in relation to casual employment. In response to this, the University implemented a Casual Conversion Program to identify casual staff who are eligible to receive an offer of continuing employment. Full details are available on the casual conversion intranet page.

Gold status awarded at the Australian LGBTQ Inclusion Awards

The University was named a 'gold employer' at the 2021 Australian LGBTQ Inclusion Awards. The award recognises LGBTQ inclusion in workplaces and is determined by the results of Australian Workplace Equality Index (AWEI) and the Health + Wellbeing Equality Index (HWEI).

QS Ranking Results 2021

The University of Sydney ranked 38th in the world in the 2021 QS World University Rankings, an improvement of two places from 2020. The University was also ranked third in Australia. The QS rankings are determined by considering academic reputation, employer reputation, faculty/student ratio, citations per faculty, international faculty ration and international student ratio.

Academic Ranking of World Universities 2021

The Academic Ranking of World Universities (ARWU) Global Ranking of Academic Subjects 2021 has been released. Three University Sydney subjects were rated among the top 20 in the world: nursing at 10th, transportation science and technology at 14th, and veterinary science at 15th, with a total of 29 subjects across the University increasing in rank. The AWRU ranking is determined by considering the number of papers published in top journals and conferences.

The ARWU is also calling for professors to complete a survey to assist in setting criteria for determining the academic excellence of universities.

Further details about the 2021 rankings and the ranking criteria survey can be found on the intranet.

F23 Administration Building to be Renamed the Michael Spence Building

The F23 Administration Building is being renamed the Michael Spence Building in recognition of the former Vice-Chancellor and Principal Dr Michael Spence and his service to the University. Signage in the building and online is being updated. More information is available on the intranet.

Multi-Factor Authentication

Multi-Factor Authentication (MFA) has been rolled out across the University and is required to access University applications. Support in setting up and troubleshooting MFA is available to staff and students.

Academic Board Representation

Vice-Chancellor's Sponsorship Program Launch Event

I attended the Vice-Chancellor's Sponsorship Program Launch event via Zoom on Thursday 8 July. The sponsorship program aims to accelerate the careers of culturally diverse women across the University, through one-on-one meetings with a senior leader, skills and career planning workshops and a self-assessment plan. It is always a pleasure to be able to participate in such a valuable program.

2021 Sydney Teaching Symposium

I attended the 2021 Sydney Teaching Symposium via Zoom. This year's theme was 'sustaining and maintaining teaching innovation for a new normal', and the symposium focused on sharing ideas and practices which supported online or blended learning and assessment over the past year. It was a very valuable day that highlighted the diversity of approaches being employed across the University, and I congratulate our colleagues in the Educational Innovation team for putting together such a beneficial online event.

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Executive Approvals

The Chair of the Academic Board approved the following actions out of session in relation to urgent changes:

Date Approved	Action Approved
1 June 2021	The Chair of the Academic Board, on behalf of the Academic Board, approved an extension of the COVID-19 amendments to the *Coursework Policy 2014* that establish physical presence requirements for courses that cannot be commenced remotely.
6 July 2021	The Chair of the Academic Board, on behalf of the Academic Board, approved the proposal from the Faculty of Medicine and Health to include the Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Speech Pathology), and the Master of Speech Language Pathology as courses requiring physical presence for 2022, pursuant to clause 13A of the *Coursework Policy 2014*.

Both executive approval items refer to **Attachment 1.**

Attachments

Attachment 1: Joint Determination – Courses Requiring Physical Presence

Author	Professor Tony Masters (Chair, Academic Board)
Requests for Further Information	Requests for further information may be directed to Michael Kusi-Appauh (University Secretariat)

JOINT DETERMINATION - COURSES REQUIRING PHYSICAL PRESENCE

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:

physical presence	means being physically present at the University or at a place or places in Australia as directed by the University.

2 Courses requiring physical presence.

As provided by clauses 13A and clause 19A of the *Coursework Policy 2014*, the Chair of the Academic Board and the Deputy Vice Chancellor (Education) have jointly determined that the courses listed in Table 1 require students to be physically present.

TABLE 1

Award courses requiring physical presence

FACULTY OR UNIVERSITY SCHOOL	COURSE CODE	AWARD COURSE
Business School	MAEXMBAD-01	Executive Master of Business Administration
Business School	BPCOMAVS1000	Bachelor of Commerce and Bachelor of Advanced Studies Bachelor of Commerce and Bachelor of Advanced Studies (Dalyell Scholars) in the following Honours subject area: • Theatre and Performance Studies
Faculty of Arts and Social Sciences	BPARTAVS1000	Bachelor of Arts and Bachelor of Advanced Studies Bachelor of Arts and Bachelor of Advanced Studies (Dalyell Scholars) in the following Honours subject area: • Theatre and Performance Studies
Faculty of Arts and Social Sciences	BHARTSAH1000	Bachelor of Arts (Honours) in the following subject area: • Theatre and Performance Studies

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FACULTY OR UNIVERSITY SCHOOL	COURSE CODE	AWARD COURSE
Faculty of Arts and Social Sciences	BPVISAVS1000	Bachelor of Visual Arts and Bachelor of Advanced Studies in the following Honours subject area: • Visual Arts
Faculty of Arts and Social Sciences	BHVISARH2000	Bachelor of Visual Arts Honours
Faculty of Medicine and Health	MAMEDICI-06	Doctor of Medicine
Faculty of Medicine and Health	MADNTLMD-01	Doctor of Dental Medicine
Faculty of Medicine and Health	TCCLDORM-01	Doctor of Clinical Dentistry (Oral Medicine)
Faculty of Medicine and Health	TCCLDORS-01	Doctor of Clinical Dentistry (Oral Surgery)
Faculty of Medicine and Health	TCCLDORD-01	Doctor of Clinical Dentistry (Orthodontics)
Faculty of Medicine and Health	TCCLDPAD-01	Doctor of Clinical Dentistry (Paediatric Dentistry)
Faculty of Medicine and Health	TCCLDPER-01	Doctor of Clinical Dentistry (Periodontics)
Faculty of Medicine and Health	TCCLDPRO-01	Doctor of Clinical Dentistry (Prosthodontics)
Faculty of Medicine and Health	TCCLDSND-01	Doctor of Clinical Dentistry (Special Needs Dentistry)
Faculty of Medicine and Health	GNBMDSAP-01	Graduate Diploma in Biomedical Science (Advanced Diagnostics and Prognostics)
Faculty of Medicine and Health	GNBMDSCA-01	Graduate Diploma in Biomedical Science (Cancer)

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FACULTY OR UNIVERSITY SCHOOL	COURSE CODE	AWARD COURSE
Faculty of Medicine and Health	GNBMDSGM-01	Graduate Diploma in Biomedical Science (Genomics and Precision Medicine)
Faculty of Medicine and Health	GNBMDSGM-01	Graduate Diploma in Biomedical Science (Infection and Immunity)
Faculty of Medicine and Health	GNCLDARE-01	Graduate Diploma in Clinical Dentistry (Advanced Restorative)
Faculty of Medicine and Health	GNCLDCSP-01	Graduate Diploma in Clinical Dentistry (Conscious Sedation and Pain Control)
Faculty of Medicine and Health	GNCLDOIM-01	Graduate Diploma in Clinical Dentistry (Oral Implants)
Faculty of Medicine and Health	GNCLDSUD-01	Graduate Diploma in Clinical Dentistry (Surgical Dentistry)
Faculty of Medicine and Health	GCCLDARE-01	Graduate Certificate in Clinical Dentistry (Advanced Restorative)
Faculty of Medicine and Health	BPASDRAD-01	Bachelor of Applied Science (Diagnostic Radiography)
Faculty of Medicine and Health	BPASOCTE-05	Bachelor of Applied Science (Occupational Therapy)
Faculty of Medicine and Health	BPASPHYS-06	Bachelor of Applied Science (Physiotherapy)
Faculty of Medicine and Health	BPASSPPA-06	Bachelor of Applied Science (Speech Pathology)
Faculty of Medicine and Health	BPNURADS	Bachelor of Nursing (Advanced Studies)
Faculty of Medicine and Health	BHNURSIH-02	Bachelor of Nursing (Honours)
Faculty of Medicine and Health	BUORAHEA-01	Bachelor of Oral Health

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FACULTY OR UNIVERSITY SCHOOL	COURSE CODE	AWARD COURSE
Faculty of Medicine and Health	MABMDSAP-01	Master of Biomedical Science (Advanced Diagnostics and Prognostics)
Faculty of Medicine and Health	MABMDSCA-01	Master of Biomedical Science (Cancer)
Faculty of Medicine and Health	MABMDSGM-01	Master of Biomedical Science (Genomics and Precision Medicine)
Faculty of Medicine and Health	MABMDSGM-01	Master of Biomedical Science (Infection and Immunity)
Faculty of Medicine and Health	MADIARAD-01	Master of Diagnostic Radiography
Faculty of Medicine and Health	MAEXPHYS-02	Master of Exercise Physiology
Faculty of Medicine and Health	MANURSNG-09	Master of Nursing
Faculty of Medicine and Health	MAOCCTHE-02	Master of Occupational Therapy
Faculty of Medicine and Health	MAPHYSIO-01	Master of Physiotherapy
Faculty of Medicine and Health	MASPLAPA-01	Master of Speech Language Pathology
Faculty of Science	MACLIPSY-01	Master of Clinical Psychology
Faculty of Science	MANUTDIE1000	Master of Nutrition and Dietetics
Faculty of Science	RMVETCLS-01	Master of Veterinary Clinical Studies
Faculty of Science	MAVETSTD-04	Master of Veterinary Studies
Sydney Conservatorium of Music	MAMUSOPP-01	Master of Music Studies (Opera Performance)

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FACULTY OR UNIVERSITY SCHOOL	COURSE CODE	AWARD COURSE
Sydney Conservatorium of Music	GNMUSOPP-01	Graduate Diploma in Music (Opera Performance)
Board of Interdisciplinary Studies	BPADVSTH-01	Bachelor of Advanced Studies (Honours) in any of the following subject areas: • Anatomy and Histology • Applied Medical Sciences • Cell and Developmental Biology • Chemistry • Immunology • Infectious Diseases • Medicinal Chemistry • Neuroscience • Pathology • Pharmacology • Physiology • Theatre and Performance Studies **Note:** See Sydney Courses: https://www.sydney.edu.au/courses/courses/uc/bachelor-of-advanced-studies-honours.html
Faculty of Science	BHLIARSH1000	Bachelor of Liberal Arts and Science (Honours) in any of the following subject areas: • Anatomy and Histology • Applied Medical Sciences • Cell and Developmental Biology • Chemistry • Immunology • Infectious Diseases • Medicinal Chemistry • Neuroscience • Pathology • Pharmacology • Physiology • Theatre and Performance Studies
Faculty of Science	BHMEDSCH1000	Bachelor of Medical Science (Honours) in any of the following subject areas: • Anatomy and Histology • Applied Medical Sciences

FACULTY OR UNIVERSITY SCHOOL	COURSE CODE	AWARD COURSE
		• Cell Pathology • Immunology • Pharmacology • Physiology
Faculty of Science	BHSCIENH2ADV	Bachelor of Science (Advanced) (Honours) in any of the following subject areas: • Anatomy and Histology • Applied Medical Sciences • Cell Pathology • Chemistry • Immunology • Infectious Diseases • Medicinal Chemistry • Neuroscience • Pathology • Pharmacology • Physiology
Faculty of Science	BHSCIENH2000	Bachelor of Science (Honours) in any of the following subject areas: • Anatomy and Histology • Applied Medical Sciences • Cell Pathology • Chemistry • Immunology • Infectious Diseases • Medicinal Chemistry • Neuroscience • Pathology • Pharmacology • Physiology
Faculty of Science	BPSCIAVS1HLT	Bachelor of Science and Bachelor of Advanced Studies (Health) in the following Honours subject area: • Theatre and Performance Studies

FACULTY OR UNIVERSITY SCHOOL	COURSE CODE	AWARD COURSE
Faculty of Science	BPSCIAVS1ADV	Bachelor of Science and Bachelor of Advanced Studies (Advanced) in the following Honours subject area: • Theatre and Performance Studies
Faculty of Science	BPSCIAVS1MLS	Bachelor of Science and Bachelor of Advanced Studies (Medical Science) in the following Honours subject area: • Theatre and Performance Studies
Faculty of Science	BPSCIAVS1000	Bachelor of Science and Bachelor of Advanced Studies Bachelor of Science and Bachelor of Advanced Studies (Dalyell Scholars including Mathematical Science) in the following Honours subject area: • Theatre and Performance Studies

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Submission To	Academic Board
Date	20 July 2021
Item No	4.3

Non-Confidential

Paper 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	Professor Tony Masters (Chair, Academic Board)
Consultation Pipeline	Academic Board

2021 QUEEN'S BIRTHDAY HONURS LIST

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

Professor Emeritus Adrian Bauman AO, Faculty of Medicine and Health
For distinguished service to public health, to the prevention of chronic disease, and to tertiary education.

Dr Evans Lagudah AO, Faculty of Science
For distinguished service to agriculture and food science as a researcher in the area of wheat genetics.

Professor Carol Anne Pollock AO, Faculty of Medicine and Health
For distinguished service to medical research, education and science, to nephrology, and to clinical practice and governance.

Professor Richard Anthony Scolyer AO, Faculty of Medicine and Health
For distinguished service to medicine, particularly in the field of melanoma and skin cancer, and to national and international professional organisations.

Professor Anne Twomey AO, The University of Sydney Law School
For distinguished service to the law, to legal education, and to public education on constitutional matters.

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

Professor John Connell AM, Faculty of Science
For significant service to tertiary education, particularly to the geosciences.

Professor Ann Curthoys AM, Faculty of Arts and Social Sciences
For significant service to tertiary education, to social history, and to research.

Dr Bidda Jones AM, Faculty of Science
For significant service to animal welfare science and advocacy.

Associate Professor Gary Fred Sholler AM, Faculty of Medicine and Health
For significant service to paediatric medicine, and to tertiary medical education.

Dr Judith Nancy Yates AM, Faculty of Arts and Social Sciences
For significant service to housing and economic research, and to education.

Associate Professor Richard Maxwell Zuber AM, Clinical Skills Hubs
For significant service to veterinary science, to professional colleges, and to education.

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Submission To	Academic Board
Date	20 July 2021
Item No	4.3

Non-Confidential

NHMRC AWARDS

Professor Ian Alexander, Faculty of Medicine and Health
Awarded the Marshall and Warren Ideas Grant Award

Professor Karen Canfell, Daffodil Centre
Awarded the Elizabeth Blackburn Investigator Grant Award

Professor Allison Tong, Faculty of Medicine and Health
Awarded the Elizabeth Blackburn Investigator Grant Award for Leadership in Public Health Research

Charles Perkins Centre
Awarded the Research Quality Award

2021 YOUNG TALL POPPY SCIENCE AWARDS

The Young Tall Poppy Science Awards recognise achievements in scientific research excellence and public communication in early career researchers.

Dr Tegan Cheng, Faculty of Medicine and Health
Dr Yu Heng Lau, Faculty of Science
Dr Ayesha Tulloch, Faculty of Science

STUDENT AWARDS: 2021 SPACEPORT AMERICA CUP

The USYD Rocketry team, which consists of more than 50 students working collaboratively, won second and third prizes in the 2021 Spaceport America Cup.

Second prize, 30,000 ft Commercial Off-the-Shelf category
Third prize, Space Dynamics Laboratory payload challenge

OTHER STAFF AWARDS

Professor Rae Cooper, The University of Sydney Business School
Named President-elect of the International Labour and Employment Relations Association (ILERA)

Author	Professor Tony Masters (Chair, Academic Board)
Requests for Further Information	Requests for further information may be directed to Michael Kusi-Appauh (Academic Governance Specialist)

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Submission To	Academic Board
Date	20 July 2021
Item No	7

Non-Confidential

Executive Sponsor	Chair, Academic Standards and Policy Committee
Paper Title	Report of the Academic Standards and Policy Committee
Recommendation	That the Academic Board note the report from the meetings of the Academic Standards and Policy Committee held on 9 June 2021 and 2 July 2021 and: 1. approve the amendments to clauses 8-26 and administrative changes to the *Research Training Program Scholarships Policy 2018*, to commence on 21 July 2021; and 2. note the Annual Report of Student Misconduct 2020 for submission to Senate as fulfilment of the annual reporting requirement of clause 8.4 of the *University of Sydney (Student Discipline) Rule 2016*.
Consultation Pipeline	Academic Standards and Policy Committee → Academic Board

Executive Summary

This report summarises the business of the meetings of the Academic Standards and Policy Committee on 9 June 2021 and 2 July 2021.

Items for Approval

The Academic Standards and Policy Committee recommends the following items to Academic Board for approval:

Item

7.1 Research Training Program Scholarships Policy 2018

The Academic Standards and Policy Committee considered and endorsed amendments to the *Research Training Program Scholarships Policy 2018*. The amendments implement the faculty-based allocation model for the award of HDR scholarships provided under the Australian Government's Research Training Program (RTP). The faculty-based allocation model was approved by the University Executive and the Academic Board in 2020.

Recommendation

That the Academic Board approve the amendments to clauses 8-26 and administrative changes to the *Research Training Program Scholarships Policy 2018*, to commence on 21 July 2021.

Items for Noting

The Academic Board is asked to note:

Item

7.2 Annual Report of Student Misconduct 2020

Recommendation

That the Academic Board note the Annual Report of Student Misconduct 2020 for submission to Senate as fulfilment of the annual reporting requirement of clause 8.4 of the *University of Sydney (Student Discipline) Rule 2016.*

Other Business

The Academic Standards and Policy Committee also noted:

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- the report of the Academic Board;
- the report of the Admissions Subcommittee; and
- the discussion on the student user interface.

Further Information

Full agenda papers are available from the Academic Standards and Policy Committee SharePoint.

Attachments

7.1 Research Training Program Scholarships Policy 2018

7.2 Annual Report of Student Misconduct 2020

Author	Michael Kusi-Appauh (Academic Governance Specialist)
Requests for Further Information	Requests for further information may be directed to Michael Kusi-Appauh (Academic Governance Specialist)

THE UNIVERSITY OF SYDNEY

Submission To	Academic Board
Date	20 July 2021
Item No	7.1

Non-Confidential

Paper Title	Research Training Program Scholarships Policy 2018
Recommendation	That the Academic Board approve the amendments to clauses 8-26 and administrative changes to the *Research Training Program Scholarships Policy 2018*, to commence on 21 July 2021.
Proposed Date of Implementation	21 July 2021
Proposal Presenter	Professor Tony Masters (Chair, Academic Board)
Consultation Pipeline	Academic Standards and Policy Committee → Academic Board
Endorsements received	Chair Academic Board, Chair, Academic Board Graduate Studies Committee, Chair Academic Board HDR Scholarships Committee, DVC(Education), DVC(Research)
Policy Unit Review	Kerrie Henderson – 24 June 2021
Consequential Amendments	HDR Scholarships Subcommittee Terms of Reference

EXECUTIVE SUMMARY

Amendments to the *Research Training Program Scholarships Policy 2018* are proposed to implement the decision of the University Executive and Academic Board to move to a faculty-based allocation model for the award of Higher Degree by Research (HDR) scholarships provided under the Australian Government's Research Training Program (RTP).

RATIONALE

At its 3 March 2020 meeting, the Academic Board approved the recommendation from the Graduate Studies Committee that the allocation of scholarships awarded by the University under the Australian Government's RTP and subject to the provisions of the Commonwealth Scholarship Guidelines (Research) 2017 (the Guidelines) and the Higher Education Support Act 2003 (the Act). In particular, the Academic Board resolved that an allocation of 20% of the HDR scholarships available from the pool of funding linked to Research Training Program income will be made on a competitive merit-based process aligned to the University's strategic research priorities, as determined by the DVC(Research).

With a sharp focus now on improving the University's research performance, it is appropriate to build our research capacity in areas of strategic importance and strength by awarding scholarships targeted for this. The accompanying proposed revisions of the Research Training Program Scholarships Policy 2018 are presented to give effect to the Academic Board's decision and ensure compliance with the Guidelines and the Act.

CONSULTATION AND COMMUNICATIONS

Consultation has involved the Chair Academic Board, Chair, Academic Board Graduate Studies Committee, Chair Academic Board HDR Scholarships Committee, DVC(Education), DVC(Research), the Office of General Counsel and the University's Policy Manager. The Academic Board's Graduate Studies Committee has been informed of the progress.

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung

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RISKS / BENEFITS

The benefits will be allocation of HDR scholarships consistent with the decisions of the University Executive and the Academic Board. The risks would be possible non-compliance with the Guidelines and the Act.

IMPLEMENTATION

The policy will be implemented by the Academic Board's HDR Scholarships Subcommittee and outcomes reported to the Academic Board via the Academic Board's Graduate Studies Committee.

ATTACHMENTS

Attachment 1 *Research Training Program Scholarships Policy 2018*_Marked Up

Approver	Professor Tony Masters (Chair, Academic Board)
Proposal Sponsor	Professor Tony Masters (Chair, Academic Board)

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung

RESEARCH TRAINING PROGRAM SCHOLARSHIPS POLICY 2018

The Academic Board, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 5 November 2018

Last amended: 7 December 2020 (commencing 1 January 2021)

{INSERT DATE}

Name: Professor Anthony Masters

Position: Chair, Academic Board

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1 Name of policy

This is the Research Training Program Scholarships Policy 2018.

2 Commencement

This policy commences on 5 November 2018.

3 Policy is binding

Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.

4 Statement of intent

This policy:

(a) establishes the framework for administration of Australian Government Research Training Program Scholarships awarded by the University; and

(b) has been created in accordance with clause 1.6.45 of the *Commonwealth Scholarship Guidelines (Research) 2017*.

5 Application

(1) This policy applies to the administration of Australian Government Research Training Program Scholarships for higher degree by research students. It covers the following scholarships:

(a) Research Training Program Fee Offset;

(b) Research Training Program Stipend; and

(c) Research Training Program Allowance.

(2) This policy does not apply to:

(a) higher degree by research scholarships offered by individual faculties or University schools;

(b) higher degree by research scholarships offered from bequest or grant funding;

(c) higher degree by research scholarships funded from other Australian Government funding, such as National Health and Medical Research Council Scholarships or Australia Awards; or

(d) any other higher degree by research scholarships offered University-wide.

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6 Definitions

continuing scholarship student	means either: • a student who receives a scholarship under an Australian Government scholarship program that preceded the RTP, which would terminate on or after 1 January 2017; or • a student who has received an offer of a scholarship under an Australian Government scholarship program, and whose offer was scheduled to commence on or after 1 January 2017.
Dean	m~~M~~eans, as appropriate, any of:~~;~~ • the Executive Dean and Pro Vice-Chancellor of the Faculty of Medicine and Health; or • Dean of a faculty; or • the Head of School and Dean of a University school.
faculty	means a faculty or University school.
HDR	means a higher degree by research offered by the University in accordance with the *University of Sydney (Higher Degree by Research) Rule 2011*.
HDRAC	means the University's Higher Degree by Research Administration Centre.
HDR Scholarships Subcommittee (HDRSSC)	means the Higher Degree by Research Scholarships Subcommittee of the Academic Board Graduate Studies Committee.
higher education provider	means a higher education provider as specified in section 16-15 or section 16-20 of the *Higher Education Support Act 2003 (Cth)*.
recipient	means, unless further defined, a student who has been awarded any of an RTP Fee Offset, RTP Stipend or an RTP Allowance.
research period	has the meaning given in the *University of Sydney (Higher Degree by Research) Rule 2011*, which at the date of this policy: means an enrolment period set by the University and published on its website. **Note:** Research periods are published at: *http://sydney.edu.au/study/study-dates.html*
RTP	means the Australian Government Research Training Program.

RTP Allowance	means a scholarship funded by the RTP and paid by the University to a student to assist them with ancillary costs of an HDR course, including but not limited to: • for international students, a standard overseas student health cover policy approved by the Commonwealth Department of Health which covers the student and any spouse and dependants; and • study related relocation costs.
RTP Fee Offset	means a scholarship funded by the RTP and paid by the University to a student to meet their liability for tuition fees. The RTP Fee Offset covers all tuition fees payable to the University for the course of study for the duration of the scholarship.
RTP Guidelines	means the *Commonwealth Scholarship Guidelines (Research) 2017*.
RTP Scholarship	means any or all of an RTP Fee Offset, RTP Stipend or an RTP Allowance.
RTP Stipend	means a scholarship funded by the RTP and paid by the University to a student to assist with their living costs while undertaking an HDR course.
supervisor	means, in relation to a HDR student, a person appointed to discharge the responsibilities set out in clauses 13 and 15 of the *Higher Degree by Research Supervision Policy 2020*.

7 Eligibility

(1) A domestic or an international student may be offered an RTP Scholarship if they meet, or are considered likely to meet, the relevant criteria. However, a student may only receive an RTP Scholarship if they are enrolled in, or have an unconditional offer of admission to, an HDR course.

Note: See the *University of Sydney (Higher Degrees by Research) Rule 2011* for information about available higher degrees by research.

(2) A student will not be eligible for an RTP Fee Offset if they are currently receiving an Australian Government award or scholarship designed to offset HDR tuition fees.

(3) A student will not be eligible for an RTP Stipend if they are receiving income from another source to support their general living costs while undertaking their course of study if that income is greater than 75 per cent of that student's RTP Stipend rate.

(a) Income unrelated to the student's course of study or income received for the student's course of study but not for the purposes of supporting general living costs is not to be taken into account.

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8 RTP Fee Offsets

(1) The University will automatically consider domestic students for an RTP Fee Offset when they apply for an HDR course.

(2) The University will automatically consider international students for an RTP Fee Offset if they apply for an RTP Stipend under clause 9 of this policy.

(3) An RTP Fee Offset will be awarded to domestic students who:

(a) receive an unconditional offer of admission to an HDR course; and

(b) meet the eligibility criteria under clause 7~~(2)~~ of this policy.

(4) An RTP Fee Offset will be awarded to international students who:

(a) receive an unconditional offer of admission to an HDR;

(b) are awarded an RTP Stipend; and

(c) meet the eligibility criteria under clause 7~~(2)~~ of this policy.

Note: Tuition fees are offset after the relevant census date for each research period.

9 RTP Stipends generally

(1) Subject to subclause 9(3), students should apply to be considered for an RTP Stipend at the time they apply for HDR enrolment.

(2) Each applicant must:~~Applications for an RTP Stipend must be made by:~~

(a) ~~**for new students**, the student:~~ indicateing that they wish to be considered for an RTP Stipend as part of the application for admission to their HDR course; and

(b) submit the required ~~ting research experience evidence~~supporting material in the manner ~~through the relevant process~~ specified on the *Scholarships Office website*.~~; or~~

(3) Students who are already admitted to candidature may apply by ~~**for current students**,~~ completing the application form available on the *Scholarships Office website*~~.~~

(4) RTP Stipends ~~are~~ will be awarded by ~~a~~ competitive processes determined by the Academic Board, consistently with the ~~following~~ principles set out in clauses 10 and 11 of this policy.

Note: Details of the processes are available from the *Scholarships Office website.*

(5) Funds available for RTP Stipends will be allocated on the basis of:

(a) 80% for a general pool; and

(b) 20% in support of strategic research projects nominated by the Deputy Vice-Chancellor (Research).

10 ~~Recipients~~ RTP Stipends from the general pool

(1) Recipients of RTP Stipends from the general pool will be selected on the bases of:

(a) ~~academic merit;~~ ~~and~~

(b) research experience;

(c) availability of a high quality research environment and resources to support the candidature; and

(d) availability of high quality supervisory arrangements to support the candidature.

~~(5)~~(2) Applications for scholarships will be considered twice each year, at times determined by the HDRSSC after consultation with the Graduate Studies Committee of the Academic Board.

~~(6)~~(3) The Scholarships Office will undertake an initial assessment of applications to:

(a) identify eligible applicants; and

(b) prepare an initial ranking for each faculty, taking into consideration the following factors as applicable:

(i) first class honours degree;

(ii) first class honours equivalent degree;

(iii) Masters by research degree;

(iv) the world rankings of the institution that conferred the relevant qualification; ~~and~~

(v) research experience;

(vi) the availability of funding and support for the candidature from the relevant faculty;

(vii) the alignment of the proposed project with the research achievements and activities of the relevant faculty; ~~.~~ and

~~(v)~~(viii) the experience and expertise of the proposed supervisory team.

~~(7)~~(4) The faculty will review the Scholarships Office's assessment and initial ranking and determine a list of proposed RTP Stipend recipients. In doing so, applicants may be prioritised on the basis of any of:

(a) whether the applicant is an Aboriginal or Torres Strait Islander person;

~~(a)~~(b) whether this is the first time that the applicant would receive an Australian Government or University scholarship to complete an HDR at the same level of study; or ~~and~~

~~(b)~~(c) whether the current course of study is the first that the applicant will complete at that level. ~~.~~

(5) Faculties will provide the HDRSSC with:

(a) their ranked lists of applicants; and

(b) their list of recommended RTP Stipend recipients.

(6) The HDRSSC will consider the lists and recommendations provided by each faculty and determine the award of RTP Stipends.

~~(8)~~(7) In exceptional circumstances, where it is impossible or impractical for the HDRSSC to make a decision about the award of an RTP Stipend, the Chair of the Academic Board may make this decision after consultation with the Chair of the HDRSSC.

11 RTP Stipends in support of strategic research projects

(1) The Deputy Vice-Chancellor (Research) will determine research projects which will be supported by award of an RTP Stipend to a PhD student.

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(2) Such projects must:

(a) have been awarded grant funding through a national or international competitive grant scheme; and

(b) be aligned with the University's current strategic research priorities.

(3) RTP Stipends in support of strategic research projects will be advertised individually, at a time determined by the Deputy Vice-Chancellor (Research).

(4) Recipients of RTP Stipends in support of strategic research projects will be selected on the bases of:

(a) academic merit;

(b) research experience;

(c) availability of a high quality research environment and resources to support the candidature;

(d) availability of high quality supervisory arrangements to support the candidature; and

(e) the alignment of the proposed student project to the relevant grant funded project.

(5) For each such scholarship, the Scholarships Office will undertake an initial assessment of applications to:

(a) identify eligible applicants; and

(b) prepare an initial ranking, taking into consideration the following factors as applicable:

(i) first class honours degree;

(ii) first class honours equivalent degree;

(iii) Masters by research degree;

(iv) the world rankings of the institution that conferred the relevant qualification;

(v) research experience;

(vi) the availability of funding and support for the candidature from the relevant faculty;

(vii) the alignment of the proposed project with the research achievements and activities of the relevant faculty;

(viii) the experience and expertise of the proposed supervisory team; and

(ix) alignment of the proposed student project to the relevant grant funded project.

(6) The Deputy Vice-Chancellor (Research), in consultation with the relevant chief investigator, will review the Scholarships Office's assessment and initial ranking and determine the proposed RTP Stipend recipient. In doing so, applicants may be prioritised on the basis of any of:

(a) whether the applicant is an Aboriginal or Torres Strait Islander person;

(b) whether this is the first time that the applicant would receive an Australian Government or University scholarship to complete an HDR at the same level of study; or

(c) whether the current course of study is the first that the applicant will complete at that level.

(7) The Deputy Vice-Chancellor (Research) will provide the HDRSSC with:

(a) the ranked list of applicants; and

(b) details of the proposed RTP Stipend recipient.

(8) The HDRSSC will consider the list and recommendation provided and determine the award of the RTP Stipend.

(9) In exceptional circumstances, where it is impossible or impractical for the HDRSSC to make a decision about the award of an RTP Stipend, the Chair the Academic Board may this decision after consultation with the Chair of the HDRSSC.

12 RTP Stipend rates

(1) The RTP Stipend rate will be determined in accordance with clause 1.6.10 of the *RTP Guidelines*.

(2) The University will offer each recipient an RTP Stipend rate at least equal to the base full time rate and no more than the maximum full time rate that is advised by the Commonwealth Department of Education and Training under clause 1.6.10(4) of the *RTP Guidelines*.

(3) Each year, the University will pay recipients their RTP Stipend in proportion to the period for which the recipient has been awarded the RTP Stipend.

(4) RTP Stipend payments will be paid on a fortnightly basis.

(5) If a recipient is approved to study on a part-time basis in accordance with clause 18~~5~~ of this policy, then the recipient's part time RTP Stipend rate will be 50 per cent of the applicable full-time RTP Stipend rate.

13~~0~~ RTP Allowances

(1) RTP Allowances may be awarded to a student (domestic or international) who also receives either or both of an RTP Fee Offset or an RTP Stipend.

(2) Domestic students will be provided with a relocation allowance in accordance with the *Research Training Program Relocation Allowance Guideline (Domestic)*.

(3) All other available RTP Allowances will be detailed in the relevant RTP Scholarship terms and conditions that are published in accordance with clause 15~~2~~ of this policy.

14~~1~~ Offers

The University will notify applicants of the outcome of their RTP Scholarship application by email to the applicant's University email address (for current students), or the preferred email address contained in the student's application for admission.

15~~2~~ Terms and conditions

(1) The Deputy Vice Chancellor (Education) must determine the terms and conditions for RTP Scholarships, which must specify:

(a) eligibility requirements;

(b) benefits provided;

(c) duration of support;

(d) application, selection and offer processes;

(e) extension and suspension arrangements;

(f) paid leave or work arrangements;

(g) arrangements for changes in student circumstances, such as:

(i) change in award course;

(ii) change from full-time to part-time study or vice versa;

(iii) change of institution;

(iv) change of research area.

(h) circumstances in which support may be terminated; and

(i) any necessary transitional arrangements for scholarship holders under prior schemes.

(2) The Scholarships Office must publish details of available RTP Scholarships and how to apply for them on the University's scholarships website.~~establish and maintain a publicly available page on the University's website for RTP Scholarships.~~ This web page must:

(a) include copies of the terms and conditions applying to RTP Scholarships; and

(b) be linked to the student recognition and support awards web page established under clause 9 of the *Scholarships and Student Recognition Awards Policy 2016.*

1~~3~~6 Duration

(1) The maximum duration of an RTP Scholarship for a Master's by research student is:

(a) **RTP Stipend** – eight research periods;

(b) **RTP Fee Offset** – eight research periods;

(c) **RTP Allowance** – in accordance with the time limits set out in the *HDR Thesis Expenses Allowance Guidelines*.

(2) The maximum duration of a scholarship for a Doctorate by research student is:

(a) **RTP Stipend** – 42 months;

Note: See *Progress Planning and Review for Higher Degree by Research Students Policy 2016*.

(b) **RTP Fee Offset (domestic students)** – sixteen research periods;

(c) **RTP Fee Offset (international students)** – fourteen research periods.

(3) Periods of study already undertaken towards the degree prior to the commencement of the RTP Scholarship will be deducted from the maximum duration of the RTP Scholarship.

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147 Suspension and deferral

(1) A recipient may defer their RTP Scholarship for up to one research period with the approval of:

(a) their supervisor; and

(b) the relevant Associate Dean (Research Education).

(2) A recipient may not apply to suspend their RTP Scholarship within their first six months of study, unless:

(a) permitted by a legislative provision; or

(b) approved by the relevant Associate Dean (Research Education) on the basis of special circumstances

(i) Special circumstances include carer responsibilities or medical conditions and will generally be out of the recipient's control.

(3) After the first six months, a recipient may apply to suspend their RTP Scholarship for up to 12 months, for any reason.

(a) Periods of suspension are cumulative and failure to resume study after suspension will result in the RTP Scholarship being terminated.

(b) The suspension must be approved by the relevant Associate Dean (Research Education).

(c) Periods of study towards the relevant degree during suspension of the RTP Scholarship will be considered as advanced standing and be deducted from the maximum tenure of the RTP Scholarship.

Note: International students should check the terms and restrictions applicable to their visas before suspending.

(4) An RTP Scholarship will be suspended during any period of suspension of studies.

185 Leave

(1) The recipient of an RTP Stipend is eligible for paid leave in accordance with the *RTP Guidelines*. Leave entitlements include:

(a) recreation leave;

(b) sick leave; and

(c) maternity leave.

Note: Details of the specific leave entitlements for RTP Scholarships are ~~available from the~~ set out in the *Research Training Program Stipend Scholarship (Domestic) Terms and Conditions* and the *Research Training Program Stipend Scholarship (International) Terms and Conditions 2018*.

(2) Periods of leave under this clause ~~above~~ are not considered part of the period of support under an RTP Scholarship.

196 Part-time study

(1) Domestic student recipients of an RTP Fee Offset may study on a part-time basis with the approval of the relevant Associate Dean (Research Education.

(2) All other recipients of RTP Scholarships may study on a part-time basis only:

(a) with the approval of the relevant Associate Dean (Research Education); and

(b) on the basis of special circumstances.

(i) Special circumstances include carer responsibilities or a medical condition and are generally outside of the recipient's control.

(ii) Work commitments are not considered special circumstances.

(3) International students will only receive approval to study part-time if it is permitted under their visa.

(4) Recipients enrolled part-time must undertake 50 per cent of the full time equivalent study load.

(a) The scholarship duration will be adjusted accordingly.

(5) If a recipient converts from part-time to full-time study or vice versa:

(a) the recipient must notify the University of the change to their enrolment in accordance with clause ~~18~~21(2) of this policy; and

(b) the scholarship duration will be adjusted accordingly.

(6) Maximum durations specified in clause 1~~6~~3 of this policy will apply.

20~~17~~ Work restrictions

(1) International students must refer to their visa conditions to determine their ability to undertake work outside of their HDR course.

(a) The application fee for a work permit, if required, is not covered under an RTP Scholarship.

(2) Delays in completion of studies due to employment commitments will not be accepted as grounds for an extension of an RTP Scholarship.

~~18~~21 Changes to enrolment

(1) Recipients may transfer from a Master's by research to a Doctorate by research, or vice versa. In such cases, this policy will apply as if the recipient had been undertaking the new course from the date of commencement of their original course.

(2) A recipient who changes their enrolment must inform the following within 10 working days:

(a) their supervisor, by written notice; and

(b) the University, through the Sydney Student portal.

(3) Changes to enrolment include, but are not limited to:

(a) changes to attendance pattern;

(b) suspension;

(c) leave of absence;

(d) withdrawal;

(e) course transfer;

(f) change in field of education code;

(g) candidature conversion.

(4) HDRAC will notify a recipient if any change to the recipient's enrolment affects their entitlement to an RTP Scholarship.

(5) The University may require a recipient to repay any RTP Stipend or RTP Allowances that were overpaid as a result of a change to enrolment.

2219 Transfer to and from another higher education provider

(1) A student transferring to the University from another higher education provider is eligible to apply for an RTP Scholarship.

(a) The student must provide evidence of any earlier periods of study that would count toward an RTP Scholarship as part of their application for admission to the relevant course.

(2) A student transferring to another higher education provider from the University may request from HDRAC a statement of the period they have been in receipt of an RTP Scholarship.

203 Supervision and facilities

(1) Supervision of HDR students is governed by the *Higher Degree by Research Supervision Policy 2020*.

Note: In particular, the responsibilities of supervisors are set out in clause 13 and 15 of the *Higher Degree by Research Supervision Policy 2020*. See also the *Progress Planning and Review for Higher Degree by Research Students Policy 2015*.

(2) The provision of facilities to HDR students is governed by Schedule 1 of the *Higher Degree by Research Supervision Policy 2020*

214 Industry placements, research internships and professional practice activities

(1) Recipients may undertake industry placements, research internships, and professional practice activities of up to six months' duration that are approved as part of their HDR course by:

(a) their supervisor;

(b) the relevant Associate Dean (Research Education).

(2) RTP Fee Offset recipients are eligible to have their scholarship extended for the duration of an approved placement, research internship or professional practice activity.

(a) The total length of the RTP Fee Offset cannot extend beyond the maximum duration set out in clause 136 of this policy.

(3) RTP Stipends may be extended for the duration of an approved industry placement, research internship or professional practice activity if:

(a) the recipient already holds, and remains eligible for, an RTP Stipend;

(b) no other income is received from these activities; and

(c) the maximum duration of the RTP Stipend has not been reached.

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252 Acknowledgement of RTP scholarship

(1) The Australian Government's contribution must be formally acknowledged when, at any time during or after completion of a relevant HDR course:

(a) the recipient;

(b) the recipient's supervisor; or

(c) any other party

publishes or produces material (such as books, articles, newsletters or other literary or artistic works) relating to the recipient's research project.

(2) This requirement is met by including the following statement in any materials: "This research is supported by an Australian Government Research Training Program (RTP) Scholarship".

236 Termination

(1) An RTP Fee Offset or an RTP Stipend will be terminated when:

(a) the recipient submits their thesis for examination;

(b) the recipient exceeds the maximum duration applicable to their RTP Scholarship as set out in clause 163;

(c) the recipient ceases to be enrolled in their course, without approved leave or suspension;

(d) the relevant faculty determines that the recipient:

(i) is not carrying out the course of study with competence and diligence;

(ii) is not maintaining satisfactory academic progress;

Note: See *Progress Planning and Review for Higher Degree by Research Students Policy 2015*.

(e) a finding is made against the recipient of:

(i) misconduct, under the *University of Sydney (Student Discipline) Rule 2016;* or

(ii) code breach or research misconduct, under the *Research Code of Conduct 2019*.

Note: See clause 2.1 of the *University of Sydney (Student Discipline) Rule 2016* for the definition of misconduct. See clauses 18 and 19 of the *Research Code of Conduct 2019* for the definition of research misconduct and a code breach, respectively.

(f) the recipient, having commenced as an international student, becomes an Australian Permanent Resident.

(i) In such cases the recipient will be eligible to continue with an RTP Fee Offset and an RTP Stipend as a domestic student provided that they continue to meet progress requirements as identified in the annual progress review process.

Note: See *Progress Planning and Review for Higher Degree by Research Students Policy 2015*.

(ii) International students who obtain Australian permanent residence before or during the course of their enrolment at the University must

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notify Student Fees, Student Administration Services Office and HDRAC immediately upon issue of their Australian permanent resident visa.

(2) HDRAC will inform a recipient of the termination of an RTP Fee Offset or an RTP Stipend under clause 2~~3~~6(1) by email to their University email address.

247 Grievance and review procedures

The *Resolution of Complaints Policy 2015* and the *Student Complaints Procedures 2015* apply to the award, administration and termination of RTP Scholarships.

285 Transitional arrangements

(1) The University will offer each continuing scholarship student an RTP Scholarship in a form that:

(a) does not disadvantage them; and

(b) provides at least equivalent support to that provided, or which would have been provided, through the relevant predecessor Australian Government programs.

(2) The duration of the RTP Scholarship will be considered as starting from the date the continuing scholarship student commenced their course of study.

296 Extraordinary measures

(1) In extraordinary circumstances, the Deputy Vice-Chancellor (Education)~~0~~ may vary terms and conditions of RTP Scholarships without prior notice.

(2) Such variations must be approved by the Chair of the Academic Board before being enacted.

NOTES

Research Training Program Scholarships Policy 2018

Date adopted:	2 October 2018
Date commenced:	5 November 2018
Date amended;	15 April 2020 (commencing 6 May 2020)
	7 December 2020 (commencing 1 January 2021)
	INSERT DATE
Administrator:	Executive Director, Student Administrative Services
Review date:	2 October 2023

Rescinded documents:

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Related documents:

Higher Education Support Act 2003 (Cth)

Commonwealth Scholarships Guidelines (Research) 2017

University of Sydney (Higher Degree by Research) Rule 2011

Progress Planning and Review for Higher Degree by Research Students Policy 2015

Scholarships and Student Recognition Awards Policy 2016

Higher Degree by Research Supervision Policy 2020

Student Complaints Procedures 2015

AMENDMENT HISTORY

Provision	Amendment	Commencing
13(2)(c)	Administrative amendment; delete “one period.” and replace with “two research periods.”	8 November 2018
6	Revising definition of dean to include Executive Dean and Pro Vice-Chancellor of the Faculty of Medicine and Health	6 May 2020
12(1)	Changed ‘Deputy Vice-Chancellor (Registrar) to Deputy Vice-Chancellor (Education)	6 May 2020
12(2)(b); 23(1)(e); and Notes	Amended title of internal policy documents	6 May 2020
13(2)(a)	Replaced 36 months with 42 months and deleted ‘with a possible extension of six months if the student achieves a progress review rating above “unsatisfactory progress” at the progress review at the end of their third year; ‘	6 May 2020
13(2)(c)	Replaced ‘twelve months’ with ‘fourteen months’ and deleted ‘with a possible extension of two research periods’	6 May 2020
13(2)(d)	Clause deleted	6 May 2020
26	New clause ‘Extraordinary measures’ added	6 May 2020
Notes	Administrator changed: now ‘Executive Director, Student Administrative Services’	6 May 2020

6	Definition of 'supervisor' amended to refer to clauses 13 and 15 of the *Higher Degree by Research Supervision Policy 2020*	1 January 2021
20(1) and note	*Supervision of Higher Degree by Research Students Policy 2013* replaced with *Higher Degree by Research Supervision Policy 2020;* relevant clauses amended to 13 and 15	1 January 2021
20(2)	*Essential Resources for Higher Degree by Research Students* replaced with *Schedule 1 of the Higher Degree by Research Supervision Policy 2020*	1 January 2021
Notes	*Essential Resources for Higher Degree by Research Students Policy 2016* deleted	1 January 2021
Notes	*Supervision of Higher Degree by Research Students Policy 2013* replaced with *Higher Degree by Research Supervision Policy 2020*	1 January 2021
9	Clause replaced	TBC
10	Clause replaced	TBC
11	New clause added, consequent renumbering	TBC
14(2)	Requirement to "establish and maintain a publicly available webpage on the University's website for RTP Scholarships" deleted and replaced by "publish details of available RTP Scholarships and how to apply for them on the University's scholarships website"	TBC

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Submission To	Academic Board
Date	20 July 2021
Item No	7.2

Non-Confidential

Executive Sponsor	Associate Professor Peter McCallum (Registrar and Academic Director (Education))
Paper title	Annual Report of Student Misconduct 2020
Recommendation	That the Academic Board note the Annual Report of Student Misconduct 2020 for submission to Senate as fulfilment of the annual reporting requirement of clause 8.4 of the *University of Sydney (Student Discipline) Rule 2016*.
Consultation Pipeline	Academic Standards and Policy Committee → **Academic Board** → Senate

Executive Summary

This report fulfils the requirements for reporting of misconduct matters for the calendar year 2020 of the *University of Sydney (Student Discipline) Rule 2016* (**'**the **Rule'**). As has been the case since 2018, this report contains two sets of data for 2020 – misconduct cases *received* by the SAU; and misconduct cases *closed* in 2020. As at the end of 31 December 2020, 54 cases received in 2020 remained open. Additionally, 97 cases closed in 2020 had been received prior to 2020.

In 2020, a total of 299 student misconduct cases were received by the Student Affairs Unit (SAU). This represents a substantial increase of 69 cases on the data reported for 2019 of 230 cases, but less than the number received in 2018, 341 cases. The overall mean since reporting commenced under the current Rule in 2017 is 281.

While the number of cases increased by 69 (+30%), the number of substantiated cases with a finding and penalty increased by 41 (+39%). The most common allegations made broadly follow those of previous years. Not all cases received are found proven to be misconduct and warranting a penalty. There is a significant proportion across the spectrum of breaches that lack sufficient evidence to result in a finding of misconduct. In 2020 the SAU closed a total of 326 misconduct cases, including cases received prior to 2020 and still active as at the start of 2020.

Background / Context

All allegations of student misconduct received were investigated in accordance with the *University of Sydney (Student Discipline) Rule 2016* (**'**the **Rule'**). In accordance with the Rule, in cases where students admitted to allegations put to them, the matter went straight to a penalty determination without further investigation.

Issues

This report refers to all student misconduct cases: 1. received by the SAU between 1 January and 31 December 2020 under the *Rule,* and 2. closed by the SAU in the same period.

Total no. cases received	**Total no. cases closed**	
299	**326**	
Total cases received BEFORE 2020, and closed in 2020	Total cases received AND closed in 2020	Total cases received in 2020, and closed AFTER 2020
97	**229**	**70**

Table 1. summary of student misconduct cases received and closed before, during and after 2020

In 2020, a total of 299 misconduct cases were received by the Student Affairs Unit which represents a 30% increase over the number received in 2019 of 230.

A total of 326 cases were closed by the SAU in 2020, representing an increase of 13% over 2019. The Student Affairs Unit also processes student complaints and appeals cases that are not included in this report. Despite the modest increase in cases received in the misconduct category, the number of complaint cases increased significantly.

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While the University had to make very substantial changes to very many aspects of its operations in 2020 due to COVID-19, the data contained in this report is not as different to 2019 as might be expected.

ESOS Code Respondent	Cases received	% of total
Anonymous/Unknown/out of scope[1]	121	40.47%
Australian citizen	52	17.39%
Aust permanent resident	5	1.67%
Student visa holder	120	40.13%
Other visa holder	1	0.33%
Total	299	100%

Table 2a. The distribution of student misconduct cases received across residency/visa holder status categories.

The circumstances of 2020 led to an historic drop in total enrolments and the proportion of international students fell by 1.64% from 40.10% in 2019 to 38.46%; only slightly greater than the drop in domestic student enrolment over the same period of 1.60%.

ESOS Code Respondent	Cases closed	% of total
Anonymous/Unknown/out of scope[1]	121	42.01%
Australian citizen	54	18.75%
New Zealand citizen	2	0.69%
Aust permanent resident	10	3.47%
Student visa holder	136	47.22%
Other visa holder	3	0.00%
Total	**326**	**100%**

Table 2b. The distribution of student misconduct cases closed across residency/visa holder status categories.

The proportion of international students as respondents to allegations of misconduct was 40.13% for cases received and 47.22% for cases closed. The closest level in both cases received and closed was Anonymous/Unknown/out of scope with 40.47% and 42.01% respectively. Unlike all of the other categories, this category includes respondents who were anonymous, seeking to be anonymous, unknown and/or not students. Domestic student cases received and closed were 17.39% and 18.75% respectively.

Using enrolment figures as at December 2020, international students have continued to be slightly over-represented as misconduct respondents in cases closed (47.22% as misconduct respondents versus 42.1% of enrolments) but are not over-represented as a proportion of cases received in 2020. This may be explained by an over-representation as respondents in academic honesty matters and by delays in processing and reporting academic honesty cases due to online examinations and the late start to semester 2 2020.

Distribution of allegations of misconduct

Many cases received had one or more additional breaches, as detailed in Table 3a below. Academic honesty was the most represented single allegation, present in 131 cases (43.8%), and harassment and discrimination the next highest, which combined represent 97 cases (32.4%). The operation of these sets of allegations is quite different with systematic detection and formal pathways, for example, for reporting academic misconduct, compared to a more reactive pattern of reporting for all of the interpersonal, behavioural allegations. Interpersonal and behavioural allegations are also over-represented in 'no finding' outcomes, often having clusters of allegation types, eg. bullying, harassment and discrimination with one or more allegations not found. The most highly co-reported allegations were those greater than ten identified by the blue squares.

It should be noted that 'fraud, medical documentation' was one allegation type that was affected by a formal change in procedures during the COVID-19 pandemic. The requirement to provide professional practice certificates to apply for Special Consideration was replaced with a signed student declaration at a time when medical consultations were significantly affected by the extensive lock downs.

[1] This category involves cases that did not proceed to an outcome because of the limitations on powers to investigate anonymous complaints, and in some cases, the respondent was out of jurisdictional scope as a respondent under the Rule. That is, they may not have been students or staff of the University, or otherwise may not have fallen within the scope of its policies or procedures.

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Allegations - Cases Received		**Additional Allegations in cases where there is more than one allegation**												
	No of cases including this allegation	Academic Honesty	Assault	Breach of Privacy	Bullying	Discrimination	Drug Trafficking	Fraud	Fraud Med. Document.	Harassment	Larceny	Research Integrity	Sexual misconduct	Sexual Harassment	Stalking
Academic Honesty	**131**				1	1		10		1		2	2		
Assaults	**9**				2	1	2			5	1			2	
Breach of Privacy	**25**				4	1		2		5	1			2	2
Bullying	**22**	1	2	4		4	2	1		13		2			2
Discrimination	**47**	1	1	1	4		1			10					1
Fraud	**36**	10		2	1					1	1	1			1
Fraud, med. documentation	**17**														
Harassment	**50**	1	5	5	13	10	2	1						2	5
Larceny	**2**		1	1				1							
Research Integrity	**7**	2			2			1							
Sexual misconduct	**2**													1	
Sexual Harassment	**12**			2						2			1		2
Stalking	**6**		2	2	2	1	2	1		5				2	
Total	**299**														

Table 3a Summary of cases received and the distribution of multiple allegations.

With a broadly similar pattern to Table 3a, cases received, Table 3b, cases closed (below), shows high levels of harassment and discrimination, and a particularly high rate of a combination of allegations of fraud and academic honesty.

Penalties

Almost every case where there is a finding of misconduct had a reprimand, and a significant majority had zero fails applied to units and/or a suspension or exclusion applied. In many first-time offences where the respondent admitted and was open and honest, the penalty of a suspension or an exclusion of one or more semesters was suspended by of the Registrar, on the condition that there be no further finding of misconduct.

In Table 4a below, it can be noted that six of the 147 cases had no misconduct finding. This meant that the matter had been investigated and the Registrar made the decision at the point of determination to make no finding, but sometimes to issue a warning, despite the no misconduct finding. In some cases, a warning was issued without any investigation taking place. Warnings where no misconduct is investigated or found are not reported here.

Penalty distributions according to allegation type

Three of the misconduct types in Table 4b below are positioned below the double line show because there were zero cases. This is in part because, while there was a small number of these cases dealt with in 2020, they were either determined in 2020 with no finding, or not determined in 2020.

The majority of penalties were applied to cases of academic misconduct, sometimes combined with fraud. The two most severe penalties applied in 2020 were: a very serious academic misconduct warranting expulsion (not confirmed as this case remains on appeal as at the date of this report); and the other, larceny warranting an exclusion for four semesters.

No case of sexual harassment or misconduct was found or had a penalty applied in 2020. However, it should be noted that one case of sexual misconduct and sexual harassment received in 2019 had a finding of misconduct in 2020 that was appealed. That appeal was dismissed in March 2021 with the penalty of a reprimand and two-research period suspension applied in 2021.

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Allegations- Cases Closed		**Additional Allegations in cases where there is more than one allegation**													
	No of cases including this allegation	Academic Honesty	Assaults	Breach of Privacy	Bullying	Discrimination	Drug Trafficking	Fraud	Fraud Med. Document.	Harassment	Larceny	Research Integrity	Sexual Misconduct	Sexual Harassment	Stalking
Academic Honesty	**122**					1		**16**		1		2			
Assault	**9**				2	1	2			5	1		1	1	3
Breach of Privacy	**26**				3	1		3		3	1			2	2
Bullying	**20**		2	3		3	2	1		8					2
Discrimination	**43**	1	1	1	3		1			9					1
Fraud	**72**	**16**		3	1					1	1	2			1
Fraud, med. documentation	**25**														
Harassment	**44**	1	5	3	8	9	2	1					1	3	7
Larceny	**5**		1	1				1							
Research Integrity	**7**	2						2							
Sexual misconduct	**1**														
Sexual Harassment	**13**		1	2						3			1		3
Stalking	**8**		3	2	2	1	2	1		7			1	3	
Grand Total	**326**														

Table 3b Summary of cases closed and the distribution of multiple allegations. Each of the 326 cases closed had one or more allegations.

Total cases determined by the Registrar or Vice-Chancellor – 147

Penalty		**Zero Fail**		**Suspension**			**Exclusion**		
Common Penalties	Reprimand	No. cases	No. units zero failed	*Suspended suspension for 1 or more sem's*	No. cases	No. sem's	*Suspended exclusion for 1 or more sem's*	No. cases	No. sem's
Cases	**140**	**110**	**145**	**41**	**41**	**45**	**32**	**24**	**31**
		Mean no. zero fails per case	**1.32**		Mean sem's per suspension	**1.10**		Mean sem's per exclusion	**1.29**

Less common penalties	No Misconduct found	Warning	Special conditions for resuming study	Revision of thesis	Deferral of award	Credit withdrawn
	6	**1**	**10**	**5**	**2**	**1**

Table 4a Summary of penalties in all cases where misconduct was found.

Faculties, Schools and Administrative Units

Student misconduct may be attributed to respondent or former student behaviour in a faculty or school; or related to their interactions with administrative units such as Faculty Services.

Rates of misconduct may be reflected by locations, involve students, staff or property of that faculty or school. Approximately 49% of all student misconduct cases received in 2020 related in some way to the respondent as a student or former student of a faculty or school and could be identified as academic and/or behavioural misconduct.

Table 5 below shows how the proportion of complaints and respondents by faculty reflects the respective proportion of enrolled students. The strongest examples of variance from enrolment distribution are the cases

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of the Faculty of Engineering and Information Technologies (FEIT) and the Faculty of Medicine and Health (FMH).

While the proportion of complainants by Faculty is very close to enrolment for FEIT, the proportion of respondents is roughly twice that of enrolments. In the case of FMH, that trend is reversed. Complainants are down compared to enrolments, and even more so for respondents who are around a quarter of the enrolment proportion.

			Zero Fail		Suspension			Exclusion		
Misconduct types	**No. cases**	Reprimand	No. cases	No. units affected	*Suspended suspension for 1 or more semesters*	Total no. cases	Total no. semesters	*Suspended exclusion for 1 or more semesters*	Total no. cases	Total no. semesters
Academic misconduct	82	76	73	77	18	24	25	22	11	12
Fraud	43	41	30	43	6	19	24	4	11	15
False med. doc.	22	22	17	37	16	2	2	2	0	0
Harassment	5	4	0	0	1	1	1	3	1	1
Research misconduct	3	3	0	0	0	1	1	1	0	0
Larceny	3	3	0	0	0	0	0	2	2	4
Bullying	1	0	0	0	0	0	0	0	0	0
Assault	1	0	0	0	0	0	0	1	0	0
Drug trafficking	1	1	0	0	1	0	0	0	0	0
Stalking	1	1	0	0	0	1	1	0	1	1
Breach of Privacy	1	0	0	0	0	0	0	1	1	0
Discrimination	**0**	0	0	0	0	0	0	0	0	0
Sexual misconduct	**0**	0	0	0	0	0	0	0	0	0
Sexual harassment	**0**	0	0	0	0	0	0	0	0	0

Table 4b Summary of penalties applied for each allegation type

Cases received: comparison with Faculty/School enrolments		**Faculty of complainant**	**% of cases by Faculty**	**Faculty of Respondent**	**% of cases by Faculty**	**% of enrolled students - Faculty**	**% diff. - misconduct respondents vs. enrolments[2]**
Faculty / School of enrolment	Arts and Social Sciences	15	15.46%	21	14.09%	*22.55%*	**-8.46%**
	Faculty of Engineering and Information Technologies	13	13.40%	43	28.86%	*13.69%*	**15.17%**
	Faculty of Medicine and Health	9	9.28%	7	4.70%	*17.24%*	**-12.54%**
	Faculty of Science	28	28.87%	26	17.45%	*15.81%*	**1.64%**
	Sydney Conservatorium of Music	2	2.06%	3	2.01%	*1.71%*	**0.30%**
	Sydney Law School	10	10.31%	8	5.37%	*3.75%*	**1.62%**
	Sydney School of Architecture, Design and Planning	5	5.15%	12	8.05%	*4.41%*	**3.64%**
	Sydney School of Business	15	15.46%	29	19.46%	*20.21%*	**-0.75%**
	Total	**97**		**149**			

Table 5. The proportion of student misconduct cases received relative to the enrolment numbers of the faculty of the complainant and respondent students

The trends for FEIT and FMH have been much the same in the past two reports. The total number of cases received, 299, is well above the complainant and respondent totals shown in Table 5. This is because a significant portion of both complainants and respondents may not be enrolled students, and the totals include

[2] A positive '% diff.' means that the proportion of misconduct respondents is greater than the proportion of students enrolled in that faculty; and a negative value means the opposite.

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staff, former students and members of the public. Table 5 only reports the faculty where that data is captured and belongs to enrolled students, and in some cases, former students.

Case durations of student misconduct cases closed in 2020

The time taken to complete misconduct cases is summarised in Table 6 below. Of the fourteen case types are listed[3] : nine have most cases completed in less than two months; - four have most cases completed between 2 and 6 months, and – two have most cases completed in greater than 6 months.

The two largest group of case types were Academic Honesty and Fraud and represented 48.87% of all cases. Some 83.61% and 80.56% of these cases respectively took less than 6 months to complete and 31.97% and 25% respectively took less than 2 months to complete. It remains the case that some of the 14.86% of cases taking longer than 6 months to complete are the subject of court proceedings and/ or complex lengthy external or internal investigations. External notifications made by police or legal practitioners to the University to suspend misconduct proceedings generally arise in instances where an internal investigation is likely to prejudice legal proceedings. Semester breaks, exams, holidays, University shut-down periods, and extensions sought by students can also lengthen completion times. Where possible, the SAU seeks to accommodate student requests for extensions of time, to ensure that procedural fairness is not compromised.

Primary allegation	cases completed in <2 months		cases completed between 2 and 6 months		cases completed in >6 months		Total no. of cases
Academic Honesty	39	31.97%	63	51.64%	20	16.39%	122
Research integrity	2	28.57%	5	71.43%	0	0.00%	7
Assault	6	66.67%	1	11.11%	2	22.22%	9
Larceny	2	40.00%	1	20.00%	2	40.00%	5
Drug Trafficking	2	66.67%	1	33.33%	0	0.00%	3
Fraud	18	25.00%	40	55.56%	14	19.44%	72
Fraud, med. documentation	5	20.00%	19	76.00%	1	4.00%	25
Sexual misconduct	0	0.00%	0	0.00%	1	100.00%	1
Sexual Harassment	7	58.33%	3	25.00%	2	16.67%	12
Bullying	13	65.00%	3	15.00%	4	20.00%	20
Discrimination	35	81.40%	6	13.95%	2	4.65%	43
Harassment	33	75.00%	5	11.36%	6	13.64%	44
Breach of Privacy	23	88.46%	1	3.85%	2	7.69%	26
Stalking	5	62.50%	0	0.00%	3	37.50%	8
Total	**190**	47.86%	**148**	37.28%	**59**	14.86%	**397**

Table 6 Case durations of student misconduct cases closed in 2020

[3] It should be noted that the total number of cases 397 given exceeds the actual total of 326 because 71 cases involve more than one misconduct allegation.

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Appeals against misconduct outcomes

A relatively low proportion of students receiving a misconduct penalty, 17.7%, submit an appeal against a finding of misconduct and/or the penalties. Of the total appeals submitted and heard, two were upheld (1.4% of all misconduct cases with a penalty applied) resulting in a revised penalty.

Summary of Misconduct Penalties and Student Disciplinary Appeals	No.	%
Total no. of Cases with Penalty Applied	141	100
Total no. of Cases Appealed under the Rule	25	17.7%
Appeal heard under the Rule, not upheld	17	11.3%
Appeal upheld with some reduction in penalty	2	1.4%
Appeal withdrawn	6	4.3%

Table 7 Summary of penalties and appeals

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Executive Sponsor	Chair, AB Undergraduate Studies Committee
Paper Title	Report of the Undergraduate Studies Committee
Recommendation	That the Academic Board note the report of the Undergraduate Studies Committee meetings of 1 June 2021, 22 June 2021 and via circulation from 18 May 2021 to 25 May 2021, and: 1. approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Occupational Therapy) (Honours) and its subsequent amendments to the unit of study tables with effect from 1 January 2022; 2. approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) to include a new Table S major/minor called High Performance in Sport (HPS) with effect from 1 January, 2023; 3. approve the proposal from the Faculty of Medicine and Health to amend the course resolutions for the Bachelor of Applied Science (Exercise Physiology) and Bachelor of Applied Science (Exercise Physiology) (Honours), with effect from 1 January 2022; 4. suspend student admission for the two new Pharmacy vertically integrated Masters degrees; and approve the continued offering of the existing Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; and recommend that Senate approve the 2022 Senate Resolutions to remove the wording 'admission suspended from 2022' from the Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; 5. approve the proposal from the Faculty of Medicine and Health and Faculty of Science to amend the Health stream and major and subsequent amendments to the Unit of Study tables, with effect from 1 January 2022; 6. approve the proposal from the Faculty of Science to amend the Bachelor of Advanced Studies Science Table A Advanced Coursework and subsequent amendments to the unit of study tables, with effect from 1 January 2023; and 7. approve the proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Advanced Studies (Advanced) progression requirements and subsequent amendments to the Course Resolutions, with effect from 1 January 2022.
Consultation Pipeline	Undergraduate Studies Committee → Academic Board

Executive Summary

This report summarises the business of the Undergraduate Studies Committee meetings, held on 1 June 2021, 22 June 2021 and via circulation from 18 May 2021 to 25 May 2021, for the Academic Board.

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Items for Approval

The Undergraduate Studies Committee recommends:

Faculty of Medicine and Health

8.1 Bachelor of Applied Science (Occupational Therapy); Bachelor of Applied Science (Occupational Therapy) (Honours)

That the Academic Board approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Occupational Therapy) (Honours) and its subsequent amendments to the unit of study tables with effect from 1 January 2022.

8.2 Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sport Science)

That the Academic Board approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) to include a new Table S major/minor called High Performance in Sport (HPS) with effect from 1 January 2023.

8.3 Bachelor of Applied Science (Exercise Physiology) and Bachelor of Applied Science (Exercise Physiology) (Honours)

That the Academic Board approve the proposal from the Faculty of Medicine and Health to amend the course resolutions for the Bachelor of Applied Science (Exercise Physiology) and Bachelor of Applied Science (Exercise Physiology) (Honours), with effect from 1 January 2022.

8.4 Change of Commencement to new Pharmacy Degrees

That the Academic Board:

1. suspend student admission for the two new Pharmacy vertically integrated masters degrees; and
2. approve the continued offering of the existing Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; and
3. recommend that Senate approve the 2022 Senate Resolutions to remove the wording ‘admission suspended from 2022 from the Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees.

Faculty of Science and Faculty of Medicine and Health

8.5 Minor Course Amendment – Health Stream

That the Academic Board approve the proposal from the Faculty of Medicine and Health and Faculty of Science to amend the Health stream and major and subsequent amendments to the Unit of Study tables, with effect from 1 January 2022.

Faculty of Science

8.6 Bachelor of Advanced Studies Science Table A Advanced Coursework

That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Advanced Studies Science Table A Advanced Coursework and subsequent amendments to the unit of study tables, with effect from 1 January 2023.

8.7 Bachelor of Science and Bachelor of Advanced Studies (Advanced)

That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Advanced Studies (Advanced) progression requirements and subsequent amendments to the Course Resolutions, with effect from 1 January 2022.

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Items for Noting

The Academic Board is asked to note:

8.8 Update to the Online Exams: An Integrity Perspective Report

That the Academic Board note the updated *Online Exams: An Integrity Perspective Report.*

Other Business

The Undergraduate Studies Committee also:

- noted the report of Academic Board; and
- endorsed four assessment plans from the School of Architecture, Design and Planning.

Further Information

Full agenda papers are available from the Undergraduate Studies Committee intranet site.

Attachments

8.1 Bachelor of Applied Science (Occupational Therapy); Bachelor of Applied Science (Occupational Therapy) (Honours)

8.2 Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sport Science)

8.3 Bachelor of Applied Science (Exercise Physiology) and Bachelor of Applied Science (Exercise Physiology) (Honours)

8.4 Change of Commencement to new Pharmacy Degrees

8.5 Minor Course Amendment – Health Stream

8.6 Bachelor of Advanced Studies Science Table A Advanced Coursework

8.7 Bachelor of Science and Bachelor of Advanced Studies (Advanced)

8.8 Update to the Online Exams: An Integrity Perspective Report

Author	Desiree Mulley (Committee Officer)
Requests for Further Information	Requests for further information may be directed to Michael Kusi-Appauh (Academic Governance Specialist)

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MINOR COURSE AMENDMENT TEMPLATE

Award Course Name	Bachelor of Applied Science (Occupational Therapy) Bachelor of Applied Science (Occupational Therapy) (Honours)
Award Course Code	BPASOCTE-06 BPASOCTE6HON
Recommendation	That the Undergraduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Occupational Therapy) (Honours) and its subsequent amendments to the unit of study tables with effect from 2022.
Proposed Implementation Date	2022
Proposal Presenter	Dr Justin Scanlan
Consultation Pipeline	Education Committee *8 April, 2021* → Faculty Board *6 May, 2021* → USC *1 June, 2021* USC Reserve *22 June, 2021* → Academic Board *20 July 2021*
Submission Within Approval Deadlines	Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines. ☐ Yes ☒ No
AQF Compliance	Are all amended units of study valued at 6 credit points? ☒ Yes ☐ No If the proposal includes new units of study or a change to an existing unit of study, complete the following section. Is this a new unit of study or a change to an existing unit of study? ☒ New unit of study ☐ Change to an existing unit of study Does this proposal necessitate changes to the mode of delivery of the award course as already approved? ☐ Yes ☒ No What changes are involved in this proposal? Tick all that apply. ☒ Changes to core or compulsory units of study ☐ Changes to a stream ☐ Changes to a major ☐ Changes to a minor ☐ Changes to a program ☐ Changes to honours ☐ Changes to specialisation

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	☐ Changes to advanced coursework Does this proposal significantly alter the curriculum of any unit of study? ☐ Yes ☒ No Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist. ☒ Yes ☐ No Does the delivery of any new / amended unit of study involve a third-party agreement? ☐ Yes ☒ No
Combined Courses	Does this change affect any courses that are combined with this course? If so, please list all courses. ☐ Yes ☒ No

EXECUTIVE SUMMARY

Following a course review in 2019, the Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Occupational Therapy) (Honours) courses were re-designed and had their first intake of students to this new curriculum in 2021. This proposal is for five new units of study that will be core units within the new curriculum and will be co-branded for the old curriculum. The old and new units are mapped as below:

New units	Equivalent old units / notes
OCCP2101 Self maintenance and Rest Occupations	There is no equivalent unit in the old curriculum.
OCCP2102 Home and Community Occupations	**OCCP2087 - Occupational Performance: Community** Most students in the old curriculum will complete this unit in 2021. From 2022 will be cobranded with OCCP2102.
OCCP2103 Occupational Performance at School	**OCCP3076 - Occupational Performance: Education** Most students in the old curriculum will complete this unit in 2022. From 2023 will be cobranded with OCCP2103.
OCCP2104 Neuromotor Capacity & Occupational Performance	There is no equivalent unit in the old curriculum.
OCCP2105 Practice Education 1	**OCCP2086 - Professional Practice 2** Most students in the old curriculum will complete this unit in 2021. From 2022 will be cobranded with OCCP2105.

RATIONALE

There are several key drivers for the new curriculum which include the following:

- Recent changes to occupational therapy practice competency standards (2019) and course accreditation standards (2016, 2018)

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- Changes required following recommendations from the most recent OT Council accreditation of the current programs (2017-2018) to be implemented within five years
- The Faculty of Health Sciences Occupational Therapy Undergraduate Course Review (2017-2019), including feedback from students and consumers regarding the current content and structure of the undergraduate curricula
- Predicted changes to the nature and scope of service delivery within the sectors which employ occupational therapists (health, human services, disability, aged care, education and employment)

As a result of these factors, in 2019, the then-Faculty of Health Sciences approved the new Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Occupational Therapy)(Honours) courses. First year students were admitted into this new curriculum in 2021. The five new units of study proposed here are core 2000 level units in this new curriculum.

CONSULTATION AND COMMUNICATIONS

- External Advisory Committee of the Discipline of Occupational Therapy with a membership comprising senior occupational therapy clinicians, consumers, and disability advocates and senior academic staff.
- Clinical supervisors of occupational therapy students from The University of Sydney.
- Staff of Work Integrated Learning who supervise occupational therapy students in practice education placements.
- Managers of occupational therapy service providers from a range of hospital, private practice and community agencies.
- The then-Faculty of Health Sciences Aboriginal and Torres Strait Islander Curriculum Advisory Group.
- Education advisors to the then-Faculty of Health Sciences.
- Director of Academic Education, Sydney School of Health Sciences

On the 8th of April the proposal was endorsed at the Education Committee. Following this, the proposal was approved at Faculty Board on the 6th of May. The proposal was then recommended to the Undergraduate Studies Committee for endorsement on the 1st of June, where the UGSC requested to update the units in the original course to cobrand them with the new units, so an amendment to the original course resolutions is not required for continuing students in the original degree. As such, the old curriculum UoS tables and course resolutions have been removed from the proposal and the school's Education Support Team will be updated on this decision.

TRANSITIONAL ARRANGEMENTS

Students in the old course will be provided with the option to transfer into the new course where the units they had already completed would be credited towards the new course. Students will receive this communication via their Year Coordinator / Student Liaison Academic. If students do not choose this option:

1. Students will enrol in the cobranded units
2. Where equivalent units are not available: old units will continue to be available until students have completed their course.

SIGNATURE OF DEAN

Robyn Ward
Digitally signed by Robyn Ward
Date: 2021.06.21 14:48:37 +10'00'

_____
Signature of Dean

Date: __/__/____

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Approver	Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health
Faculty Sponsor	Professor Inam Haq, Associate Dean (Education), Faculty of Medicine and Health

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:

☒ Unit of study table with amendments marked up using strike through and underline

☒ Other relevant documentation

Attachment 1 UoS creation and variation forms for:

- OCCP2101 Self maintenance and Rest Occupations
- OCCP2102 Home and Community Occupations
- OCCP2103 Occupational Performance at School
- OCCP2104 Neuromotor Capacity & Occupational Performance
- OCCP2105 Practice Education 1

Attachment 2 Marked-up UoS Tables

- Bachelor of Applied Sciences (Occupational Therapy)
- Bachelor of Applied Sciences (Occupational Therapy) Honours

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FACULTY OF MEDICINE AND HEALTH

UNIT OF STUDY PROPOSAL FORM

for Creation of new units or study or Variation to existing units of study

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

- [x] Propose a new unit of study
- [ ] Propose an amendment to an existing unit of study
- [ ] Propose to withdraw a unit of study from offer; Please choose one option from below
  - [ ] Rest unit (this means it will be put on hold until revived again)
  - [ ] Retire unit (cannot be revived - permanent removal)

to take effect from (please select one):

[ ] 2021 [x] 2022 [ ] 2023 [ ] 2024

2. This proposal relates to:

- [x] A Core Unit of Study
- [ ] An Elective Unit of Study

3. Is this unit of study replacing an existing unit of study?

[ ] Yes [x] No

4. If Yes, please provide the unit(s) being replaced (code and name):

5. Could this new unit be a Faculty unit (i.e. UoS code FMHUXXXX) available to all students?

[ ] Yes [x] No

6. Would this unit be suitable for a short course?

[ ] Yes [x] No

7. Proposal Rationale (if this is a new unit, please state why this unit is needed – can an existing unit be used instead?):

This is a core 2000 unit within the revised Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Occupational Therapy) (Honours) degrees which began in 2021. The unit replaces and expands upon a comparable unit of study within the existing curriculum which retires in 2021 (OCCP2085 Occupational Performance: Home and Family).

The unit addresses the impact of physical, cognitive and psychosocial dysfunction and/or environmental constraints on a person's capacity to engage in self-care and rest occupations. Assessment of physical, sensory, cognitive, cultural and psychological barriers to effective self-care and rest, and the development of culturally appropriate interventions including the use of assistive equipment will be examined.

8. Proposed Learning and Teaching strategies (no more than 300 words):

Students will participate in interactive lectures and case-based tutorials as well as on-line learning opportunities to meet the listed learning objectives. Lectures will be used to develop a conceptual understanding of physical, psychological, cultural and social aspects of self-care and the place of rest in occupational health and wellbeing. This knowledge will be consolidated in case-based tutorials where students will integrate and apply concepts to therapy practice and acquire competence in carrying out assessment and intervention strategies to assist people to improve performance in this area of daily function.

9. Unit of Study Learning Outcomes
Please link each learning outcome to the USyd Graduate Qualities located here (and also at the bottom of this document)

Learning Outcomes	Graduate Quality/ies
1. Define the concepts of "self-maintenance" and "rest" and frame the assessment of client abilities and limitations within an occupation-based theoretical framework.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ6 Cultural competence GQ7 Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity GQ9 Influence
2. Apply a consumer/client perspective to the identification of self-care issues and practices for Aboriginal and Torres Strait Islander peoples and people of culturally diverse backgrounds. Analyse the limitations of one's own worldview for delivering culturally safe health care service to Aboriginal and Torres Strait Islander clients.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ4 Information and digital literacy GQ5 Inventiveness GQ6 Cultural competence GQ7 Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity GQ9 Influence
3. Demonstrate the skills necessary to assess clients' abilities and limitations in performing their daily self-maintenance and rest activities appropriate to clients' lifestage and role within their home and community environment.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ5 Inventiveness GQ6 Cultural competence GQ8 Integrated professional, ethical, and personal identity
4. Determine the appropriateness of and select from, a variety of self-care assessment methods including interviews, clinical observation, standardized and non-standardized assessments.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ4 Information and digital literacy GQ5 Inventiveness GQ6 Cultural competence GQ8 Integrated professional, ethical, and personal identity

5. Link assessment findings to an intervention plan which incorporates goals, strategies, and selection of appropriate measurement of intervention outcomes.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ4 Information and digital literacy GQ5 Inventiveness GQ6 Cultural competence GQ7Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity GQ9 Influence
6. Demonstrate knowledge of interventions that enable self-maintenance and rest, including [but not limited to]: functional skills training, remediation, task modification, environmental modifications, psychological interventions and assistive technology.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ4 Information and digital literacy GQ5 Inventiveness GQ6 Cultural competence GQ7 Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity GQ9 Influence
7. Describe and critique published evidence about the assessments and interventions	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ4 Information and digital literacy GQ6 Cultural competence GQ7 Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity

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

The assessments will be designed to determine whether students have integrated the theoretical concepts with practical application and skill acquisition required of a beginning practitioner. This will be assessed for each of the learning outcomes using case-based scenarios and physical demonstration.

Please include an assessment plan for the unit by completing the table below for each assessment. These assessments will be entered into Sydney Curriculum by the UoS Coordinator.

Assessment Category	Assessment Type & Description	Weight	Due	Length/Duration	Learning Outcomes assessed
Quiz	Multiple choice quizzes each fortnight (weeks 2, 4, 6, 8, 10)	25%	Friday 11.59pm weeks 2,4,6,8,10	10 questions per quiz	1, 2, 3, 4, 5, 6, 7
Case study presentation	Case presentation; group preparation and presentation of a case study	25%	Week 12 tutorial	10 minute presentation	1, 2, 3, 4, 5, 6, 7
Case-based report	Case based preparation activities to assist preparation for end of semester practical skills demonstration and discussion	30%	Monday, Exam Week 1	1500 words	1, 2, 3, 4, 5, 6, 7
Practical skills demonstration and discussion	End of semester demonstration of skill with clinical reasoning	20%	During the end of	15 minute demonstration	1, 2, 3, 4, 5, 6

Assessment Category	Assessment Type & Description	Weight	Due	Length/Duration	Learning Outcomes assessed
	relating to specific case scenarios		semester exam period		

11. **What are the workload implications including estimated number of hours of development for academic and professional staff members?** *(To answer this question, please click here to complete a UoS Proposal Financial Analysis spreadsheet. Save your completed spreadsheet and attach with this UoS proposal)*

Please see the attached New UoS Proposal - Simplified Financial Estimate (version 17 December 2020)

Detailed explanation and calculations
Workload implications of this unit of study as outlined in the Tables below were developed in alignment with the 2020 Sydney School of Health Sciences workload provisions for a 6 credit point unit.

Development: This workload allocation will occur in 2022 as this is the first year of offer. The development allocation is 37.5 hours.

Coordination: This workload allocation is 20 hours.

Teaching: Given that this unit of study emphasises proficiency and application of specific therapeutic strategies, students will engage weekly in 3 scheduled hours of instruction comprising a two hour lecture and a one hour tutorial.

Marking: The SSHS standard 6cp allocation of 'one hour per student' will be used.

Development and Coordination Workload

Development of all unit materials and teaching/ assessment processes	Academic administration development inaugural implementation	37.5 hours	Unit developer
Coordination of unit		20 hours	Unit Coordinator
Total development & coordination workload 2022		57.5 hours	

Delivery Workload

Element	Preparation time	Total hours	Person responsible
Two hour lecture – face to face and e-learning	5.0	7.0 hours x 13 weeks = **91 hours**	UoS Lecturer
One hour original tutorial Tutor 1 Tutor 2	 2 hours 2 hours	 3 hours x 1 group x 13 weeks = **39 hours** 3 hours x 1 group x 13 weeks = **39 hours**	UoS tutors (to be determined relative to available staffing)
One hour repeat tutorial Tutor 1 Tutor 2	 0.5 0.5	 1.5 hours x 1 group x 13 weeks = **19.5 hours** 1.5 hours x 1 group x 13 weeks = **19.5 hours**	UoS tutors (to be determined relative to available staffing)
Marking and Feedback	One hour per student per 6cp unit	Based on an estimated 2022 enrolment of 100 **100 hours**	UoS tutors and lecturer
Teaching total estimated on 100 students (4 groups)		**365.5 hours**	UoS tutors and lecturer

– Development, coordination and delivery			

Delivery workload is unchanged from the previous iteration of this unit of study.

12. What are the estimated enrolments for this unit of study, including domestic and international student numbers?
(This question can be answered via the UoS Proposal Financial Analysis spreadsheet completed at Q11)

Approximately 100

13. Have you consulted with the FMH Educational Design (ED) team regarding possible development work and hours involved?

Educational designers were consulted in the early stages of the revised Curriculum proposal. Continued consultation is planned in 2022.

14. Have you discussed this proposal with your Head of School, Director of Academic Education and Head of Discipline (where relevant)?

This proposal has been discussed with the SSHS Director of Academic Education, Dr Melanie Keep, Head of Discipline of Occupational Therapy, Professor Anne Cusick and Course Director of the OT Undergraduate Program, Associate Professor Justin Scanlan and the academic lead for the revision of the UG Curriculum, Associate Professor Chris Chapparo.

15. Other Requirements:

16. Details of the Unit:

Unit of Study Code* 4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002	**OCCP2101**
Unit of Study Name* Max 46 Characters including spaces. Do not include ampersands (&), avoid abbreviations	**Self-maintenance and Rest Occupations**
ASCED Code: List of codes available at: https://heimshelp.education.gov.au/resources/field-of-education-types	To view student and government payment amounts go to: https://docs.education.gov.au/system/files/doc/other/2021_allocation_of_units_of_study_v6_-_28.10.2020.pdf **0617**
Associated Award Course/s* or Majors Name the courses and indicate where in the specific diet the units will sit (for Sydney Student)	**Bachelor of Applied Science (Occupational Therapy)** **Bachelor of Applied Science (Occupational Therapy) (Honours)**
Unit Coordinator (1 only) Contact Name and Staff ID (for Sydney Student queries)	**Joan O'Donnell 1751140**

Department Shares Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%	**Occupational Therapy 100%**
Experiential Learning	Choose an item.
Module Type	Standard (internal credit)
Credit point Value*	6
Sessions Offered*	Semester 1
Delivery mode*	ND - Normal Day
Delivery mode* *Select an additional delivery mode if required. If you have more than 2 delivery modes for one unit of study, please note under this box.*	ND - Normal Day
Campus* (1 only) Only 1 location can be listed in Sydney Student	Camperdown
Description for Handbook No more than 200 words and no lists	This unit of study examines the impact of occupational performance limitations on occupations that are necessary for self-care at home or in the community. These include mobility, personal care (eating, dressing, bathing, toileting, grooming, etc.) and rest/sleep. Disturbances in self-maintenance and sleep/rest can occur when people experience reduced physical, cognitive and psychosocial capacity and/or environmental constraints. Students will develop skills in the assessment, enhancement, maintenance and restoration of mobility and personal care occupations. Specifically, students will examine: the importance of mobility and personal care to human existence; the concept of maintaining self (physical and psychological); and the importance of sleep and rest to everyday health and function. Students will learn and demonstrate: current approaches to manual handling when assisted transfers are required; mobility sequences (bed, wheelchair and walking mobility), transfers and seating; personal care routines and tasks (eating, dressing, bathing, toileting, grooming and personal hygiene), including parenting children who require additional assistance with mobility and personal care routines; and equipment prescription, including wheelchair prescription and associated sources of funding.
Assumed knowledge	OCCP1101

	OCCP1102 OCCP1104 OCCP1105

Prerequisite* Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	OCCP1103 AND OCCP1105 AND OCCP2090

Corequisite* As for prerequisite units of study.	

Prohibitions* As for prerequisite units of study.	OCCP2085

Enrolment restrictions? If YES, provide a reason.	☐ DP (Departmental Permission) ☐ EXMR (Exclude from Module Registration) ☐ Quota (Enrolment cap) specify number in reason below **Reason:**

Learning Activities/Classes To be entered in Sydney Curriculum by coordinator	As a 2000 level unit, students will be expected to engage in learning activities that require not only knowledge acquisition but also higher-level analysis and synthesis of theory to practice. There is an emphasis on student capacity to develop and demonstrate professional competence in beginning therapeutic strategies. Attendance and participation in tutorials are therefore expected.	
Mark/Grade Scheme	☑ Mark and Grade	☐ Grade Only

Available for study abroad and exchange? (STABEX)	Centrally organised exam?	Centrally organised timetable?
☐ Yes ☑ No	☐ Yes ☑ No	☑ Yes ☐ No

Notes:

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

University of Sydney Graduate Qualities

	Graduate quality	Definition
GQ1	Depth of disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.

GQ2	Critical thinking and problem solving	Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
GQ3	Oral and written communication	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
GQ4	Information and digital literacy	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
GQ5	Inventiveness	Generating novel ideas and solutions.
GQ6	Cultural competence	Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.
GQ7	Interdisciplinary effectiveness	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
GQ8	Integrated professional, ethical, and personal identity	An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context.
GQ9	Influence	Engaging others in a process, idea or vision.

Submitted by: Associate Professors Chris Chapparo and Justin Scanlan

Signature: Justin Scanlan

Digitally signed by Justin Scanlan
Date: 2021.05.07 17:07:07 +10'00'

Date of Submission: 9th February 2021

Approvals	
Head of School/Discipline or delegated authority:	**Associate Dean (Education):**
Name: Joshua Burns Signature: Date: 12/05/2021	Name: Professor Inam Haq Signature: Inam Haq Digitally signed by Inam Haq Date: 2021.05.06 09:00:01 +10'00' Date: May 6 2021

Faculty of Medicine and Health

New UoS Proposal - Simplified Financial Estimate *(version 17 December 2020)*

OCCP2101

Input Instructions

Please fill in the estimated figures in the blue-highlighted cells (the pre-filled numbers are just examples)

Note that this estimate will not be used for any budgeting or forecasting purposes. It only provides a preliminar high-level overview of the financial viability of the new unit over the next five years

Student Revenue					
Year the UoS will be first offered	2021				
Select if the UoS is Core or Elective	Core				
UoS Credit points (6, 12 etc.)	6				
% Increase YoY	0%				
Estimated Total UOS enrolments per year	Year 1	Year 2	Year 3	Year 4	Year 5
CSP students	75	75	75	75	75
Domestic fee-paying students	0	0	0	0	0
International fee-paying students	25	25	25	25	25
Total enrolments per year	100	100	100	100	100
Student revenue ($)	$ 333,529	$ 341,867	$ 350,413	$ 359,174	$ 368,153
Expenditure					
Development & Teaching Delivery - Hours per year	Year 1	Year 2	Year 3	Year 4	Year 5
No Pay	0	0	0	0	0
Casual PTT	0	0	0	0	0
Level A - Associate Lecturer	155	155	155	155	155
Level B - Lecturer	211	173	173	173	173
Level C - Senior Lecturer	0	0	0	0	0
Level D - Associate Professor	0	0	0	0	0
Level E - Professor	0	0	0	0	0
Total Staff Hours per Year	366	328	328	328	328
UoS Development and Teaching Delivery Cost ($)	$ 28,729	$ 25,947	$ 26,492	$ 27,048	$ 27,616
Non-Salary Cost ($)	$ 10,000	$ 10,200	$ 10,200	$ 10,200	$ 10,200
UEM charges ($)	$ 134,923	$ 133,513	$ 134,693	$ 135,901	$ 137,137
DM - Direct Margin ($)	$ 159,876	$ 172,207	$ 179,029	$ 186,025	$ 193,200
DM - Direct Margin in % of the Total Revenue	48%	50%	51%	52%	52%

Notes and assumptions

Important note:

The unit enrolments in this table are for the full year i.e., if the new unit will be offered in both semesters, please aggregate the enrolment numbers for the full year.

See Assumptions and Calculations for details

UoS Development and Teaching delivery hours assumptions:

The teaching delivery hours should include the face-to-face delivery hours, UoS coordination, UoS preparation time incl. for CANVAS communication, student consultations, exam preparation and marking, etc.
Add the estimated UoS Development hours in the Year 1.
For workload policies, visit the following website: https://intranet.sydney.edu.au/contacts-campuses/services/provosts-portfolio/academic-workload-monitoring-committee.html

See Assumptions and Calculations for details
See Assumptions and Calculations for details
See Assumptions and Calculations for details

THE UNIVERSITY OF SYDNEY

FACULTY OF MEDICINE AND HEALTH

UNIT OF STUDY PROPOSAL FORM

for Creation of new units or study or Variation to existing units of study

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

- [x] Propose a new unit of study
- [ ] Propose an amendment to an existing unit of study
- [ ] Propose to withdraw a unit of study from offer; Please choose one option from below
  - [ ] Rest unit (this means it will be put on hold until revived again)
  - [ ] Retire unit (cannot be revived - permanent removal)

to take effect from (please select one):

[ ] 2021 [x] 2022 [ ] 2023 [ ] 2024

2. This proposal relates to:

- [x] A Core Unit of Study
- [ ] An Elective Unit of Study

3. Is this unit of study replacing an existing unit of study?

[ ] Yes [x] No

4. If Yes, please provide the unit(s) being replaced (code and name):

OCCP2087 - Occupational Performance: Community

Unit to be retired in 2022. Most students in the old curriculum will complete this unit in 2021. Non-standard students can enrol in this new unit and the two will be counted as equivalent.

5. Could this new unit be a Faculty unit (i.e. UoS code FMHUXXXX) available to all students?

[ ] Yes [x] No

6. Would this unit be suitable for a short course?

[ ] Yes [x] No

7. Proposal Rationale

This unit of study is a 2000 core unit within the revised Bachelor of Applied Science (Occupational Therapy) (Pass and Honours) curricula which began in 2021. The unit focuses on the impact of physical, cognitive and psychosocial dysfunction as well as environmental constraints on occupational performance in "home" and "community". Assessment of physical, sensory, cognitive, cultural and psychological barriers to the accessibility of home and public environments, and the development of culturally appropriate interventions which conform to building legislation, including the use of assistive devices/technology, will be examined.

8. Proposed Learning and Teaching strategies (no more than 300 words):

Both on campus and practice education learning activities will be used.

Lectures will provide an opportunity to covey information and explore concepts and experiences in a large group. Where appropriate, guest lecturers with content expertise and lived experience of disability will deliver lectures. A flipped classroom will be used when information is most appropriately explored using a scaffolded, self-directed format (e.g. when students need to read and understand legislation related to access and modification of architectural structures).

Face-to-face *tutorials* will enable students to explore concepts in more depth and practice practical skills.

The unit will be roughly divided into two separate but related modules:

1. Module 1 (weeks 1-7) will include concepts of occupational performance within the contexts of home and community, an overview of the occupational therapy process, analysis of occupational performance within the home and community, and interventions to improve performance (including task modification and assistive technology) that can facilitate performance of these occupations. This module will prepare students for module 2, and students will be able to identify when more permanent and significant environmental modifications (taught in module 2) might be indicated.
2. Module 2 (weeks 8-13) will cover environmental assessment and modification. Topics will include legislative requirements, universal design, anthropometrics, drawing to scale, clinical reasoning and documentation. This unit also closely relates to *Self Maintenance and Rest* (OCCP2101), and learning activities will be aligned so students can understand how environmental modifications can facilitate the self-maintenance and rest occupations taught in that unit.

The unit will include teaching and learning activities that contribute to *practice education hours.* These activities (mostly related to module 2) will provide opportunities for students to learn and apply skills related to the occupational therapy process, involving interaction with a person who has reduced occupational performance due to a disability or health condition. Students will assess and analyse the person's occupations, needs and priorities, and their home and community environments. Students will plan occupational therapy interventions that may facilitate occupational performance, including task and environmental modifications and assistive technology. Students will record and reflect on these learning activities in a portfolio, which will form part of the assessment tasks for this unit. Lecture and tutorial activities, as well as tutor and peer feedback, will scaffold learning and skill development.

9. Unit of Study Learning Outcomes

Learning Outcomes	Graduate Quality/ies
1. *Describe and analyse:* occupations performed in the home and community; the contribution of these occupations to participation and well-being; and ways in which these occupations may be impacted by lifelong, chronic and complex conditions.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication
2. *Assess* the needs and capacities of people who have lifelong, chronic and complex conditions as well as their family members and carers, with regard to meaningful participation in home and community occupations	GQ1 Depth of disciplinary expertise GQ3 Oral and written communication GQ6 Cultural competence
3. Select, plan and deliver (with supervision) evidence-based interventions to increase occupational performance by adapting tasks, changing environments, enabling skill mastery, and collaborating with other	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ5 Inventiveness

stakeholders including family members, other disciplines and organisations.	GQ7 Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity
4. Demonstrate knowledge of the impact of disability on home and community participation in Aboriginal and Torres Strait Islander peoples and the procedures to maintain cultural safety during implementation of assessment and intervention strategies. (Aboriginal and Torres Strait Islander Health Curriculum Framework elements 7.2, 8.2, 9.2).	GQ1 Depth of disciplinary expertise GQ6 Cultural competence
5. Demonstrate a working knowledge of legal and ethical guidelines that govern care for people with disabilities living at home and participating in the community	GQ1 Depth of disciplinary expertise GQ4 Information and digital literacy GQ8 Integrated professional, ethical, and personal identity
6. Demonstrate a working knowledge of technical drawing skills and modification design articulating clinical reasoning and in consideration of required legislation.	GQ1 Depth of disciplinary expertise GQ3 Oral and written communication GQ4 Information and digital literacy GQ5 Inventiveness

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

Assessment tasks will require students to understand, reflect on and apply concepts and skills taught in lectures and tutorials. Assessment tasks will also involve activities contributing to practice education hours.

The final assessment is a portfolio submitted during the exam period. Some considerations:

- The requirements of this task would not fit the requirements of an exam (e.g. something that could be completed in a few hours in an examination setting)
- The other units that these students are concurrently enrolled in are core units from the same course. These units also have major assessments due in the exam period. Given this, the teaching team can organize due dates to avoid clashes.

Assessment Category	Assessment Type & Description	Weight	Due	Length/Duration	Learning Outcomes assessed
	Discharge report Students will plan and summarise the occupational therapy process for a client who experiences difficulties with aspects of occupational performance in home and community contexts (written and video lived experience narrative provided). This will include goal-setting, selection of assessments and identification of likely findings, interventions, status and plans at discharge, and client educational material (submitted as an appendix). This task will assess understanding and application of content delivered in module 1 (Weeks 1-7)	50%	Part 1: Week 5 – formative feedback Part 2 (Final): Week 9	2500 words plus A4 page handout (appendix)	1-7

Assessment Category	Assessment Type & Description	Weight	Due	Length/Duration	Learning Outcomes assessed
	Portfolio Students will assess the needs of, and plan interventions for, a person living in the community who experiences reduced occupational performance. This will involve: 1. Conducting and reflecting on an interview with the person 2. Goal-setting 3. Analysing occupations and assessing the person's home and community environments 4. Selecting and planning interventions for the person to facilitate occupational performance in priority areas	50%	Interview submitted for peer review and feedback in week in Week 10 Other tasks submitted for instructor marking in Week 15	2500 words plus diagrams submitted as an appendix	1-6

11. **What are the workload implications including estimated number of hours of development for academic and professional staff members?** *(To answer this question, please click here to complete a UoS Proposal Financial Analysis spreadsheet. Save your completed spreadsheet and attach with this UoS proposal)*

Workload implications of this unit of study were originally developed in alignment with the 2020 Sydney School of Health Sciences workload policy for a 6 credit point unit.

Development: This workload allocation will occur in 2022 as this is the first year of offer. The development allocation is 37.5 hours

Coordination: This workload allocation is 20 hours.

Teaching: Given that this unit of study emphasises proficiency and application of specific therapeutic strategies, students will engage weekly in 3 scheduled hours of instruction comprising a two hour lecture and a one hour tutorial.

Marking: The SSHS standard 6cp allocation of 'one hour per student' will be used.

Development and Coordination Workload

Development of all unit materials and teaching/ assessment processes	Academic administration development inaugural implementation	37.5 hours	Unit developer
Coordination of unit		20 hours	Unit Coordinator
Total development & coordination workload 2022		57.5 hours	

Delivery Workload

Element	Preparation time	Total hours	Person responsible
Two hour lecture – face to face and e-learning	5.0	7.0 hours x 13 weeks = **91 hours**	UoS Lecturer
One hour original tutorial Tutor 1 Tutor 2	 2 hours 2 hours	3 hours x 1 group x 13 weeks = **39 hours**	UoS tutors (to be determined relative to available staffing)

		3 hours x 1 group x 13 weeks = **39 hours**	
One hour repeat tutorial Tutor 1 Tutor 2	 0.5 0.5	 1.5 hours x 1 group x 13 weeks = **19.5 hours** 1.5 hours x 1 group x 13 weeks = **19.5 hours**	UoS tutors (to be determined relative to available staffing)
Marking and Feedback	One hour per student per 6cp unit	Based on an estimated 2022 enrolment of 100 **100 hours**	UoS tutors and lecturer
Teaching total estimated on 100 students (4 groups) – Development, coordination and delivery		**365.5 hours**	UoS tutors and lecturer

Delivery workload is unchanged from the previous iteration of this unit of study.

12. What are the estimated enrolments for this unit of study, including domestic and international student numbers?
(This question can be answered via the UoS Proposal Financial Analysis spreadsheet completed at Q11)

Approximately 100 students

13. Have you consulted with the FMH Educational Design (ED) team regarding possible development work and hours involved?

Educational designers were consulted in the early stages of the revised Curriculum proposal. Continued consultation is planned in 2022.

14. Have you discussed this proposal with your Head of School, Director of Academic Education and Head of Discipline (where relevant)?

This proposal has been discussed with the SSHS Director of Academic Education, Dr Melanie Keep, Head of Discipline of Occupational Therapy, Professor Anne Cusick and Course Director of the OT Undergraduate Program, Associate Professor Justin Scanlan and the academic lead for the new UG Curriculum, Associate Professor Chris Chapparo.

15. Other Requirements:

16. Details of the Unit:

Unit of Study Code* 4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002	**OCCP2102**
Unit of Study Name* Max 46 Characters including spaces. Do not include ampersands (&), avoid abbreviations	**Home and Community Occupations**
ASCED Code: List of codes available at: https://heimshelp.education	To view student and government payment amounts go to: https://docs.education.gov.au/system/files/doc/other/2021_allocation_of_units_of_study_v6_-_28.10.2020.pdf

.gov.au/resources/field-of-education-types	**0617**
Associated Award Course/s* or Majors Name the courses and indicate where in the specific diet the units will sit (for Sydney Student)	**Bachelor of Applied Science (Occupational Therapy)** **Bachelor of Applied Science (Occupational Therapy) (Honours)** Year two Semester one unit of study in both courses.
Unit Coordinator (1 only) Contact Name and Staff ID (for Sydney Student queries)	**Bronwyn Simpson 1130286**
Department Shares Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%	**Occupational Therapy 100%**
Experiential Learning	Consequential practical or fieldwork
Module Type	Standard (internal credit)
Credit point Value*	6
Sessions Offered*	Semester 1
Delivery mode*	ND - Normal Day
Delivery mode* *Select an additional delivery mode if required. If you have more than 2 delivery modes for one unit of study, please note under this box.*	ND - Normal Day
Campus* (1 only) Only 1 location can be listed in Sydney Student	Camperdown
Description for Handbook No more than 200 words and no lists	In this unit of study, “home” and “community” occupations and performance needs are described from different perspectives. The effects of reduced physical, cognitive and psychosocial and environmental constraints on occupational performance within the home and community are examined. Occupational therapy assessment of the accessibility of home and public environments, and the development of culturally appropriate interventions, including the use of appropriate assistive devices/technology are investigated. Specifically, students will examine: Instrumental Activities of Daily

	Living (IADL) (definitions, inclusions and assessment); community and home environments (how are they defined, use, impact on occupational performance); legislative and regulatory considerations which impact plans for modifying home and community environments; concepts of universal design; and access standards. Students will develop required competence in: assessment of and prescription for basic home modifications; professional reasoning and report writing skills required by funding and legal agencies associated with home modification and resource plans; assessment and related aspects of transport (public transport, assisted transport and driving); assistive technology and devices appropriate for home and community contexts; the role of carer associated with home and community occupations. This unit will include learning activities that will contribute to practice education hours.

Assumed knowledge	OCCP1101 OCCP1102 OCCP1104 OCCP1105

Prerequisite* Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	(OCCP1103 AND OCCP2090) OR (OCCP1096 AND OCCP1099)

Corequisite* As for prerequisite units of study.	None

Prohibitions* As for prerequisite units of study.	OCCP2087

Enrolment restrictions? If YES, provide a reason.	☐ DP (Departmental Permission) ☐ EXMR (Exclude from Module Registration) ☐ Quota (Enrolment cap) specify number in reason below **Reason:**

Learning Activities/Classes To be entered in Sydney Curriculum by coordinator	As a 2000 level unit, students will be expected to engage in learning activities that require higher levels analysis and synthesis of theory to practice as well as development of professional competence in beginning therapeutic strategies. Active participation in tutorials are therefore expected. This unit contains dedicated practicum hours in which students will independently carry out assessments of community contexts. This activity will contribute to 1000 hours of 'Practice Education' required for course accreditation by the World Federation of Occupational Therapists and registration requirements for graduates.

Mark/Grade Scheme	☑ Mark and Grade	☐ Grade Only

Available for study abroad and exchange? (STABEX)	Centrally organised exam?	Centrally organised timetable?
☐ Yes ☑ No	☐ Yes ☑ No	☑ Yes ☐ No

Notes:

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

University of Sydney Graduate Qualities

	Graduate quality	Definition
GQ1	Depth of disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.
GQ2	Critical thinking and problem solving	Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
GQ3	Oral and written communication	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
GQ4	Information and digital literacy	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
GQ5	Inventiveness	Generating novel ideas and solutions.
GQ6	Cultural competence	Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.
GQ7	Interdisciplinary effectiveness	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
GQ8	Integrated professional, ethical, and personal identity	An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context.
GQ9	Influence	Engaging others in a process, idea or vision.

Submitted by: Associate Professors Chris Chapparo and Justin Scanlan

Signature: Justin Scanlan Digitally signed by Justin Scanlan
Date: 2021.05.07 17:08:43 +10'00'

Date of Submission: 9th February 2021

Approvals	
Head of School/Discipline or delegated authority:	**Associate Dean (Education):**
Name: Joshua Burns Signature: Date: 12/05/2021	Name: Professor Inam Haq Signature: Inam Haq Digitally signed by Inam Haq Date: 2021.05.06 09:00:01 +10'00' Date: May 6 2021

Faculty of Medicine and Health

New UoS Proposal - Simplified Financial Estimate *(version 17 December 2020)*

OCCP2102

Input Instructions

Please fill in the estimated figures in the blue-highlighted cells (the pre-filled numbers are just examples)

Note that this estimate will not be used for any budgeting or forecasting purposes. It only provides a preliminar high-level overview of the financial viability of the new unit over the next five years

Student Revenue					
Year the UoS will be first offered	2021				
Select if the UoS is Core or Elective	Core				
UoS Credit points (6, 12 etc.)	6				
% Increase YoY	0%				
Estimated Total UOS enrolments per year	Year 1	Year 2	Year 3	Year 4	Year 5
CSP students	75	75	75	75	75
Domestic fee-paying students	0	0	0	0	0
International fee-paying students	25	25	25	25	25
Total enrolments per year	100	100	100	100	100
Student revenue ($)	$ 333,529	$ 341,867	$ 350,413	$ 359,174	$ 368,153
Expenditure					
Development & Teaching Delivery - Hours per year	Year 1	Year 2	Year 3	Year 4	Year 5
No Pay	0	0	0	0	0
Casual PTT	0	0	0	0	0
Level A - Associate Lecturer	211	173	173	173	173
Level B - Lecturer	155	155	155	155	155
Level C - Senior Lecturer	0	0	0	0	0
Level D - Associate Professor	0	0	0	0	0
Level E - Professor	0	0	0	0	0
Total Staff Hours per Year	366	328	328	328	328
UoS Development and Teaching Delivery Cost ($)	$ 27,570	$ 25,567	$ 26,103	$ 26,652	$ 27,211
Non-Salary Cost ($)	$ 10,000	$ 10,200	$ 10,200	$ 10,200	$ 10,200
UEM charges ($)	$ 134,027	$ 133,219	$ 134,393	$ 135,594	$ 136,824
DM - Direct Margin ($)	$ 161,932	$ 172,881	$ 179,717	$ 186,728	$ 193,918
DM - Direct Margin in % of the Total Revenue	49%	51%	51%	52%	53%

Notes and assumptions

Important note:

The unit enrolments in this table are for the full year i.e., if the new unit will be offered in both semesters, please aggregate the enrolment numbers for the full year.

See Assumptions and Calculations for details

UoS Development and Teaching delivery hours assumptions:

The teaching delivery hours should include the face-to-face delivery hours, UoS coordination, UoS preparation time incl. for CANVAS communication, student consultations, exam preparation and marking, etc.
Add the estimated UoS Development hours in the Year 1.
For workload policies, visit the following website: https://intranet.sydney.edu.au/contacts-campuses/services/provosts-portfolio/academic-workload-monitoring-committee.html

See Assumptions and Calculations for details
See Assumptions and Calculations for details
See Assumptions and Calculations for details

THE UNIVERSITY OF SYDNEY

FACULTY OF MEDICINE AND HEALTH

UNIT OF STUDY PROPOSAL FORM

for Creation of new units or study or Variation to existing units of study

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

- [x] Propose a new unit of study
- [ ] Propose an amendment to an existing unit of study
- [ ] Propose to withdraw a unit of study from offer; Please choose one option from below
  - [ ] Rest unit (this means it will be put on hold until revived again)
  - [ ] Retire unit (cannot be revived - permanent removal)

to take effect from (please select one):

[ ] 2021 [x] 2022 [ ] 2023 [ ] 2024

2. This proposal relates to:

- [x] A Core Unit of Study
- [ ] An Elective Unit of Study

3. Is this unit of study replacing an existing unit of study?

[ ] Yes [x] No

4. If Yes, please provide the unit(s) being replaced (code and name):

OCCP3076 - Occupational Performance: Education

Unit to be retired in 2023. Most students in the old curriculum will complete this unit in 2022. Non-standard students can enrol in this new unit and the two will be counted as equivalent.

5. Could this new unit be a Faculty unit (i.e. UoS code FMHUXXXX) available to all students?

[ ] Yes [x] No

6. Would this unit be suitable for a short course?

[ ] Yes [x] No

7. Proposal Rationale (if this is a new unit, please state why this unit is needed – can an existing unit be used instead?):

This is a core 2000 unit of study in the revised curricula for the Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Occupational Therapy) (Honours) degrees. The content targets dimensions of service provision for children and young people with and without disabilities who experience challenges to participating in activities associated with school and other educational contexts. Integrating prior knowledge of lifespan development and disability (OCC1101; OCCP1102) and Australian educational systems, students will develop the assessment, intervention, and evaluation skills to assist performance of children and youth at school.

The Faculty of Health Sciences Occupational Therapy Undergraduate Course Review (2017-2019), including feedback from students and consumers regarding the current content and structure of occupational therapy practice in educational contexts indicated a need for students to have developed specific skill in this area of practice prior to major 'clinical' placements which comprise first semester of the third year of the course. Over the last five years, there has been a rapid growth in the number of student placements in education contexts (remote and local), reflecting the increase in requests for occupational therapy service provision in this area of practice. A need to better prepare students for placements in educational contexts earlier in the curriculum was apparent.

This unit has therefore been repositioned from the third year of the course to a 2000 unit in the second year of the revised course in response to a need to better prepare students for third year Practice Education placements into schools, community centres and private practices which offer services to school aged children and young people.

8. Proposed Learning and Teaching strategies (no more than 300 words):

The unit will include teaching and learning activities that comprise lectures, tutorials and directed practice education. Practice education hours (20 hours) will contribute to 1000 *practice education hours* required for course accreditation and graduate registration. These activities will provide opportunities for students to learn and apply skills related to the occupational therapy process, involving organizing, preparation for and administration of 5 school-based assessments with a typical child between the ages of 6 and 8. Students will record the child's performance and generate a report of the results obtained for academic assessment purposes and parental feedback. Students will record and reflect on these learning activities in a portfolio, which will form part of the assessment tasks for this unit (outlined below). Lecture and tutorial activities, as well as tutor supervision and peer feedback, will scaffold learning and skill development.

9. Unit of Study Learning Outcomes
Please link each learning outcome to the USyd Graduate Qualities located here (and also at the bottom of this document)

As a result of successfully completing this unit of study, students will reflect the characteristics of inclusive and participatory education in occupational therapy plans that aim to prepare and support children and youth in a range of educational settings by being able to:

Learning Outcomes	Graduate Quality/ies
1. Develop assessment and intervention plans that reflect knowledge of the structure, function and content of the Australian National Curriculum, and roles of an occupational therapist in that setting considering the impact of laws, policies, and individual school/agency cultures.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ5 Inventiveness GQ6 Cultural competence GQ7 Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity
2. Analyse the occupational roles, routines and tasks required of students in primary school, high school and tertiary education systems as they relate to the changing educational expectations over time	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ6 Cultural competence GQ7 Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity
3. Identify barriers and enablers specific to performance of occupational roles, routines and tasks in educational settings and develop plans to address individual student	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication

needs in a manner which considers school personnel, resources and school environments (human & non-human).	GQ4 Information and digital literacy GQ5 Inventiveness GQ6 Cultural competence GQ7 Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity GQ9 Influence
4. Identify barriers to school participation which are related to sensory, cognitive, biomechanical, psychological, social and cultural dimensions of the educational context and develop plans that lead to environmental support.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ4 Information and digital literacy GQ5 Inventiveness GQ6 Cultural competence GQ7 Interdisciplinary effectiveness GQ8 Integrated professional, ethical, and personal identity GQ9 Influence
5. Analyse how knowledge of the specific cultural, social and educational needs of Aboriginal and Torres Strait Islander students can be incorporated into a strengths-based assessment of school performance and develop plans to address their occupational needs which include their caregivers and other community members.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ6 Cultural competence GQ8 Integrated professional, ethical, and personal identity
6. Develop plans to address barriers and to support enablers during key transitions in educational settings (primary to high school, school to tertiary study).	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ5 Inventiveness GQ6 Cultural competence GQ7 Interdisciplinary effectiveness

10. Assessment and assurance of learning:

Assessment tasks listed below will require students to understand, reflect on and apply concepts and skills taught in lectures and tutorials. Assessment tasks will also involve activities contributing to practice education hours.
The final assessment is a portfolio submitted during the exam period. Some considerations:

- The requirements of this task would not fit the requirements of an exam (e.g. something that could be completed in a few hours in an examination setting)
- The other units that these students are concurrently enrolled in are core units from the same course. These units also have major assessments due in the exam period. Given this, the teaching team can organize due dates to avoid clashes.

Assessment Category	Assessment Type & Description	Weight	Due	Length/Duration	Learning Outcomes assessed
Assignment	**Client example: transition to high school:** Information will be provided about a young person with a physical disability who has been referred to occupational therapy for assistance with the transition to high school. Students will develop an intervention plan	20%	Week 6	1500 words	

Assessment Category	Assessment Type & Description	Weight	Due	Length/Duration	Learning Outcomes assessed
	to ensure physical and social access.				
Practical skills portfolio	Students will complete a range of practical activities relevant to the tasks that an occupational therapist working in schools would need to complete. 20 hours of this assessment involves preparation for and administration of 5 school-based assessments with a typical child between the ages of 6 and 8. This part of the portfolio contributes 20 hours to the required 1000 hours of practical education required by World Federation Accredited Occupational Therapy courses. Students will then complete a reflective summary of their learning and performance.	50%	Week 10	1500 words	
Case based assignment	Students will be provided with assessment information on two children who are having difficulties with occupational performance at school (Narrative and videotape data). Students will interpret the assessment information and generate two goals and appropriate occupational therapy intervention plans that could be implemented within the school context to achieve enhanced self-care, play, and academic performance in the school setting.	30%	Week 15	2000 words	

11. **What are the workload implications including estimated number of hours of development for academic and professional staff members?** *(To answer this question, please click here to complete a UoS Proposal Financial Analysis spreadsheet. Save your completed spreadsheet and attach with this UoS proposal)*

Workload implications of this unit of study as outlined in the Tables below were developed in alignment with the 2020 Sydney School of Health Sciences workload policy for a 6 credit point unit.

Development: This workload allocation will occur in 2022 as this is the first year of offer. The development allocation is 37.5 hours

Coordination: This workload allocation is 20 hours.

Teaching: Given that this unit of study emphasises proficiency and application of specific therapeutic strategies, students will engage weekly in 3 scheduled hours of instruction comprising a two hour lecture and a one hour tutorial.

Marking: The SSHS standard 6cp allocation of 'one hour per student' will be used.

Development and Coordination Workload

Development of all unit materials and teaching/ assessment processes	Academic administration development inaugural implementation	37.5 hours	Unit developer
Coordination of unit		20 hours	Unit Coordinator
Total development & coordination workload 2022	57.5 hours		

Delivery Workload

Element	**Preparation time**	**Total hours**	**Person responsible**
Two hour lecture – face to face and e-learning	5.0	7.0 hours x 13 weeks = **91 hours**	UoS Lecturer
One hour original tutorial Tutor 1 Tutor 2	 2 hours 2 hours	 3 hours x 1 group x 13 weeks = **39 hours** 3 hours x 1 group x 13 weeks = **39 hours**	UoS tutors (to be determined relative to available staffing)
One hour repeat tutorial Tutor 1 Tutor 2	 0.5 0.5	 1.5 hours x 1 group x 13 weeks = **19.5 hours** 1.5 hours x 1 group x 13 weeks = **19.5 hours**	UoS tutors (to be determined relative to available staffing)
Marking and Feedback	One hour per student per 6cp unit	Based on an estimated 2022 enrolment of 100 **100 hours**	UoS tutors and lecturer
Teaching total estimated on 100 students (4 groups) – Development, coordination and delivery		**365.5 hours**	UoS tutors and lecturer

Delivery workload is unchanged from the previous iteration of this unit of study.

12. **What are the estimated enrolments for this unit of study, including domestic and international student numbers?** *(This question can be answered via the UoS Proposal Financial Analysis spreadsheet completed at Q11)*

Approximately 100

13. **Have you consulted with the FMH Educational Design (ED) team regarding possible development work and hours involved?**

Educational designers were consulted in the early stages of the revised Curriculum proposal. Continued consultation is planned in 2022

14. **Have you discussed this proposal with your Head of School, Director of Academic Education and Head of Discipline (where relevant)?**

This proposal has been discussed with the SSHS Director of Academic Education, Dr Melanie Keep, Head of Discipline of Occupational Therapy, Professor Anne Cusick and Course Director of the OT Undergraduate Program, Associate Professor Justin Scanlan and the academic lead for the revision of the UG Curriculum, Associate Professor Chris Chapparo.

15. Other Requirements:

16. Details of the Unit:

Unit of Study Code* 4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002	**OCCP2103**
Unit of Study Name* Max 46 Characters including spaces. Do not include ampersands (&), avoid abbreviations	**Occupational Performance at School**
ASCED Code: List of codes available at: https://heimshelp.education.gov.au/resources/field-of-education-types	To view student and government payment amounts go to: https://docs.education.gov.au/system/files/doc/other/2021_allocation_of_units_of_study_v6_-_28.10.2020.pdf **0617**
Associated Award Course/s* or Majors Name the courses and indicate where in the specific diet the units will sit (for Sydney Student)	**Bachelor of Applied Science (Occupational Therapy)** **Bachelor of Applied Science (Occupational Therapy) (Honours)**
Unit Coordinator (1 only) Contact Name and Staff ID (for Sydney Student queries)	**Joanne Hinitt (1049522)**
Department Shares Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%	**Occupational Therapy 100%**
Experiential Learning	Consequential practical or fieldwork
Module Type	Standard (internal credit)
Credit point Value*	6
Sessions Offered*	Semester 2
Delivery mode*	ND - Normal Day

Delivery mode* *Select an additional delivery mode if required. If you have more than 2 delivery modes for one unit of study, please note under this box.*	ND - Normal Day

Campus* (1 only) Only 1 location can be listed in Sydney Student	Camperdown

Description for Handbook No more than 200 words and no lists	For children and young people who experience challenges participating in activities associated with school, occupational therapy can assist to enhance, restore, and maintain school performance. In this unit of study students learn how to provide collaborative occupational therapy services within inclusive education contexts with the goal of enhancing participation in all school activities. Specifically, students: obtain an understanding of human development in middle to late childhood; have opportunities to study the impact of motor, sensory, cognitive, and social challenges to children's school performance; and learn specific occupational therapy assessment, intervention, and evaluation methods which are relevant to the school context. This unit includes learning activities that will contribute to practice education hours.

Assumed knowledge	OCCP1101 AND OCCP1102

Prerequisite* Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	OCCP1103 AND OCCP1105 AND OCCP1104 OR (OCCP1096 AND OCCP1097 AND OCCP1098)

Corequisite* As for prerequisite units of study.	

Prohibitions* As for prerequisite units of study.	OCCP3076

Enrolment restrictions? If YES, provide a reason.	☐ DP (Departmental Permission) ☐ EXMR (Exclude from Module Registration) ☐ Quota (Enrolment cap) specify number in reason below **Reason:**

Learning Activities/Classes	

To be entered in Sydney Curriculum by coordinator	

Mark/Grade Scheme	☑ Mark and Grade	☐ Grade Only

Available for study abroad and exchange? (STABEX)	Centrally organised exam?	Centrally organised timetable?
☐ Yes ☑ No	☐ Yes ☑ No	☑ Yes ☐ No

Notes:

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

University of Sydney Graduate Qualities

	Graduate quality	Definition
GQ1	Depth of disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.
GQ2	Critical thinking and problem solving	Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
GQ3	Oral and written communication	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
GQ4	Information and digital literacy	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
GQ5	Inventiveness	Generating novel ideas and solutions.
GQ6	Cultural competence	Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.
GQ7	Interdisciplinary effectiveness	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
GQ8	Integrated professional, ethical, and personal identity	An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context.
GQ9	Influence	Engaging others in a process, idea or vision.

Submitted by: Associate Professors Christine Chapparo and Justin Scanlan

Signature: Justin Scanlan Digitally signed by Justin Scanlan
Date: 2021.05.07 17:09:10 +10'00'

Date of Submission: 9th February 2021

Approvals	
Head of School/Discipline or delegated authority:	**Associate Dean (Education):**
Name: Joshua Burns Signature: Date: 12/05/2021	Name: Professor Inam Haq Signature: Inam Haq Digitally signed by Inam Haq Date: 2021.05.06 09:00:01 +10'00' Date: May 6 2021

Faculty of Medicine and Health

New UoS Proposal - Simplified Financial Estimate *(version 17 December 2020)*

OCCP2103

Input Instructions

Please fill in the estimated figures in the blue-highlighted cells (the pre-filled numbers are just examples)

Note that this estimate will not be used for any budgeting or forecasting purposes. It only provides a preliminar high-level overview of the financial viability of the new unit over the next five years

Student Revenue					
Year the UoS will be first offered	2021				
Select if the UoS is Core or Elective	Core				
UoS Credit points (6, 12 etc.)	6				
% Increase YoY	0%				
Estimated Total UOS enrolments per year	Year 1	Year 2	Year 3	Year 4	Year 5
CSP students	75	75	75	75	75
Domestic fee-paying students	0	0	0	0	0
International fee-paying students	25	25	25	25	25
Total enrolments per year	100	100	100	100	100
Student revenue ($)	$ 333,529	$ 341,867	$ 350,413	$ 359,174	$ 368,153
Expenditure					
Development & Teaching Delivery - Hours per year	Year 1	Year 2	Year 3	Year 4	Year 5
No Pay	0	0	0	0	0
Casual PTT	0	0	0	0	0
Level A - Associate Lecturer	0	0	0	0	0
Level B - Lecturer	211	173	173	173	173
Level C - Senior Lecturer	0	0	0	0	0
Level D - Associate Professor	155	155	155	155	155
Level E - Professor	0	0	0	0	0
Total Staff Hours per Year	366	328	328	328	328
UoS Development and Teaching Delivery Cost ($)	$ 37,593	$ 34,997	$ 35,732	$ 36,482	$ 37,248
Non-Salary Cost ($)	$ 10,000	$ 10,200	$ 10,200	$ 10,200	$ 10,200
UEM charges ($)	$ 141,774	$ 140,507	$ 141,834	$ 143,192	$ 144,582
DM - Direct Margin ($)	$ 144,162	$ 156,163	$ 162,647	$ 169,299	$ 176,123
DM - Direct Margin in % of the Total Revenue	43%	46%	46%	47%	48%

Notes and assumptions

Important note:

The unit enrolments in this table are for the full year i.e., if the new unit will be offered in both semesters, please aggregate the enrolment numbers for the full year.

See Assumptions and Calculations for details

UoS Development and Teaching delivery hours assumptions:

The teaching delivery hours should include the face-to-face delivery hours, UoS coordination, UoS preparation time incl. for CANVAS communication, student consultations, exam preparation and marking, etc.
Add the estimated UoS Development hours in the Year 1.
For workload policies, visit the following website: https://intranet.sydney.edu.au/contacts-campuses/services/provosts-portfolio/academic-workload-monitoring-committee.html

See Assumptions and Calculations for details
See Assumptions and Calculations for details
See Assumptions and Calculations for details

THE UNIVERSITY OF SYDNEY

FACULTY OF MEDICINE AND HEALTH

UNIT OF STUDY PROPOSAL FORM

for Creation of new units or study or Variation to existing units of study

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

- [x] Propose a new unit of study
- [ ] Propose an amendment to an existing unit of study
- [ ] Propose to withdraw a unit of study from offer; Please choose one option from below
  - [ ] Rest unit (this means it will be put on hold until revived again)
  - [ ] Retire unit (cannot be revived - permanent removal)

to take effect from (please select one):

[ ] 2021 [x] 2022 [ ] 2023 [ ] 2024

2. This proposal relates to:

- [x] A Core Unit of Study
- [ ] An Elective Unit of Study

3. Is this unit of study replacing an existing unit of study?

[ ] Yes [x] No

4. If Yes, please provide the unit(s) being replaced (code and name):

5. Could this new unit be a Faculty unit (i.e. UoS code FMHUXXXX) available to all students?

[ ] Yes [x] No

6. Would this unit be suitable for a short course?

[ ] Yes [x] No

7. Proposal Rationale

This unit is a core unit in the new undergraduate Occupational Therapy curriculum. It is required in 2022 for students to be able to progress in the course. This unit will address specific occupational therapy knowledge and skills required to address neuromotor difficulties which impact performance of daily tasks in adults and children.

There are three key drivers for the content and structure of proposed unit of study:

CURRENT AND FUTURE WORKFORCE NEED: Participation in everyday life roles, routines and tasks is the primary domain of concern for occupational therapists. A significant majority of people who seek occupational therapy services are unable to fully participate in everyday life activities due to disability associated with reduced neuromotor capacity. There is ample evidence which pinpoints neurological disorders, including neuromotor disorders, as one of the greatest threats to public health now and in the future. For example, the incidence of disabling neuromotor capacity associated with neurological disorders such as stroke, Parkinson's Disease, traumatic brain injury and aging is predicted to double over the next 30 years resulting in a major burden to public health. One mandate of an occupational therapy curriculum is to graduate therapists who have the knowledge and skills to address the impact of reduced neuromotor capacity on performance of daily activity and in consequence, public health burden.

CURRICULUM GAP: Two units of study which had previously addressed specific occupational therapy management strategies for neuromotor disorders in adults and children were deleted from the curriculum at the last curriculum revision approximately 10 years ago to allow students to access a greater number of general electives, conforming with university education initiatives for a more liberal educational experience for all students at the time. Neuromotor content was reduced and embedded within other core units across the curriculum. Increasingly however, reports from Work Integrated Learning indicated that clinical supervisors noted a concomitant reduction in student knowledge and skill in this particular area of practice in comparison to students from other occupational therapy programs. Similarly, the Occupational Therapy Undergraduate Course Review (2017-2019), including feedback from students and consumers regarding the current content and structure of the undergraduate curricula indicated a curriculum weakness in the neuromotor area of practice

CHANGES TO PROFESSIONAL ACCREDITATION REQUIREMENTS: Recent changes to occupational therapy practice competency standards (2019) and course accreditation standards (2016, 2018) led to recommendations from the OT Council accreditation of the current programs (2017-2018) to address gaps in the curriculum which included content targeting neuromotor function and occupational performance. These reports reinforced the decision to *reinstate a unit of study targeting neuromotor disorder and occupational performance* in the new UG curriculum structure which would more effectively reflect the level of knowledge and skill expected of an occupational therapy right to practice degree.

8. Proposed Learning and Teaching strategies

This unit will use *theory-to-practice problem solving learning and teaching strategies* in physical and digital environments to assist students to develop knowledge and therapeutic skills in the target area. These strategies will include on campus lectures and independent online reading to develop *knowledge* of neuromotor disorders which occur across the lifespan and their impact on occupational performance; simulation practice sessions to develop *proficiency in therapeutic instructional strategies* to the level expected of a beginning practitioner; and case based tutorial sessions to provide opportunities for students to *apply and adapt knowledge and skills* to a variety of real life scenarios obtained from occupational therapy clinical practice. Students will plan evidence-based occupational therapy interventions that may facilitate occupational performance, including task modifications, use of hierarchical prompt strategies, and upper limb orthotic technology to promote efficient neuromotor activity during task performance. Learning activities, as well as tutor and peer feedback, will scaffold learning and skill development.

9. Unit of Study Learning Outcomes

Please link each learning outcome to the USyd Graduate Qualities located here (and also at the bottom of this document)

Learning Outcomes	Graduate Quality/ies
1. Discuss neuromotor and sensory processing theories in the context of occupational performance and disability and demonstrate knowledge of sensory motor problems commonly found in adults and children who have a neurological disorder	GQ1 Depth of disciplinary expertise GQ3 Oral and written communication GQ4 Information and digital literacy GQ7 Interdisciplinary effectiveness
2. Describe and use standardised and observational procedures to measure neuromotor function during occupational performance as well as the effectiveness of chosen interventions.	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ4 Information and digital literacy GQ5 Inventiveness
3. Demonstrate appropriate application of least to most prompt hierarchy to instruct and shape neuromotor responses during performance of daily tasks	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ5 Inventiveness GQ8 Integrated professional, ethical, and personal identity
4. Plan occupational therapy interventions that are aimed at improving neuromotor capacity during occupational task performance using best available evidence	GQ1 Depth of disciplinary expertise GQ2 Critical thinking and problem solving GQ3 Oral and written communication GQ5 Inventiveness
5. Demonstrate knowledge of the impact of neuromotor disorder on health and wellbeing of adults and children as determined by Aboriginal and Torres Strait Islander peoples	GQ6 Cultural competence GQ8 Integrated professional, ethical, and personal identity
6. Modify assessment, goal setting, and instructional strategies which use verbal and physical contact prompts and cues in a manner that ensures cultural safety and relevance for Aboriginal and Torres Strait Islander clients (Aboriginal and Torres Strait Islander Health Curriculum Framework elements 6.2, 7.2, 9.2, 11.2).	GQ6 Cultural competence GQ8 Integrated professional, ethical, and personal identity

10. Assessment and assurance of learning

Consistent with a 2000 level unit, there are increased expectations of learning outcomes in professional competence and complexity with assessments designed to challenge students' capacity to analyse and critique information about therapy procedures as well as their own therapeutic performance in the area of occupational therapy for neuromotor assessment and intervention.

Attendance and participation in simulation and problem-based tutorials is expected.

The final assessment is a portfolio submitted during the exam period. Some considerations:

- The requirements of this task would not fit the requirements of an exam (e.g. something that could be completed in a few hours in an examination setting)
- The other units that these students are concurrently enrolled in are core units from the same course. These units also have major assessments due in the exam period. Given this, the teaching team can organize due dates to avoid clashes.

Assessment Category	Assessment Type & Description	Weight	Due	Length/Duration	Learning Outcomes assessed
Assignment 1	Case Study Assignment: Using observational assessment measures, students will identify how neuromotor difficulties contribute to reduced occupational performance in a child with Cerebral Palsy and an adult with Parkinson's Disease.	20%	Week 8	1000 words	1,2,3
Written exam	Short answer exam which targets both *knowledge* of the impact of neuromotor disorder on occupational performance as well as *application of knowledge* to case- based scenarios. Students will receive video material and clinical data on four clients who have sustained neuromotor disorder. They will have 10 weeks to analyse the information and develop intervention plans for the four clients. Questions in the short answer exam will target the four cases.	50%	Week 13	2 hours (in class) **NB:** this is during class time rather than in exam week as the use of video materials is carefully segmented to match the questions the students are answering, so required academic oversight and delivery.	1,2,3,4,5,6,7,8
Assignment 2	In depth Case Study Assignment: Students will *identify* how reduced upper limb function resulting from acquired brain impairment impacts occupational performance: *Set goals* to address upper limb use during functional tasks: *Plan intervention* to achieve stated goals: *Give a rationale* for choice of intervention strategies: State a method which could be used to *evaluate outcome.*	30%	Week 15	3000 words	1,2,3,4,5,6

11. **What are the workload implications including estimated number of hours of development for academic and professional staff members?** *(To answer this question, please click here to complete a UoS Proposal Financial Analysis spreadsheet. Save your completed spreadsheet and attach with this UoS proposal)*

Please see the attached New UoS Proposal - Simplified Financial Estimate (version 17 December 2020)

Detailed explanation and calculations

Workload implications of this unit of study were originally developed in alignment with the 2020 Sydney School of Health Sciences workload policy for a 6 credit point unit based on the prior Faculty of Health Sciences Teaching Workload Policy, Revised 2016 https://intranet.sydney.edu.au/health-sciences/working-at-fhs/guidelines.html.

Development: This workload allocation will occur in 2022 as this is the first year of offer. The development allocation is 37.5 hours

Coordination: This workload allocation is 20 hours.

Teaching: Given that this unit of study emphasises proficiency and application of specific therapeutic strategies, students will engage weekly in 3 scheduled hours of instruction comprising a two hour lecture and a one hour tutorial.

Marking: The SSHS standard 6cp allocation of 'one hour per student' will be used.

Development and Coordination Workload

Development of all unit materials and teaching/ assessment processes	Academic administration development inaugural implementation	37.5 hours	Unit developer
Coordination of unit		20 hours	Unit Coordinator
Total development & coordination workload 2022		57.5 hours	

Delivery Workload

Element	**Preparation time**	**Total hours**	**Person responsible**
Two hour lecture – face to face and e-learning	5.0	7.0 hours x 13 weeks = **91 hours**	UoS Lecturer
One hour original tutorial Tutor 1 Tutor 2	 2 hours 2 hours	 3 hours x 1 group x 13 weeks = **39 hours** 3 hours x 1 group x 13 weeks = **39 hours**	UoS tutors (to be determined relative to available staffing)
One hour repeat tutorial Tutor 1 Tutor 2	 0.5 0.5	 1.5 hours x 1 group x 13 weeks = **19.5 hours** 1.5 hours x 1 group x 13 weeks = **19.5 hours**	UoS tutors (to be determined relative to available staffing)
Marking and Feedback	One hour per student per 6cp unit	Based on an estimated 2022 enrolment of 100 **100 hours**	UoS tutors and lecturer
Teaching total estimated on 100 students (4 groups) – Development, coordination and delivery		**365.5 hours**	UoS tutors and lecturer

12. What are the estimated enrolments for this unit of study, including domestic and international student numbers?
Approximately 100

13. Have you consulted with the FMH Educational Design (ED) team regarding possible development work and hours involved?
Educational designers were consulted in the early stages of the revised Curriculum proposal. Continued consultation is planned in 2022.

14. Have you discussed this proposal with your Head of School, Director of Academic Education and Head of Discipline?

This proposal has been discussed with the SSHS Director of Academic Education, Dr Melanie Keep, Head of Discipline of Occupational Therapy, Professor Anne Cusick and Course Director of the OT Undergraduate Program, Associate Professor Justin Scanlan and the academic lead for the new UG Curriculum, Associate Professor Chris Chapparo.

15. Other Requirements:
CANVAS site will be developed to demonstrate therapeutic strategies with real world clients to support achievement of learning objectives.

16. Details of the Unit:

Unit of Study Code* 4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002	**OCCP2104**
Unit of Study Name* Max 46 Characters including spaces. Do not include ampersands (&), avoid abbreviations	**Neuromotor Capacity & Occupational Performance**
ASCED Code: List of codes available at: https://heimshelp.education.gov.au/resources/field-of-education-types	To view student and government payment amounts go to: https://docs.education.gov.au/system/files/doc/other/2021_allocation_of_units_of_study_v6_-_28.10.2020.pdf **0617**
Associated Award Course/s* or Majors Name the courses and indicate where in the specific diet the units will sit (for Sydney Student)	**Bachelor of Applied Science (Occupational Therapy)** **Bachelor of Applied Science (Occupational Therapy) Honours**
Unit Coordinator (1 only) Contact Name and Staff ID (for Sydney Student queries)	**Christine Chapparo 1002959**
Department Shares Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%	**Occupational Therapy 100%**
Experiential Learning	Non-experiential learning
Module Type	Standard (internal credit)
Credit point Value*	6
Sessions Offered*	Semester 2
Delivery mode*	ND - Normal Day

Delivery mode* *Select an additional delivery mode if required. If you have more than 2 delivery modes for one unit of study, please note under this box.*	ND - Normal Day

Campus* (1 only) Only 1 location can be listed in Sydney Student	Camperdown

Description for Handbook No more than 200 words and no lists	In this unit of study students examine occupational performance limitations due to neurodevelopmental and neurological impairment which reduce neuro-motor capacity. Theory and practice of occupational therapy assessment and intervention for occupational performance limitations associated with neuro-motor impairments across the lifespan are presented. Students apply concepts selected from an overview of motor control and sensory motor processing theories to describe the sensory and motor disturbances of neurological origin in adults and children and their impact on occupational performance. With a focus on functional use, students learn to: position and adults and children for enhanced functional performance; apply an evidence based prompt hierarchy to enhance occupational performance; analyse movements which hinder performance of everyday tasks; and integrate the use of prompts and equipment to promote occupational performance of adults and children with neurological impairment.

Assumed knowledge	BIOS1168 AND BIOS1171

Prerequisite* Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	OCCP1103 AND OCCP1105

Corequisite* As for prerequisite units of study.	

Prohibitions* As for prerequisite units of study.	None

Enrolment restrictions? If YES, provide a reason.	☐ DP (Departmental Permission) ☐ EXMR (Exclude from Module Registration) ☐ Quota (Enrolment cap) specify number in reason below **Reason:**

Learning Activities/Classes To be entered in Sydney Curriculum by coordinator	Students will engage in lecture, tutorial and remotely supervised practical education learning opportunities through the course of the semester. As a 2000 level unit, students will be expected to engage in learning activities that require analysis and synthesis of theory to practice as well as development of professional competence in therapeutic strategies which can be utilised with adults and children in acute, rehabilitation, and community contexts. Attendance and participation in tutorials are therefore expected.

Mark/Grade Scheme	☑ Mark and Grade	☐ Grade Only

Available for study abroad and exchange? (STABEX)	Centrally organised exam?	Centrally organised timetable?
☐ Yes ☑ No	☐ Yes ☑ No	☑ Yes ☐ No

Notes:

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

University of Sydney Graduate Qualities

	Graduate quality	Definition
GQ1	Depth of disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.
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GQ3	Oral and written communication	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
GQ4	Information and digital literacy	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
GQ5	Inventiveness	Generating novel ideas and solutions.
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GQ7	Interdisciplinary effectiveness	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
GQ8	Integrated professional, ethical, and personal identity	An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context.
GQ9	Influence	Engaging others in a process, idea or vision.

Submitted by: Associate Professors Chris Chapparo and Justin Scanlan

Signature: Justin Scanlan Digitally signed by Justin Scanlan
Date: 2021.05.07 17:09:38 +10'00'

Date of Submission: 9th February 2021

Approvals	
Head of School/Discipline or delegated authority:	**Associate Dean (Education):**
Name: Joshua Burns Signature: Date: 12/05/2021	Name: Professor Inam Haq Signature: Inam Haq Digitally signed by Inam Haq Date: 2021.05.06 09:00:01 +10'00' Date: May 6 2021

Faculty of Medicine and Health

New UoS Proposal - Simplified Financial Estimate *(version 17 December 2020)*

OCCP2104

Input Instructions

Please fill in the estimated figures in the blue-highlighted cells (the pre-filled numbers are just examples)

Note that this estimate will not be used for any budgeting or forecasting purposes. It only provides a preliminar high-level overview of the financial viability of the new unit over the next five years

Student Revenue					
Year the UoS will be first offered	2021				
Select if the UoS is Core or Elective	Core				
UoS Credit points (6, 12 etc.)	6				
% Increase YoY	0%				
Estimated Total UOS enrolments per year	Year 1	Year 2	Year 3	Year 4	Year 5
CSP students	75	75	75	75	75
Domestic fee-paying students	0	0	0	0	0
International fee-paying students	25	25	25	25	25
Total enrolments per year	100	100	100	100	100
Student revenue ($)	$ 333,529	$ 341,867	$ 350,413	$ 359,174	$ 368,153
Expenditure					
Development & Teaching Delivery - Hours per year	Year 1	Year 2	Year 3	Year 4	Year 5
No Pay	0	0	0	0	0
Casual PTT	0	0	0	0	0
Level A - Associate Lecturer	0	0	0	0	0
Level B - Lecturer	213	213	213	214	213
Level C - Senior Lecturer	0	0	0	0	0
Level D - Associate Professor	153	116	116	116	116
Level E - Professor	0	0	0	0	0
Total Staff Hours per Year	366	329	329	330	329
UoS Development and Teaching Delivery Cost ($)	$ 37,476	$ 33,573	$ 34,278	$ 35,091	$ 35,733
Non-Salary Cost ($)	$ 10,000	$ 10,200	$ 10,200	$ 10,200	$ 10,200
UEM charges ($)	$ 141,684	$ 139,407	$ 140,711	$ 142,117	$ 143,411
DM - Direct Margin ($)	$ 144,369	$ 158,686	$ 165,224	$ 171,765	$ 178,809
DM - Direct Margin in % of the Total Revenue	43%	46%	47%	48%	49%

Notes and assumptions

Important note:

The unit enrolments in this table are for the full year i.e., if the new unit will be offered in both semesters, please aggregate the enrolment numbers for the full year.

See Assumptions and Calculations for details

UoS Development and Teaching delivery hours assumptions:

The teaching delivery hours should include the face-to-face delivery hours, UoS coordination, UoS preparation time incl. for CANVAS communication, student consultations, exam preparation and marking, etc.
Add the estimated UoS Development hours in the Year 1.
For workload policies, visit the following website: https://intranet.sydney.edu.au/contacts-campuses/services/provosts-portfolio/academic-workload-monitoring-committee.html

See Assumptions and Calculations for details
See Assumptions and Calculations for details
See Assumptions and Calculations for details

THE UNIVERSITY OF SYDNEY

FACULTY OF MEDICINE AND HEALTH

UNIT OF STUDY PROPOSAL FORM

for Creation of new units or study or Variation to existing units of study

1. 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; Please choose one option from below
  - ☐ Rest unit (this means it will be put on hold until revived again)
  - ☐ Retire unit (cannot be revived - permanent removal)

to take effect from (please select one):

☐ 2021 ☑ 2022 ☐ 2023 ☐ 2024

2. This proposal relates to:

- ☑ A Core Unit of Study
- ☐ An Elective Unit of Study

3. Is this unit of study replacing an existing unit of study?

☑ Yes ☐ No

4. If Yes, please provide the unit(s) being replaced (code and name):

OCCP2086 - Professional Practice 2

Unit to be retired in 2022. Most students in the old curriculum will complete this unit in 2021. Non-standard students can enrol in this new unit and the two will be counted as equivalent.

5. Could this new unit be a Faculty unit (i.e. UoS code FMHUXXXX) available to all students?

☐ Yes ☑ No

6. Would this unit be suitable for a short course?

☐ Yes ☑ No

7. Proposal Rationale (if this is a new unit, please state why this unit is needed – can an existing unit be used instead?):

This unit is a core unit in the new undergraduate Occupational Therapy curriculum, and replaces OCCP2086 from the outgoing curriculum. It is required in 2022 for students to be able to progress in the course.

This unit is the first professional practice unit of study within the revised Occupational Therapy undergraduate curriculum to contain extended ‘client’ simulated learning opportunities for students under the guidance of

expert clinician tutors and forms a theory-to-practice bridge between academic learning and clinical practice in subsequent parts of the course.

8. Proposed Learning and Teaching strategies (no more than 300 words):

The primary learning and teaching strategies planned for this unit include:

- Seminars to assist students to draw on knowledge gained in preceding units regarding the OT process and components, core skills such as communication and manual handling, and professional attributes
- Seminars on topics such as feedback literacy and resilience will be introduced to support students' further development of skills considered essential in workplace-based learning
- Mentoring sessions with academic staff (Mentors) to support students' application of knowledge and professional reasoning to the allocated caseload in practice, and development of workplace-based learning skills
- Simulation of professional practice education with experienced practice educators (SIM Facilitators) and appropriately trained actors simulating signs/symptoms of particular conditions/diagnoses within given social and physical contexts.
    - Simulation will include sessions in facilities in SWHB specifically designed to replicate relevant characteristics of the practice education environment
    - Simulation will include indirect client-related and other activities (e.g., session planning, session documentation) as per practice education
- Peer learning through 'learning teams' to support the application of aspects of the OT process for a given caseload, and the development of team working and workplace-based learning skills
- Directed reflective tools to support students' ability to critically reflect on their development as an occupational therapist

9. Unit of Study Learning Outcomes

Please link each learning outcome to the USyd Graduate Qualities located here (and also at the bottom of this document)

Learning Outcomes	Graduate Quality/ies
1. Demonstrate professional behaviours appropriate to the expectations of the placement setting	GQ8: Integrated professional, ethical, and personal identity
2. Critically reflect on internal strategies to examine and monitor personal responses to cultural and social differences, with particular reference to Aboriginal and Torres Strait Islander peoples.	GQ8: Integrated professional, ethical, and personal identity GQ6: cultural competence
3. Engage in culturally safe communication with a range of audiences to enable teamwork and implementation of the occupational therapy process, with particular reference to Aboriginal and Torres Strait Islander peoples.	GQ3: Oral and written communication GQ6: cultural competence
4. Gather and interpret information through the occupational therapy process for an assigned caseload	GQ1: Depth of disciplinary expertise GQ2: Critical thinking and problem solving GQ4: Information and digital literacy GQ6: cultural competence
5. Articulate own professional reasoning underpinning the delivery of culturally safe health practices with reference to occupational therapy theory and evidence-based practice.	GQ1: Depth of disciplinary expertise GQ2: Critical thinking and problem solving GQ4: Information and digital literacy GQ6: cultural competence

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

There are two assessments for this unit -both pass/fail.

Assessment 1 (Pass/Fail): This assessment has both a formative and summative submission. A brief, formative task will require students to reflect on their development in key areas from their experiences in the first half of the simulated practice education placement for feedback. The summative written task will require students to reflect on their

development across the simulated practice education placement. On both occasions, students will self-assess their performance of foundational placement competencies (Brentnall & Judd, 2020) and on their progress towards understanding how who they are influences their decisions and actions. The summative task will require students to demonstrate the integration of feedback as an essential learning skill. Assessment 1 will be evaluated by academic staff.

Assessment 2 (Pass/Fail): Evaluation of Foundational Placement Competencies (Brentnall & Judd, 2020). This evidence-based assessment tool has been designed for use in foundational placement units with the aim of identifying readiness of students to progress to higher level placements in the real-world environment. It has been used in a range of simulated practice education placement designs with research evidence supporting its use to reliably determine students' readiness for subsequent placement. In this unit of study, the EFPC will be administered twice, with placement educators (SIM Facilitators) adding to students' self-assessments on each occasion, consulting with and moderated by academic staff as needed. The first administration midway through the simulated practice education placement will provide students with formative feedback against the expected standards of performance. The second administration, at the end of the practice education placement, will provide summative assessment.

Please include an assessment plan for the unit by completing the table below for each assessment. These assessments will be entered into Sydney Curriculum by the UoS Coordinator.

Assessment Category	Assessment Type & Description	Weight	Due	Length/Duration	Learning Outcomes assessed
Submitted work - assignment	Written Reflective Assessment	Pass/Fail	Mid-way formative (week 5/6) Final summative Assessment Weeks	750 words 1200 words	2, 3 and 5
Skills-based assessment - placement	Evaluation of Foundational Placement Competencies (EFPC)	Pass/Fail	Mid-way and end of (Week 5/6) placement (Week 13)	N/A	All learning outcomes

11. **What are the workload implications including estimated number of hours of development for academic and professional staff members?** *(To answer this question, please click here to complete a UoS Proposal Financial Analysis spreadsheet. Save your completed spreadsheet and attach with this UoS proposal)*

Please see the attached New UoS Proposal - Simplified Financial Estimate (version 17 December 2020)

Detailed explanation and calculations

Workload for this unit of study is as described in the 2020 Sydney School of Health Sciences workload provisions for a 6 credit point unit. This unit delivers a clinical placement that contributes to the 1000 placement hours required for accreditation. Supervision of the SIM placement needs to be conducted by registered occupational therapist (referred to as supervisors).

Development and Coordination Workload

Development of all unit materials and teaching/ assessment processes	Academic administration development inaugural implementation	37.5 hours	Unit developer
Coordination of unit		20 hours	Unit Coordinator

Total development & coordination workload 2022	57.5 hours

Delivery Workload
As this is the first clinical placement in the course. At this level of learning, students need to be supervised in smaller groups or learning teams than in usual larger tutorial groups.

Element	**Preparation time**	**Total hours**	**Person responsible**
13 hours Face to face lectures	2.5 hours	3.5 hours x 13 weeks = **45.5 hours**	UoS Lecturers
Two hour original tutorial Tutor 1 Tutor 2 Tutor 3	 4 hours 4 hours 4 hours	 6 hours x 10 weeks = **60 hours** 6 hours x 10 weeks = **60 hours** 6 hours x 5 weeks – **30 hours** **Total hours – 150 hours**	UoS Lecturers
1 hr original Demonstration Tutor 1 Tutor 2 Tutor 3	 1 hour 1 hour 1 hour	 2 hrs x 10 weeks = **20 hours** 2 hrs x 10 weeks = **20 hours** 1 hr x 5 weeks = **10 hours**	UoS lecturers
1 hr repeat Demonstration Tutor 1 Tutor 2 Tutor 3	 N/A N/A N/A	 1 x 10 weeks = **10 hours** 1 x 10 weeks = **10 hours** 1 x 5 = **5 hours** **Total Hours = 75 hours**	
Academic support to students on or after placement	No preparation time. Formula is 3hrs/student for 5% of cohort	**15 hours**	UoS lecturers
Actors	Preparation hours as per contract	5 hours x 10 weeks x 5 actors = 250 hours **Plus** preparation as per contract Total hours – **282 hours**	Medical actors
Occupational Therapy Supervisors	Training, plus student evaluations midway and final assessment marking	7.5 hours x 10 weeks x 5 supervisors = 375 Training = 3 hours Midway/final assessment marking = 14 hrs x 5 supervisors = 70 hours Total hours = **448 hours**	AHPRA registered occupational therapists (casual staffing)
Marking and Feedback	One hour per student per 6cp unit	Based on an estimated 2022 enrolment of 100 **100 hours**	UoS tutors and lecturer
Teaching total estimated on 100 students (22 learning teams) –		**Total hours: 1173 hours**	UoS tutors and lecturer

Development, coordination and delivery			

This direct workload reflects the intensity of learning required at this stage in the curriculum and is not repeated in later years. The workload outlined above is a reduction to that which had been approved for the previous unit.

12. What are the estimated enrolments for this unit of study, including domestic and international student numbers?
(This question can be answered via the UoS Proposal Financial Analysis spreadsheet completed at Q11)

Approximately 100

13. Have you consulted with the FMH Educational Design (ED) team regarding possible development work and hours involved?
Educational designers were consulted in the early stages of the revised Curriculum proposal. Continued consultation is planned in 2022.

14. Have you discussed this proposal with your Head of School, Director of Academic Education and Head of Discipline (where relevant)?

This proposal has been discussed with Director of Academic Education, Dr Melanie Keep, Head of Discipline of Occupational Therapy, Professor Anne Cusick and Program Director of the OT Undergraduate Program, Associate Professor Justin Scanlan and the academic lead for the new UG Curriculum, Associate Professor Chris Chapparo.

15. Other Requirements:

16. Details of the Unit:

Unit of Study Code* 4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002	**OCCP2105**
Unit of Study Name* Max 46 Characters including spaces. Do not include ampersands (&), avoid abbreviations	**Practice Education 1**
ASCED Code: List of codes available at: https://heimshelp.education.gov.au/resources/field-of-education-types	To view student and government payment amounts go to: https://docs.education.gov.au/system/files/doc/other/2021_allocation_of_units_of_study_v6_-_28.10.2020.pdf **0617**
Associated Award Course/s* or Majors Name the courses and indicate where in the specific diet the units will sit (for Sydney Student)	**Bachelor of Applied Science (Occupational Therapy)** **Bachelor of Applied Science (Occupational Therapy) Hons** **Year two Semester two unit of study**
Unit Coordinator (1 only) Contact Name and Staff ID (for Sydney Student queries)	Merrolee Penman 1136629

Department Shares Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%	**Work Integrated Learning (PP) 100%**
Experiential Learning	Placement or intership
Module Type	Has Practicums
Credit point Value*	6
Sessions Offered*	Semester 2
Delivery mode*	PP - Professional Practice
Delivery mode* *Select an additional delivery mode if required. If you have more than 2 delivery modes for one unit of study, please note under this box.*	ND - Normal Day
Campus* (1 only) Only 1 location can be listed in Sydney Student	Camperdown
Description for Handbook No more than 200 words and no lists	This practice education unit provides students with the opportunity to build on prior practice learning opportunities in the first year of the course. This unit continues the focus on professional development, ensuring students have the foundational competencies required for Year 3 practice education units. The primary focus of this unit is to support students' capacity to actively engage in aspects of the occupational therapy process for an assigned caseload through participation in a simulated practice education placement. Students will apply professional reasoning, understanding how these metacognitive skills support their implementation of the occupational therapy process, and further develop their use of professional and therapeutic communication and ultimately teamwork. Throughout their simulated practice education placement students will develop their capacity to process and use feedback in their practical learning, which they will demonstrate through assessment.
Assumed knowledge	
Prerequisite* Provide alpha with digit codes only, no names or commas. Use brackets to	**(OCCP1103 AND OCCP1104 AND OCCP1105 AND OCCP1106 AND OCCP2101 AND OCCP2102) OR (OCCP1099 AND OCCP1100)**

make ORs and ANDs unambiguous.	

Corequisite* As for prerequisite units of study.	

Prohibitions* As for prerequisite units of study.	OCCP2086

Enrolment restrictions? If YES, provide a reason.	☐ DP (Departmental Permission) ☐ EXMR (Exclude from Module Registration) ☐ Quota (Enrolment cap) specify number in reason below **Reason:**

Learning Activities/Classes To be entered in Sydney Curriculum by coordinator	Clinical Simulation Experience (35 hours) and associated seminars. The unit will contribute approximately 76 hours to the expected overall programme requirement of 1000 practice education hours.

Mark/Grade Scheme	☐ Mark and Grade	☑ Grade Only

Available for study abroad and exchange? (STABEX)	Centrally organised exam?	Centrally organised timetable?
☐ Yes ☑ No	☐ Yes ☑ No	☑ Yes ☐ No

Notes:

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

University of Sydney Graduate Qualities

	Graduate quality	Definition
GQ1	Depth of disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.
GQ2	Critical thinking and problem solving	Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
GQ3	Oral and written communication	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
GQ4	Information and digital literacy	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
GQ5	Inventiveness	Generating novel ideas and solutions.

GQ6	Cultural competence	Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.
GQ7	Interdisciplinary effectiveness	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
GQ8	Integrated professional, ethical, and personal identity	An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context.
GQ9	Influence	Engaging others in a process, idea or vision.

Submitted by: Associate Professors Chris Chapparo and Justin Scanlan

Signature: Justin Scanlan Digitally signed by Justin Scanlan Date: 2021.05.07 17:10:19 +10'00'

Date of Submission: 9th February 2021

Approvals	
Head of School/Discipline or delegated authority:	**Associate Dean (Education):**
Name: Joshua Burns	Name: Professor Inam Haq
Signature:	Signature: Inam Haq Digitally signed by Inam Haq Date: 2021.05.06 09:01:40 +10'00'
Date: 12/05/2021	Date: May 6 2021

Faculty of Medicine and Health

New UoS Proposal - Simplified Financial Estimate *(version 17 December 2020)*

OCCP2105

Note: this outline does not include costs for actors or mentors / supervisors as these rates of pay are not incorporated into this template

Importantly, this unit of study is replacing OCCP2086. The proposed hours for OCCP2105 in 2022 are LOWER than those approved for OCCP2086 in 2021

Input Instructions

Please fill in the estimated figures in the blue-highlighted cells (the pre-filled numbers are just examples)

Note that this estimate will not be used for any budgeting or forecasting purposes. It only provides a preliminar high-level overview of the financial viability of the new unit over the next five years

Student Revenue						
Year the UoS will be first offered	2021					
Select if the UoS is Core or Elective	Core					
UoS Credit points (6, 12 etc.)	6					
% Increase YoY	0%					
Estimated Total UOS enrolments per year	Year 1	Year 2	Year 3	Year 4	Year 5	
CSP students	75	75	75	75	75	
Domestic fee-paying students	0	0	0	0	0	
International fee-paying students	25	25	25	25	25	
Total enrolments per year	100	100	100	100	100	
Student revenue ($)	$ 333,529	$ 341,867	$ 350,413	$ 359,174	$ 368,153	See Assumptions and Calculations for details
Expenditure						
Development & Teaching Delivery - Hours per year	Year 1	Year 2	Year 3	Year 4	Year 5	
No Pay	0	0	0	0	0	
Casual PTT	0	0	0	0	0	
Level A - Associate Lecturer	0	0	0	0	0	
Level B - Lecturer	190	190	190	190	190	
Level C - Senior Lecturer	0	0	0	0	0	
Level D - Associate Professor	253	216	216	216	216	
Level E - Professor	0	0	0	0	0	
Total Staff Hours per Year	443	406	406	406	406	
UoS Development and Teaching Delivery Cost ($)	$ 47,879	$ 44,150	$ 45,077	$ 46,024	$ 46,990	See Assumptions and Calculations for details
Non-Salary Cost ($)	$ 10,000	$ 10,200	$ 10,200	$ 10,200	$ 10,200	See Assumptions and Calculations for details
UEM charges ($)	$ 149,724	$ 147,582	$ 149,057	$ 150,567	$ 152,111	See Assumptions and Calculations for details
DM - Direct Margin ($)	$ 125,926	$ 139,935	$ 146,079	$ 152,383	$ 158,852	
DM - Direct Margin in % of the Total Revenue	38%	41%	42%	42%	43%	

Notes and assumptions

Important note:

The unit enrolments in this table are for the full year i.e., if the new unit will be offered in both semesters, please aggregate the enrolment numbers for the full year.

UoS Development and Teaching delivery hours assumptions:

The teaching delivery hours should include the face-to-face delivery hours, UoS coordination, UoS preparation time incl. for CANVAS communication, student consultations, exam preparation and marking, etc.
Add the estimated UoS Development hours in the Year 1.
For workload policies, visit the following website: https://intranet.sydney.edu.au/contacts-campuses/services/provosts-portfolio/academic-workload-monitoring-committee.html

BACHELOR OF APPLIED SCIENCE (OCCUPATIONAL THERAPY)

Unit outlines will be available through Find a unit outline two weeks before the first day of teaching for 1000-level and 5000-level units, or one week before the first day of teaching for all other units.

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Bachelor of Applied Science (Occupational Therapy)			
Students complete 192 credit points of units of study comprising:			
(a) 138 credit points of core units listed below; and			
(b) a major in Disability, Participation and Health; OR			
(c) a minor in Disability, Participation and Health; and			
(d) where appropriate, elective units of study from Table A or Table S to satisfy a total of 192 credit points for the course.			
Note: All Occupational Therapy students must complete the relevant pre-placement requirements prior to all work integrated learning or fieldwork placements.			
Year 1 core units			
BIOS1168 Functional Musculoskeletal Anatomy A	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
OCCP1103 Occupational Therapy Theory and Process	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
OCCP1104 Analysing and Teaching Occupations	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
OCCP1105 Physical Capacity and	6	**A** BIOS1168	Semester 2

Occupational Performance		*Refer to the unit of study outline https://www.sydney.edu.au/units*	
OCCP1106 Psychosocial Capacity and Occ Performance 1	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

Year 2 core units (2022)

BIOS1171 Neuroscience	6	**N** BIOS2171 or BIOS2103 or ANAT2X10 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
OCCP2101 Self maintenance and Rest Occupations	6	**A** OCCP1101 and OCCP1102 and OCCP1104 and OCCP1105 **P** OCCP1103 AND OCCP1105 AND OCCP2090 **N** OCCP2085	Semester 1
OCCP2102 Home and Community Occupations	6	**A** OCCP1101 and OCCP1102 and OCCP1104 and OCCP1105 **P** (OCCP1103 AND OCCP2090) OR (OCCP1096 AND OCCP1099) **N** OCCP2087	Semester 1
OCCP2103 Occupational Performance at School	6	**A** OCCP1101 and OCCP1102 **P** OCCP1103 AND OCCP1105 AND OCCP1104 OR (OCCP1096 AND OCCP1097 AND OCCP1098) **N** OCCP3076	Semester 2
OCCP2104 Neuromotor Capacity & Occupational Performance	6	**A** BIOS1168 and BIOS1171 **P** OCCP1103 and OCCP1105	Semester 2

OCCP2105 Practice Education 1	6	**P** (OCCP1103 AND OCCP1104 AND OCCP1105 AND OCCP1106 AND OCCP2101 AND OCCP2102) OR (OCCP1099 AND OCCP1100)	Semester 2

~~More units available in 2022. OCCP2XXX Home and Community Occupations, OCCP2XXXX Self-maintenance and Rest Occupations, OCCP2XXX Occupational Performance at School, OCCP2XXX Neuro-motor Capacity and Occ Performance, OCCP2XXX Practice Education 1~~

Year 3 core units (2023)

Units of study offered from 2023. OCCP3XXX Practice Education 2, OCCP3XXX Practice Education 3, OCCP3XXX Using and Generating Evidence in OT, OCCP3XXX Infancy and Pre-School Occ Performance, OCCP3XXX Cognitive Capacity and Occ Performance

Year 4 core units (2024)

Units of study offered from 2024. OCCP4XXX Work Occupations, OCCP4XXX Psychosocial Capacity and Occ Perf 2, OCCP4XXX

BACHELOR OF APPLIED SCIENCE (OCCUPATIONAL THERAPY) HONOURS

Unit outlines will be available through Find a unit outline two weeks before the first day of teaching for 1000-level and 5000-level units, or one week before the first day of teaching for all other units.

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Occupational Therapy Honours			
Bachelor of Applied Science (Occupational Therapy) (Honours)			
Honours is available to meritorious students who will complete an alternative set of units of study in the last three semesters of the program.			
Students in the honours course must complete 192 credit points of units of study comprising:			
(a) 138 credit points of core units listed in the table below; and			
(b) a minor (36 credit points) of core units listed in the table for Disability, Participation and Health table; and			
(c) 18 credit points of Honours units listed in the table below			
(d) maintain a credit average or higher throughout the honours program.			
(e) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).			
Note: All Occupational Therapy students must complete the relevant pre-placement requirements prior to all Work Integrated Learning or fieldwork placements			
The honours course is full-time only over 4 years of study			

Year 1 - Core units

BIOS1168 Functional Musculoskeletal Anatomy A	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
OCCP1103 Occupational Therapy Theory and Process	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
OCCP1104 Analysing and Teaching Occupations	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
OCCP1105 Physical Capacity and Occupational Performance	6	**A** BIOS1168 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
OCCP1106 Psychosocial Capacity and Occ Performance 1	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
In addition to the units listed above, students complete 18 credit points from Table A Disability, Participation and Health minor			

Year 2 - Core units (2022)

BIOS1171 Neuroscience	6	**N** BIOS2171 or BIOS2103 or ANAT2X10 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2

OCCP2101 Self maintenance and Rest Occupations	6	**A** OCCP1101 and OCCP1102 and OCCP1104 and OCCP1105 **P** OCCP1103 AND OCCP1105 AND OCCP2090 **N** OCCP2085	Semester 1
OCCP2102 Home and Community Occupations	6	**A** OCCP1101 and OCCP1102 and OCCP1104 and OCCP1105 **P** (OCCP1103 AND OCCP2090) OR (OCCP1096 AND OCCP1099) **N** OCCP2087	Semester 1
OCCP2103 Occupational Performance at School	6	**A** OCCP1101 and OCCP1102 **P** OCCP1103 AND OCCP1105 AND OCCP1104 OR (OCCP1096 AND OCCP1097 AND OCCP1098) **N** OCCP3076	Semester 2
OCCP2104 Neuromotor Capacity & Occupational Performance	6	**A** BIOS1168 and BIOS1171 **P** OCCP1103 and OCCP1105	Semester 2
OCCP2105 Practice Education 1	6	**P** (OCCP1103 AND OCCP1104 AND OCCP1105 AND OCCP1106 AND OCCP2101 AND OCCP2102) OR (OCCP1099 AND OCCP1100)	Semester 2
In addition to the units listed above, students complete 12 credit points from Table A Disability, Participation and Health minor			
~~More units available in 2022.~~ ~~OCCP2XXX Home and Community Occupations, OCCP2XXXX Self-maintenance and Rest Occupations,~~ ~~OCCP2XXX Occupational Performance at School~~, ~~OCCP2XXX Neuro-motor Capacity and Occ Performance~~, ~~OCCP2XXX Practice Education 1~~			

Year 3 - Core units (2023)

BHSC3021 Honours A: Research Design	6	*Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive October Semester 2
In addition to the units listed above, students complete 6 credit points from Table A Disability, Participation and Health minor			
Units of study offered from 2023. OCCP3XXX Practice Education 2, OCCP3XXX Practice Education 3, OCCP3XXX Using and Generating Evidence in OT, OCCP3XXX Infancy and Pre-School Occ Performance, OCCP3XXX Cognitive Capacity and Occ Performance			

Year 4 - Core units (2024)

BHSC4012 Honours B: Applied Research Skills	6	**P** BHSC3021 *Note: Department permission required for enrolment in the following sessions:Semester 1b* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 1b
BHSC4013 Honours C: Research Project	6	**P** BHSC4012 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
Units of study offered from 2024. OCCP4XXX Work Occupations, OCCP4XXX Psychosocial Capacity and Occ Perf 2, OCCP4XXX Healthy Ageing and Participation, OCCP4XXX Practice Education 4			

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MINOR COURSE AMENDMENT TEMPLATE

Award Course Name	Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) Bachelor of Applied Science (Exercise and Sport Science) with Honours Bachelor of Applied Science (Exercise and Sport Science) Bachelor of Applied Science (Exercise Physiology)
Award Course Code	BPASEAVS-01 BPASESSC-03 BHASESSH-01 BPASEXPH-02
Recommendation	That the Undergraduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) to include a new Table S major/minor called High Performance in Sport (HPS) with effect from Jan 1 2023
Proposed Implementation Date	January 1, 2023
Proposal Presenter	Associate Professor Stephen Cobley
Consultation Pipeline	Education Committee Jan 21, 2021 → Faculty Board Feb 18, 2021 → BIS March 31, 2021 → USC June 1, 2021 → Academic Board July 20, 2021
Submission Within Approval Deadlines	Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines. ☒ Yes ☐ No
AQF Compliance	Are all amended units of study valued at 6 credit points? ☒ Yes ☐ No If the proposal includes new units of study or a change to an existing unit of study, complete the following section. Is this a new unit of study or a change to an existing unit of study? ☒ New unit of study ☐ Change to an existing unit of study Does this proposal necessitate changes to the mode of delivery of the award course as already approved? ☐ Yes ☒ No What changes are involved in this proposal? Tick all that apply. ☐ Changes to core or compulsory units of study ☐ Changes to a stream ☒ Changes to a major ☒ Changes to a minor ☐ Changes to a program ☒ Changes to honours ☐ Changes to specialisation

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	☐ Changes to advanced coursework Does this proposal significantly alter the curriculum of any unit of study? ☐ Yes ☒ No Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist. ☒ Yes ☐ No Does the delivery of any new / amended unit of study involve a third-party agreement? ☐ Yes ☒ No
Combined Courses	Does this change affect any courses that are combined with this course? If so, please list all courses. ☐ Yes ☒ No

EXECUTIVE SUMMARY

This proposal seeks to implement the following for 2023 implementation:

1) The creation of a new Table S major/minor titled, High Performance in Sport (HPS). This major/minor will be comprised of existing units of study (unchanged), one new unit of study, and one existing unit of study recoded from 2000 level to 3000 level.

2) One new unit of study (i.e. EXSS2039 Sport Injury Epidemiology & Mechanisms) as core for the HPS major/minor (the other units in the major/minor are existing units). This unit is also an elective for the Bachelor of Applied Science (Exercise and Sport Science).

3) Recode EXSS2038 Holistic Athlete Development to create new code EXSS3064 Interdisciplinary Athlete Development (as part of the new HPS major/minor). This amendment also affects previously approved UoS tables for the Bachelor of Applied Science – Exercise Physiology (electives) and Bachelor of Applied Science Exercise and Sport Science (electives). Implementation of this re-coded unit is proposed to be in place for these approved UoS tables in 2023.

4) Recode elective EXSS1039 to create new code EXSS2040 and include as part of the new HPS major/minor for 2023 implementation. This unit is an elective for the Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Applied Science (Exercise Physiology).

RATIONALE

The purpose of this proposal is to seek approval for a new Table S major/minor entitled: “High Performance in Sport” (HPS). Approval of the minor (6 core units) and major (6 core units + 2 selectives) requires the creation of only 1 new unit of study (core to the major and minor), and recoding of two existing units. All other units are pre-existing units, currently being offered.

The Discipline of Exercise & Sport Science (ESS) asserts that the HPS major/minor will increase the market attractiveness of course provision, enhance the sport industry-specific skills, and increase the employability of University of Sydney graduates who seek employment in the highly competitive market of high-performance sport. Modifying existing provision with a high-performance theme will help attract high-quality under/post-graduates, particularly when compared to other NSW and Australian institutions who are also developing/modifying their sport science profile. The modifications will also help maintain or improve the University’s world ranking in sport science (i.e., presently ranked 4th); and, help the University be associated with developing the next generation of world leaders in sport science research.

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In an effort to promote employability and continued industry engagement with our students, the content of the proposed major has been co-designed based on extensive consultation with sport industry partners. Consultation has occurred with at least eight external organisations along with internal stakeholders (i.e., Sydney University Sport and Fitness [SUSF]), ESS alumni, current ESS students, and other Table S majors). Consultation with the FMH Financial Services team was also undertaken. The FMH financial services team indicated an additional $252,000 would be generated by enrolments in the HPS major by 2025 (based on a 2023 implementation.

The HPS major/minor will enable a large cohort of existing Exercise & Sport Science students and students across the University to formally add High Performance in Sport as an area of specialisation to their degree. The major/minor will also consolidate the growing FMH research associated with elite sport. Greater knowledge and knowledge application in sport science has both been identified as market demand at the national level (i.e., ESSA) and has been increasingly requested by local ESS students at the degree level in recent years. Actively researching and teaching within the high-performance sport arena will enhance the University's reputation as a global leader in sports-related subjects, further strengthening our research capacity and international impact (FMH Strategic Plan 2020-2025, R1). The research and teaching activities already occurring, and which will occur, will help illustrate the potential positive role of sport in society, particularly in terms of facilitating human health, optimal development, and aspiring achievement. Finally, as the Discipline of Exercise & Sport Science has moved to Camperdown Campus, approval of this major presents a major opportunity to help consolidate and expand local partnerships (i.e., with SUSF), while also providing an attractive interdisciplinary major/minor for students in other Faculties.

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

The Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) has Qualifying Accreditation status at the level of Exercise Science.

The course will be submitted for consideration of full accreditation at the required stage. Full (or provisional) accreditation status must be awarded for graduates of the course to be eligible for accreditation credentialing with Exercise and Sport Science Australia (ESSA).

The Bachelor of Applied Science (Exercise Physiology) has Qualifying Accreditation status at the level of Exercise Science and Exercise Physiology from Exercise and Sports Science Australia (ESSA). The course will be submitted for consideration of full accreditation at the required stage.

Full (or provisional) accreditation status must be awarded for graduates of the course to be eligible for accreditation credentialing with ESSA.

CONSULTATION AND COMMUNICATIONS

As our extensive consultation process confirms, the proposed major will be of primary interest to the Bachelor of Applied Science (Exercise & Sport Science) students. The sport industry sector, which includes elite sport is an employment area for these students, with many of our alumni having obtained employment in national and international sport organisations. The new HPS major/minor will also present an attractive option to students within other degrees, such as Science and Business looking to specialise in an area of potential future employment.

Overview of the Consultation Process

To inform and affirm the design of the HPS major/minor curriculum, the development team (see author list) consulted with various stakeholders across the Australian sport industry. Consultation included conducting semi-structured interviews with sporting organisations involved in 'high-performance sport' or provision. University-based stakeholders were consulted using an online survey. The latter stakeholders included Exercise and Sports Science (ESS) alumni (graduated within the last ten years); Sydney University Sport & Fitness (SUSF) staff, and current Year 1 ESS students. Year 1 ESS students were consulted as this particular cohort is able to choose a Table S major to complete their degree. In additional, consultation with the FMH Financial

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Services team enabled assessment of the financial viability and sustainability of the proposed HPS major/minor. Detailed outcomes of the consultation are summarised below.

Sport Organisation Interviews

Eight semi-structured focus group interviews were conducted with senior members (e.g. coaches; high-performance manager; talent pathway manager; physiotherapists etc.) of the following organisations: New South Wales Institute of Sport (NSWIS), Swimming Australia, Cricket NSW, NSW Waratahs (Rugby Union) as well as Manly & Canterbury Rugby Football League (RFL clubs). Further interviews were conducted with Cranbrook High School (a high performing sports school), Sydney University Sport & Fitness (SUSF) and with staff at the Sydney University Sports Clinic (SUSC). Interviews included questions exploring: the perceived need, demand and value of an HPS major/minor to their organisation and the sport industry more broadly; graduate skills/competencies required in their organisation; the graduate skills/competencies presently lacking, or underdeveloped; the organisational and practitioner challenges in the future; and, the evaluation of perceived interaction and collaboration opportunities as part of HPS major/minor development.

The following sections summaries the responses provided by interviewees; for brevity, only responses to an identified core number of questions are presented below.

How many employees in your sport organisation have a sport science background?

Expectedly, there was diversity in the number of employees reported as having a sport science background across organisations. These ranged between 2-3 specialist staff in Rugby League contexts (e.g., sport science support/performance manager with strength & conditioning staff), to general (average) estimates of 6-8 staff across the organisation, to then estimates of up to 60% of staff in the University sports clinic or within Swimming Australia. All organisations indicated that at least some staff had a sport science background. These staff were more frequently engaged in specialist support roles with athletes/teams at varying performance levels or had a general role in managing support staff across the organisation.

What are the common roles/jobs for employees with a sport science background?

Across the organisations interviewed, employees with a sport science background were involved in a diverse range of senior leadership to lower-level service (and short-term contract) roles. In several organisations, the respective Head Coach and sport science or medical support were reported as having a sport science degree background. Additionally, managerial, programme or staff coordination roles were reported, including positions such as: High-Performance Manager, Athlete Development Pathways Manager or Head of Sport Science support. These roles may be regarded as mid/higher-level roles within sporting organisations. They also often involve the management of staff within sport-science, discipline-specific roles. More frequently available roles included: Strength and Conditioning coaches or Physical Trainers; Performance and Data-Analysts.

What are the essential skills required by new graduates in your organisation?

Interviewees provided a range of responses with reference to both personal attributes and more specific sport-specific skills within a sport science area. Personal attributes often referred to having the essential and appropriate motivational reasons and readiness for being employed in the industry. Graduates were perceived as needing to have an inherent interest in the context, a personal drive for self-improvement, and a preparedness to self-invest in their own learning and development. Graduate qualities highlighted as essential by interviewees included excellent inter-personal communication skills, including emotional and social maturity in communication, and the ability to present information to coaches and athletes. Interviewees also provided examples of how such skills could be developed as part of graduate experiences. These included through placement and internship opportunities within sport organisations; students undertaking coaching observations; students undertaking coaching courses/experiences or responsibilities; as well as analysing and presenting testing or performance data to coaches and sport science practitioners.

Information Technology skills were also highlighted by most organisations as essential. Interviewees commented on the need for data collection, analysis and reporting skills. Inherently, such skills were highlighted as requiring proficiency in using statistical software, such as Excel, ‘R’, Python, Tableau, and SPSS). Within

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particular sport contexts, several interviews highlighted the need for greater background knowledge in areas such as strength & conditioning, training/competition load management and being able to conduct 'in the field' testing procedures. These skills were highlighted in alignment with the need to collate, track, analyse and report upon physical testing and performance data. Being able to demonstrate proficiency in these areas at graduation and via accreditation (e.g., ESSA Level 1/2 Sport Scientist; ASCA Level 1/2) was deemed important for employment.

What are the present graduate skill/competency weaknesses?

While interviewees consistently acknowledged the advanced sport science knowledge and often 'tech savviness' of new graduates, they identified the following skills as needing further development among Sport Science graduates generally, and not necessarily reflecting USyd students specifically:

- ***Personal psycho-social skills*:** Limited introspection and critique of personal knowledge and skill base; poor social compatibility and at times poor interpersonal skills; overconfidence; punctuality and time management; inability to adapt to continuous organisational change; poor understanding of their role/function within the broader organisation. These were often described as barriers to self-improvement and development within the sport organisation based on experience with prior new employees with a sport science background.
- ***Coaching & training experience & skills:*** Limited 'hands-on' practical experience in teaching and coaching others; limited exposure to younger cohorts and athletes at different developmental stages; limited skills in applying knowledge to assist the development of athletes; limited knowledge and understanding of how to design a training program with key principles contained and which encompasses areas across sport science; gap between knowledge and application. A lack of experience and skill here was presented as undermining the understanding and appreciation of the performance environment context, and how such individuals have to work within such contexts. Several interviewees also highlighted how many UK University institutions now offer a more-rounded ESS development experience within their degree course, aligned with these concerns. More locally, other Australian Universities have begun to change their curriculum in accordance (note: USYD has not changed yet).
- ***Performance testing & measurement:*** Limited specialist knowledge in strength & conditioning, training methodology, injury prevention, and recovery strategies/programmes. Interviewees highlighted a general lack of experience and range to conduct meaningful, valid, 'in the field' performance testing within sport contexts. For example, the implementation of physical performance tests; the capability to use and evaluate GPS data, force decks/platforms, velocity based-technology, speed gates, Nordbord, bar velocity measures (e.g., gymaware, push-band); use movement screening tools; film and analyse movement technique (e.g., running mechanics – gait analysis), and the use of athlete monitoring systems (e.g., Smartabase, Edge 10) were all highlighted. While acknowledging the sport-specific nature of testing and measurement, such limitations were described as leading to time investment for upskilling new employees.
- ***Performance assessment & evaluation:*** Understanding the norms and performance benchmarks for individuals/teams on different performance metrics according to age, stage or representative level of development. Lack of experience and capability to evaluate athlete development, given their history, present stage, training profile, rehabilitation, annual-training cycle etc. The ability to analyse testing and performance information from various data sources to evaluate athletes and inform fellow practitioners of targeted areas for improvement.

What is the organisational/industry annual demand for sport science graduates?

Interviewees confirmed 0-2 new roles become available per year within their organisations for individuals with sport & exercise science backgrounds. While initially appear relatively small, the multiplying factor given the number of teams across, national and international sporting codes, identifies an area of employment which University of Sydney graduates can dominate. Importantly, interviewees identified that many existing practitioners (with a sports science background) often had to spend significant time either within the sport or within the organisation, gathering substantial experience, and having to illustrate excellent contributory skills before being able to secure full-time employment in the specific high-performance setting. Interviewees often believed this was a consequence of a distinct lack of present provision and skill development, currently occurring

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in Australian-based exercise and sport science undergraduate programs, alongside the constrained time-frames available to develop such skills.

Securing full-time work within specific organisations or across the sector was often regarded as competitive, dependent on experience, skills, and a capability to contribute within the organisation or within the team/athlete support space. Several organisations indicated they would generally not employ a new graduate straight away, as they were deemed to predominantly not have the requisite knowledge, skills, and experience (as yet) to undertake required roles. Rather, they would often seek post-graduates with applied experience who have either worked with athletes or other sport-related practitioners in the field.

What kind of skill/competencies will be required by employees in the future of your organisation?

Interviewees highlighted the need for professionalism skills alongside the capability to use and apply specific software or equipment in practice as key skills/competencies for the future. New employees were described as needing to quickly understand how they fit within the organisation, and have excellent interpersonal, collaboration (including inter-professional collaboration) and communication skills. Information technology proficiency, referring to the use of statistical software and data-analytical skills were consistently identified. This included being able to analyse performance or testing data with sport contexts, and be able to interpret, report and provide recommendations based on such data (e.g., via presentations). As highlighted in *essential skills* required by new graduates, sport organisations also re-iterated the need for more specific knowledge and skills to contribute in the areas of Strength & Conditioning, GPS application, skill-acquisition optimisation, and better understanding of coaching roles, skills and processes. Several interviewees also highlighted topic areas that were becoming increasingly important in terms of needing further knowledge and expertise. These centred around '*Athlete and sport integrity*' (i.e., anti-doping; match-fixing, gambling etc), '*Safe Sport*' (i.e., exploitation, abuse etc) as well as '*Athlete health and Well-being'* (i.e., athlete mental health; challenges in athlete transition; addiction & substance use).

What kind of interest and interaction would your organisation have with the HPS major/minor?

All representatives - across all organisations - responded positively to the possibility of further collaboration with FMH and The University of Sydney. Some interviewees perceived benefit in being able to directly engage in potential professional development opportunities, or in terms of building collaborative relationships. These were often discussed in terms of the ESS discipline being able to provide service support, performance testing, or performance analysis or in the form of research partnership. Most interviewees also indicated a willingness to assist with teaching (e.g., via guest speaker sessions), providing their insight, experiences and understanding of the demand from working in High-Performance Sport. Interviewees also perceived and described how they could potentially assist the HPS major/minor by providing short or long-term internships and experience opportunities.

Surveys with Internal Local Stakeholders

Three independent online surveys were prepared and distributed to ESS Alumni students (graduated within the last 10 years); present staff at Sydney University Sport & Fitness; and, present Year 1 ESS students. The following sections summarises the results from these stakeholders.

Exercise & Sport Science (ESS) alumni

At the time of responding, 28% (of the 50 respondents) were employed in a sport industry related role; 26% were employed in a health & medicine role, while 10% were either employed in education & training or a government/public service role. Those employed within the sport-industry sector reported roles included High-Performance Manager; Performance Analyst; Youth/Development player Coach; Strength & Conditioning Coach; Physiotherapist, & Sport Programme Management. Several of these roles involved directly working with athletes at different developmental stages (i.e., junior, development, senior professional – high-performance athletes). For those not presently working in the sport industry, 16% were formerly working in the sport sector on a part-time or contractor basis and intended to remain in the sector. These roles were associated with youth sport coaching/talent development programme coordinator; strength & conditioning coach, or team

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manager/physio. 28% of respondents indicated that they had never been employed in the sport-related industry, but only 6% of these reported an intent to work in the sport-industry and found it difficult to find employment.

When alumni were asked how well their undergraduate ESS course degree prepared them specifically for sport-related industry positions, the mean score rating was 52% on a 0-100 scale, suggesting existing degrees provided only moderate level preparation. Specific reasons provided included: "*Found the degree way too similar to exercise physiology which was very clinical orientated - had I wanted to do this I would have chosen this degree";* "*Lack of sport specific units. Felt more like an 'exercise science' degree rather than 'exercise AND SPORT science' degree";* "*Unit of study were primarily focused on chronic illness & not enough sport-specific subjects";* "*The degree included some good basics in exercise prescription, but next-to-nothing specific to high-performance. I drew mostly upon my own experience and independent study";* "*Everything was general, nothing was specific to sport. No aspects of coaching!"*

When asked what specific knowledge or skills would they like to have gained from their degree to help better prepare them for industry demands/requirements, alumni employed in sport-industry highlighting the following: "*Sport-specific performance analytics/stats as well as strength and conditioning – degree content should be a lot more sport focused and hands on*"; "*incorporating athlete psychology and wellbeing (club to national levels)*"; "*Coding and technology subjects are needed, this is the focus on modern high-performance sport"*; "*The degree needs to include High performance management, team leadership, more practical classes for S&C and biomechanics; needs topics in sports psychology, sports medicine - Injury prevention and management"; "Knowledge of different measures of training load, training intensity distribution, GPS analysis, S&C, structure/organisation of Australian sport"; "Knowledge on coaching theory -athlete communication skill, various coaching approaches"; "Information on career pathways, more info on accreditation (ESSA, Cert III & IV in Fitness, S&C), better placement/internships programs, industry related events"; "More placements and work with industry"; "More about improving performance in specific sports, coaching skills, technology used in measuring sporting performance".* Note, there were many additional detailed comments provided. When asked to indicate which thematic areas were perceived as most important to examine, alumni provided the following rankings on a 1-5 scale of importance: '*Sports Medicine & Recovery*' (4.2), '*Holistic Athlete Development*' (3.9), '*Leadership, Management & Professional Practice*' (3.9), '*Strength & Conditioning*' (3.7), '*Performance & Data-Analysis*' (3.6), and '*Biomechanics of Sport Performance*' (3.6). These findings highlight the need to consider several multi-disciplinary areas within the HPS-major/minor.

When reviewing the proposed content of the HPS major/minor, alumni rated proposed content as being '*highly beneficial*' for professional development and employability with an 80.4 rating on a scale of 0-100. They also perceived it was '*very important*' (87.0 on a 0-100 scale) to align the HPS major/minor with an accreditation pathway (e.g., ESSA, ASCA). Both strength & conditioning (ASCA accreditation) and applied sport scientist (ESSA) accreditation were perceived as being '*important*', and '*somewhat important*' respectively, for future employment (i.e., 73.6 and 54.6 ratings). Besides accreditation, alumni also highlighted value in obtaining additional skills/competencies, including: anthropometry (ISAK) qualifications; sport coaching qualifications, completing ASADA anti-doping courses, sport-taping & first aid courses, as well as sports medicine professional development courses. These considerations have been integrated in HPS major/minor design with facilitation or provision targeted in specific units.

Recommendations related to additional topics/skills for HPS major/minor integration were highlighted by alumni, along with supporting commentary. They indicated a need to include the following in the HPS curriculum: "*Performance psych, coaching skills, programming and periodisation"; "Athlete well-being"; "Use of relevant software/programs to manage athletes, track data etc; Psychology (performance, managing stress, performance anxiety etc.); challenges surrounding HP athletes (pressures of HP sport, doping, match-fixing, cheating, media etc.); "Industry advocacy, business skills"; "Incorporation of data analytics in the space of business intelligence, data communications and being able to create visualisation summaries of data – really important in sport industry".*

In relation to events/processes that should occur within the HPS major/minor, alumni consistently recommended the need for an '*integrated applied approach'* within units of study. Experiencing and learning to "*work within a multi-disciplinary team (understanding medical, psychological, directors, government bodies)*" was an overarching theme. Having placements, internships, or assignments that directly work with sport industry partners or connections were all recommended as adding value. Likewise, having industry partners,

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practitioners, and athlete connections who could be periodically be involved in teaching were deemed equally valuable to student experience.

Sydney University Sport & Fitness (SUSF) staff

SUSF staff (N = 60) provided feedback on the HPS proposal via an online survey. Participants held a variety of full-time, part-time, and casual positions, including club and high-performance managers; elite athlete program coordinators; sport scientists; physiotherapists as well as strength and conditioning coaches. Participants indicated the proposed HPS major/minor would be *very beneficial* for graduate development and employability in the sport industry (i.e., mean rating = 89, on a 0-100 scale). Proposed units of study focused on core topics themes of '*Leadership, Management & Practice*' were evaluated as being '*most important*' for student development (M = 5.0 on a scale of 1-5). Importance ratings were then ranked in the following order: '*Holistic Athlete Development*' (M = 4.8); '*Strength & Conditioning*' (M = 4.7); '*Performance Analysis & Data Analytics*' (M = 4.7); '*Biomechanics of Sport Performance*' (M = 4.5), & '*Sports Medicine & Recovery*' (M = 4.5).

SUSF staff expressed a '*strong interest'* in having their athletes or staff interact with the HPS major/minor students (i.e., mean interest rating = 88, on a 0-100 scale). SUSF staff perceived the HPS major/minor would be '*very beneficial*' for their clubs, their athletes and themselves (i.e., mean benefit rating = 89, on a 0-100 scale). The majority of SUSF suggested their willingness to facilitate interactions via either: facilitating student placement/internships within their club; mentoring students; delivering development opportunities with their athletes; or becoming involved in teaching or research activities. SUSF staff highlighted that their colleagues, athletes, or themselves could deliver guest talks/lectures or seminars to students, welcoming the developmental opportunities. In terms of perceived benefit, the *most consistent benefit* expressed by SUSF staff was to strengthen the relationship between SUSF with the exercise and sport science discipline. SUSF staff perceived that their colleagues and athletes would be surrounded by world-class researchers, facilities, and researchers; whilst HPS-Major students would have the opportunity to interact with elite athletes in SUSF programmes. Such mutually beneficial interactions would, therefore, aid the development of their athletes, help promote SUSF programmes and attract high-quality athletes to the University, as well as help better prepare HPS-Major students for sport industry employment.

Current Year 1 Exercise & Sport Science (ESS) students

Based on a survey completed by present Year 1 ESS students (N = 40), approximately 60% were either not presently aware of Major options in Table S or did not choose a Table S option following University enrolment. However, ESS students indicated they were *very interested* in studying units planned as part of the HPS major/minor (i.e., mean interest = 86.0 on a scale of 0-100). When evaluating proposed units of study, students evaluated '*Sports Medicine & Recovery'* as the theme with the '*highest interest'* (M = 4.76, on a scale of 1-5). Themes then had the following mean rank order of interest: '*Strength & Conditioning*' (M = 4.71); '*Holistic Athlete Development* (M = 4.28); '*Biomechanics of Sport Performance*' (M = 4.28); '*Performance Analysis & Data Analytics'* (M = 3.84) & '*Leadership, Management & Practice'* (M = 3.80). Across unit themes evaluated, students perceived that the proposed HPS major/minor content would be '*highly beneficial*' to their professional development and employability (M = 83% on a 0-100 scale).

Overall, current Year 1 ESS student responses validate the need and interest for the HPS major/minor. Student responses suggest high student interest, perceived benefit, and importance toward career development. Alignment with an accreditation pathway was also deemed favourable. In addition to unit provision, students recommended inviting guest speakers from the sport industry; facilitating hands-on engagement with sport industry partners; conducting data-analytics 'in-house' with industry partners; and, providing general opportunities to see and work with practitioners in their respective sport contexts.

Independent Financial Modelling - Financial Services Faculty of Medicine & Health.
The financial services team provided estimates that accounted for both Faculty and University full economic model costings, and with estimates based on several *conservative assumptions*. In short, the first year of implementation (2022), the HPS-Major is estimated to generate approximately $66,000. However, taking into account initial equipment set-up costs associated with the major/minor (i.e., $60,000), initial income becomes approximately $6,000 in the first year. Then, income - without ongoing set-up costs - is expected to increase to approximately $138,000 by 2023, and then to $252,000 by 2024. Such increments are achieved as a greater

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number of students will be enrolled within units each year from the time point of major initiation. By 2024, a full cohort of students spanning Year 1-3 will be enrolled, and so incoming revenue similar to 2024 is estimated as being sustained.

The estimates provided are based on multiple indices of information and set conservative estimate assumptions. For instance, figures are based on estimated numbers of students enrolling in ESS courses eligible to access and select the HPS-Major in the future (i.e., 100 - based on 2019 enrolment rate); a proportion of students who may choose to study the proposed HPS-Major (i.e., 50%); the number of students accessing the major from outside the FMH Faculty (i.e., 20); the number and distribution of domestic and international fee-paying students (i.e., 10 international) based on current fees (i.e., 2020); the number and distribution of proposed units across Year 1-3; the number of HPS-Major units residing inside/outside FMH (i.e., 1 outside the Faculty); the present workload allocation model, and the distribution of workload for existing full-time academics and casuals (i.e., 40% of tutorials and marking covered by casual staff). The estimated figures are inclusive of the annual University economic model service and strategic charges as well as FMH Faculty overheads (e.g., staff & administration costs) based on 2020 figures.

Overall, the annual figure estimates provided by financial services illustrate the potential for incremental profit and revenue for the FMH Faculty. Estimates also illustrate longer-term viability and sustainability. For further details on financial modelling, please contact proposal authors.

GOVERNANCE

The proposal went to the Education Committee on the 21 January 2021. The Committee resolved to endorse the proposal with conditions to:

- Gain Chair approval, pending resolution regarding the use of 1,000 level unit in year 2 and review of the UoS tables also list 'Years' and not levels (i.e. 1,000 level units, 2,000 level units, etc). Consultation to occur with Ms Clare Higgins (Senior Manager, Education Support FMH), A/Prof Kieron Rooney and the Curriculum team.

Consultation was still underway when placed through Faculty Board and as such was approved subject to the above actions being implemented with Chair approval before progression to Board of Interdisciplinary Studies Committee (BIS).

Following consultation as recommended at Education Committee, EXSS1039, an existing elective in the BSciApp (Exercise Sport Science) and BSciApp (Exercise Physiology) will be recoded to EXSS2040 with updated assessments to reflect that it is now a 2000 level unit. This is to ensure that the proposal fits the 2-3-3 structure required for a major. These changes to the table were approved by Chair action and progressed to BIS.

The proposal went to BIS committees on March 31, 2021. During the meeting, a question was raised as to whether the new major and minor met the requirements of the Learning and Teaching 2019 policy under clause 4 (f)(i)(ii). After consultation with Andrew Horne, Policy and Projects Officer, DVC-E, unit EXSS3064 Holistic Athlete Development was found to meet these requirements. To help clarify the unit content, it was recommended the unit name be changed to EXSS3064 Interdisciplinary Athlete Development and make minor amendments to highlight how this unit met this requirement. This minor changes to EXSS3064 have been approved by Professor Inam Haq, Associate Dean (Education) and Professor Robyn Ward, Executive Dean.

Full details and formal response to the outcomes of BIS have been included as Attachment 2 in the proposal. The full unit creation form for EXSS3064 Interdisciplinary Athlete Development has also been included as Attachment 4 to provide full details on how this unit meets the Learning and Teaching Policy (2019).

RISKS AND BENEFITS

There are no perceived risks with this proposal.

TRANSITIONAL ARRANGEMENTS

THE UNIVERSITY OF SYDNEY

Submission To	
Date	
Item No	

Non-Confidential

Proposed amendments will affect students enrolled in 2021 and 2022. For students enrolled in 2021 it will not be possible to complete the major/minor as the required second year units would not be available in 2022, making it impossible to complete the major/minor by 2023.

For students enrolling in 2022, the major could be made available, and completed, if students select the first-year elective units in 2022 which form the elective core. The new unit (EXSS2039 Sport Injury Epidemiology & Mechanisms will also be made available in 2023 to allow students to transfer into the major and complete the second year.

No units are being removed from the present provision. Those that are currently available as electives will remain available, even when they together form the HPS major/minor. Therefore, no student will be disadvantaged by the proposed amendments.

SIGNATURE OF DEAN

Robyn Ward Digitally signed by Robyn Ward Date: 2021.05.13 10:37:21 +10'00' Date: __/__/____

Signature of Dean

Approver	Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health
Faculty Sponsor	Professor Inam Haq, Associate Dean (Education), Faculty of Medicine and Health

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	Formal response to outcomes from the Board of Interdisciplinary Studies (BIS)
Attachment 2	A table overview of proposed units within the HPS major/minor.
Attachment 3	UoS Table for the new Table S major/minor 'High Performance in Sport' (HPS)
Attachment 4	Unit of study proposal form *(EXSS2039 Sport Injury Epidemiology & Mechanisms).*
Attachment 5	Unit of study proposal form (*EXSS3064 Interdisciplinary Athlete Development*)
Attachment 6	UoS Table for the Bachelor of Applied Science (Exercise Physiology)
Attachment 7	UoS Table for the Bachelor of Bachelor of Applied Science (Exercise and Sport Science)

THE UNIVERSITY OF SYDNEY

FACULTY OF MEDICINE & HEALTH

Date: 6/5/21.
To: BOARD OF INTERDISCIPLINARY STUDIES (BIS)
Re: Response to Meeting Outcome (Letter dated 3rd May, 2021)

Original BIS Committee Meeting: Wednesday 31 March 2021

Agenda item: 3.4 FMH: Proposal of High Performance in Sport Major (HPS-Major).

Action Requested: A/Prof Stephen Cobley to provide clarification as to whether the HPS-major meets the requirements dictated by the Learning and Teaching Policy 2019. Specifically, clarification as to which unit/s fulfil the major component requirement of a interdisciplinary and group project.

Action Response: In initial consideration to the BIS query (see action requested), A/Prof Stephen Cobley highlighted during the BIS meeting that the EXSS3064 unit (Holistic Athlete Development) was designed to meet specified criteria. However, he confirmed to check the meeting of such criteria.

Following the meeting, the EXSS3064 unit proposal was checked. The EXSS3064 is proposed to contain a 50% group-based inter-disciplinary project component; and therefore, was considered to address the BIS committee query. However, following further reference to the Learning & Teaching Policy (2019), specifically relating to criteria 4f (i) and (ii), along with footnotes, A/Prof Stephen Cobley, A/Prof Kate Edwards (Course Director – Exercise & Sport Science) & Rochelle Kim (FMH admin) sought further clarification. Therefore, the Office of the Deputy Vice-Chancellor (Education) were consulted.

On Wednesday 28th April, A/Prof Stephen Cobley, A/Prof Kate Edwards & Rochelle Kim (FMH Curriculum) met with Andrew Horne (Policy & Projects Officer - Office of the Deputy Vice-Chancellor (Education) to check alignment of EXSS3064 with Learning & Teaching Policy (2019) criteria. In particular, we wanted to check our interpretation and actioning of the policy was accurate, and as intended. Following discussion, explanation, and with support of Andrew Horne (DVC-E) the meeting resolved to recommend the following actions. These actions aimed to help better identify how EXSS3064 met criteria Learning & Teaching Policy (2019) criteria, and how the HPS-Major proposal could be beneficially modified.

Recorded actions from the meeting with DVC-E were:

- Remove page 10 of the proposal (i.e., summary table of the prosed HPS-Major)
- Add information stating consultation with DVC-E had taken place.
- Consider amending minor details of the unit EXSS3064 to more clearly imply interdisciplinary aspects.

In response to recommended actions, the following actons have now been completed

- Page 10 of the proposal (i.e., summary table of the prosed HPS-Major) have been removed. The UoS table accurately summarises units connected with the Minor and Major elements of the overall HPS-Major.
- This response letter evidences the consultation process completed with DVC-E. The meeting confirmed alignment of EXSS3064 with Learning & Teaching Policy (2019), and thereby the original BIS query raised.
- To help better illustrate EXSS3064 alignment, minor details within the EXSS3064 unit proposal have been amended to better highlight the inter-disciplinary focus. See below for EXSS3064 unit proposal.

Yours sincerely

A/Prof Stephen Cobley

The ‘High Performance in Sport’ major/minor

High Performance in Sport Learning Outcomes:

1. Demonstrate knowledge and understanding of the multiple (inter-disciplinary sport science) factors influencing high performance, and the athletic development process, in different sport settings.

2. Be able to apply a range of different measurement or testing techniques along with accompanying analytical approaches to assess and evaluate athletic performance within specific sport settings.

3. Be able to synthesise research evidence and applied practice knowledge to design appropriate training/intervention programs which target either facets of athletic development, performance improvement, or injury prevention.

4. Demonstrate the ability to review and interpret data associated with athletic performance; summarise and present findings; and identify strategies/solutions to refine best practice at a practitioner or organisational level to facilitate high performance.

Proposed Units of Study within ‘High Performance in Sport’ major/minor

The below table provides a summary of the existing units of study and new units of study to be made available from Year 1-3. Existing units have the following highlighted: (i) unit code (ii) existing semester of provision (illustrating alignment with minor/major proposal plan); (iii) present unit description; and (iv) general theme of the unit, illustrating alignment with key sub-disciplinary themes targeted in the minor/major. The Unit of Study information related to the new proposed unit is highlighted in red.

Year 1				
Unit of Study	Semester	Level/Core or Selective	Unit Description (from Handbook, where relevant)	Theme
DATA1001: Foundations of data science	2/1	1000-level (core)	DATA1001 is a foundational unit in the Data Science major. The unit focuses on developing critical and statistical thinking skills for all students. Does mobile phone usage increase the incidence of brain tumours? What is the public's attitude to shark baiting following a fatal attack? Statistics is the science of decision making, essential in every industry and undergirds all research which relies on data. Students will use problems and data from the physical, health, life and social sciences to develop adaptive problem-solving skills in a team setting. Taught interactively with embedded technology, DATA1001 develops critical thinking and skills to problem-solve with data. It is the prerequisite for DATA2002.	Data Analytics Technology
EXSS1040: Introduction to strength and conditioning	2	1000-level (core)	This unit focuses on the development of knowledge and skills in strength and conditioning. Since this is an introductory unit, the main emphasis will be placed on basic aspects of programming for strength and conditioning. Therefore, the content will allow for the fundamental principles governing strength and conditioning to be understood. The unit will be divided into four main components including: 1) needs and requirements of an athlete, 2) devising programs, 3) implementation of programs, and 4) monitoring and evaluation of programs. Besides the focus on designing safe and effective programs for athletes, there will be an emphasis on implementation of a strength and conditioning program. This will involve demonstrating the ability to perform and instruct core exercises and lifts commonly used in strength and conditioning. Additionally, there will be a focus on demonstrating the ability to follow exercise programming principles to ensure that an adequate training stimulus is being implemented. Both short-term and long-term approaches to athlete development will also be covered, as well as the need for effective communication with coaches and specialists.	Strength and Conditioning Professional Practice

Year 2

Unit of Study	Semester	Level/Core or Selective	Unit Description	Theme
EXSS2037: Advanced strength and conditioning	1	2000-level (core)	The aim of this unit is to provide students with an advanced understanding of strength and conditioning, preparing students to capably assess, program and monitor athletes over a full playing season. This unit will cover the physiological basis of advanced assessment and programming techniques, including the instruction of advanced lifts, use of both novel and advanced training methods and the implementation of technology in program delivery and athlete monitoring. A focus of Advanced Strength and Conditioning is the practical application of physiological constructs in the design and delivery of real-life programs, which students will experience throughout the teaching and assessment structure of this unit.	Strength and Conditioning Technology Professional Practice
EXSS2039: Sport injury epidemiology & mechanisms	2	2000-level (core)	Athletic endeavour and high-performance sport are accompanied by sport-related injuries, and so it is vitally important for sport science practitioners to understand how injury occurs, concepts of injury risk, as well as how injury can be prevented or optimally rehabilitated. To provide foundational understanding, this unit provides students with an understanding of the complex and multifactorial nature of sports injuries, helping students recognise the importance of effective injury prevention and rehabilitation programs for specific athletes in specific contexts. The unit is designed to introduce and examine core concepts of injury epidemiology by exploring injury definitions and injury indices of type, location, mechanism, severity, and incidence. Key topics covered include providing an understanding of injury causation as well as the intrinsic and extrinsic risk factors (such as training loads, overtraining, fatigue and wellness influences) and their inter-relationships contributing to injury incidence. Injury surveillance paradigms, statistical methods and risk factor analyses for injury are all introduced and investigated through analysing students' own data collected or data from other sources.	Technology Sports medicine and recovery Multidisciplinary approaches/projects
EXSS2040: Introduction to Body Composition Methods	1	2000-level (core)	Measurement or estimation of body composition is frequently undertaken in clinical practice, research studies and sports performance settings. An in depth understanding of the scientific rationale of body composition methodologies and their applications would assist exercise scientists and exercise physiologists to more capably support their clients. This unit would cover laboratory (e. g. air displacement plethysmography, dual-energy x-ray absorptiometry) and field methods (e. g. bioelectrical impedance analysis/spectroscopy and anthropometry) of body composition, body composition across the lifespan/gender differences/ethnicity differences, and body composition in health and disease. Anthropometry is the measurement of body dimensions, proportions and composition, and has particular application in health professions such as dietetics and sports science and will be a focus of this unit of study. Along with technical skills, students will also learn about uses and Interpretation of body composition data.	Strength and Conditioning Professional Practice

Year 3				
Unit of Study	Semester	Level/Core or Selective	Unit Description	Theme
EXSS3064: Interdisciplinary athlete development	1	Requested at 3000-level (core)	For many sport and exercise science students or existing sport practitioners (e.g., coaches), working with athletes at various developmental stages within respective sporting systems will be a key professional role. As such, this unit provides a multi-disciplinary overview of athlete development systems from a research-informed and applied perspective. Broad interdisciplinary developmental frameworks are considered to help inform athlete development. The unit examines interdisciplinary factors, and common contemporary problems, in athlete development which challenge the effectiveness of current athlete development programmes. To help better prepare aspiring practitioners for the modern workplace, students will be engaged in group-based inter-disciplinary problem-solving to address key problems/issues within athlete development.	Multidisciplinary approaches/projects Leadership and Management
HSBH3021 Environmental Stress and Physiological Strain	1	3000-level, (selective)	This unit of study provides students with both theoretical knowledge and first-hand experience (through laboratory practicals) of how the human body responds to extreme environmental stressors (i.e. high altitude, hyperbaric, extreme heat, extreme cold), and how these conditions alter the capacity of humans to perform physical and mental tasks. Special attention will also be given to the theoretical basis of how these stressors can lead to decrements to human health in the form of injury (e.g. frostbite, heat exhaustion) and illness (e.g. pulmonary/cerebral oedema, acute mountain sickness, 'the bends'). This unit will also focus on how this information can be used to develop therapeutic, pharmacological, and/or technological interventions to improve human functioning in extreme environments and reduce the risk of illness and injury. Teaching and learning strategies include lectures, case studies and short practical assignments.	Sports medicine and recovery Multidisciplinary approaches/projects
EXSS3040: Physiological testing and training	2	3000-level, (selective)	This subject deals with the physiology of training and testing in sports and provides students with both theoretical knowledge and practical skills. Special attention will be given to the role of speed, strength, and endurance in sports performance. Fundamental questions concerning the nature of the training stimulus, training thresholds, plasticity of muscle, dose-response relationships, detraining and overtraining will be investigated. Current methods used to evaluate the different physiological characteristics involved in sport performance will be studied: aerobic power and capacity, anaerobic power and capacity, muscle strength, flexibility. The physiological basis of each test will be presented.	Technology Strength and Conditioning

EXSS3044: Biomechanics of sports techniques	2	3000-level, (selective)	The prime focus of this unit is the application of biomechanical principles to the analysis, understanding, assessment, feedback, and improvement of techniques to enhance sport performance. Students will be introduced to the biomechanical analysis of various popular sports such as cricket, golf, soccer, weightlifting, tennis, throwing, etc. Many of the case studies involve the development of practical assessment competency. Skills include the development of a qualitative analysis framework in which to use biomechanical principles to analyse all sporting techniques. This unit is designed for students who enjoy sport, providing them with an essential working knowledge of sports biomechanics, of importance to all who may work in the sports science industry.	Data Analytics Technology
EXSS3037: Exercise pharmacology and immunology	2	3000-level, (selective)	This unit of study will introduce the student to the principles of pharmacology and immunology as well as the effect and influence of exercise on the respective fields. Students will gain an understanding of the pharmacokinetic and pharmacodynamic action of drugs in the body. Students will be able to describe the site and mechanism of action of selected drug groups, to identify the therapeutic use of the drug and its adverse effects, to examine the effect of the exercise and disease on drug action, and the effect of the drug on the exercise response. Special emphasis will be given to drugs used for therapeutic medication, for recreational purposes and for performance enhancement in sport. The nature of immunity, the immune response, pathological disorders of the immune system and its response to exercise and ageing will be examined.	Sports medicine and recovery Multidisciplinary approaches/projects
EXSS3041: Marketing, management and the law	2	3000-level, (selective)	This unit presents management, marketing and legal issues that impact on Australian sport and exercise businesses. The management component provides an overview to the key elements in operating a small business within the sport, health or fitness industry. Management concepts that will be covered include business planning, total quality management, operations management, negotiation and leadership. The marketing component introduces marketing strategies such as market planning, market research and market segmentation. All businesses must demonstrate legal compliance. This unit highlights those areas of the law that have particular relevance to businesses operating within the health and fitness industry. Workplace contracts, insurance, sponsorship, consumer protection, liability and legislative obligations (harassment and discrimination) will be discussed. Students will develop an understanding of the various business legal structures and will be able to select an appropriate structure for a business of their choice.	Leadership and Management

High Performance in Sport (Major/Minor) - Unit of Study Table (Table S)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
High Performance in Sport minor			
A minor in High Performance in Sport requires 36 credit points including:			
(i) 12 credit points of Year 1 core units			
(ii) 18 credit points of Year 2 core units			
(iii) 6 credit points of Year 3 core units			
High Performance in Sport major			
A major in High Performance in Sport requires 48 credit points including:			
(i) 12 credit points of Year 1 core units			
(ii) 18 credit points of Year 2 core units			
(iii) 6 credit points of Year 3 core units			
(iv) 12 credit points of selective units			
Units of study			
Year 1 Core units			
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 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
EXSS1040: Introduction to Strength and Conditioning	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
Year 2 Core Units			

EXSS2040 Introduction to Body Composition Methods	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS2039: Sport Injury Epidemiology & Mechanisms	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2037: Advanced Strength and Conditioning	6	**P** EXSS1040 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
Year 3 Core Units			
EXSS3064: Interdisciplinary Athlete Development	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
Selective units			
HSBH3021 Environmental Stress and Physiological Strain	6	~~**P** EXSS1032 or EXSS2027 or BIOS1170~~ A: EXSS1032 or EXSS2027 or BIOS1170 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive March
EXSS3040 Physiological Testing and Training	6	**P** EXSS2022 or EXSS1040 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS3044: Biomechanics of Sports Techniques	6	**P** ~~EXSS1018 and~~ EXSS1038 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS3037: Exercise Pharmacology and Immunology	6	~~**P** BIOS1170 and EXSS2028~~ *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS3041: Management, Marketing and the Law	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

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 2023

This proposal relates to:

- ✓ A Core Unit of Study
  An Elective Unit of Study

Unit of Study code and name*	***EXSS2039 Sport Injury Epidemiology & Mechanisms***

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

Proposal Rationale (no more than 500 words):

Summary of Unit:
The aim of this unit is to provide students with an understanding of the multifactorial nature of sport-related injuries. Students will gain an understanding of injury prevalence in sport contexts; the modifiable risk factors contributing to the injury of an athlete, as well as the characteristics (site, type, mechanism, and severity) of a sustained injury. This unit will examine injury epidemiology, injury surveillance paradigms, apply risk factor analyses, and statistical testing to injury data. Students will analyse their own collected data or data from other sources.

Rationale:
The Bachelor of Applied Science (Exercise and Sports Science) has recently been reviewed to maintain this high level of education, and the new degree course commenced in 2020. The new degree contributes to the University Strategic Priority of transforming the undergraduate curriculum by embedding new graduate qualities and providing integrated degree pathways.

The curriculum redesign within the Discipline of Exercise & Sport Science (ESS) has provided scope for more electives to be provided, and the opportunity to integrate a new major within provision, namely The 'High Performance in Sport - Major'. This unit will contribute both as an elective within new ESS course provision and will be a key component of the new proposed major. This unit will also be available as a Table S elective for students across the University.

Proposed Learning and Teaching strategies (no more than 500 words):
The proposed unit will reflect a normal delivery across a 13-week semester. The unit of study will be delivered face-to-face (or can be delivered in a blended manner if required), with support via the University's learning management system (Canvas). Students will attend weekly 2hr lectures (total 26 hours lectures) as well as 6 x 2hr tutorial classes throughout the semester.

Teaching will include 26 lecture hours covering three major themes. Injuries are common in athletes at all ages and levels of participation and are multifactorial in nature. The first theme will examine risk factors associated with injury causation that underpin any model of aetiology in sports injuries. Risk factor analysis will cover intrinsic/extrinsic as well as (non-)modifiable factors, with an emphasis on intrinsic and potentially modifiable athlete factors. Workloads associated with training and competition place stresses on the body, and thus act as one key contributing factor to injury. Training load comprises internal and external workload, whereby internal training load expresses the physical load experienced by an athlete, while external training load quantifies work external to the athlete. The measures used to determine internal and external workload will be explained and critically evaluated. Overtraining, fatigue, and sleep disturbance can impact physiological function of the athlete and consequently contribute to injury. The physiology of these risk factors will be outlined, and markers of each will be evaluated. The second theme will examine types of injures and their associated mechanisms within sport contexts. Understanding injury type, causation and mechanisms will enable the student to move to the third theme of injury epidemiology, specifically injury surveillance. Methods to quantify and characterise injury will be explained. Injury definitions will be evaluated as they can have a pivotal impact on assessment of a team's injuries over a season, as well as enabling accurate comparisons with research literature. Standardised methods of reporting and monitoring injuries, injury characteristics, calculation of injury epidemiology metrics and appropriate risk factor analyses will all be covered in the unit. Such content aims to inform and enable students to undertaking injury surveillance with sporting teams/clubs, better preparing them for transition into professional practice.

Tutorials will be structured to support both knowledge accumulation from lectures. The aims of the tutorials will be to develop critical evaluation skills, practise calculation of injury epidemiology metrics and risk factors. Additional statistical analyses using relevant data will help prepare students for both the infographic and practical assessment tasks.

Assessment and Assurance of Learning (no more than 300 words):

The assessments below are structured to evaluate knowledge and understanding associated with the learning outcomes specified. The infographic assessment will provide students with a modern approach to presenting scientific and complex information in a succinct and interesting format. The assessment will also build their communication, digital and information literacy graduate qualities. The mid-semester exam, comprising short-answer questions, will invite explanatory reasoning and critically assessment to examine acquired knowledge and learning of content. As such, the assessment provides students with feedback on learning of key unit concepts. The injury surveillance assessment will provide students with exposure to a real-life sporting situation. Students will be tasked with examining the application and understanding of the theoretical knowledge presented in lectures/tutorials. The assessment will test student adaptation to the challenges and limitations of collecting data in a live sporting context.

Assessment 1: Injury Infographic (20%)
Selecting an injury-related journal article or systematic review, student-pairs will present key information in the infographic as well as a maximum 500-word summary of the source material. The task will provide students with another presentation tool, and will encourage the development of collaboration and communication skills applicable to other areas of study and professional practice.

Assessment 2: Mid-semester exam (30%)
Students will be presented with case study style scenarios and be required to synthesise or apply information derived from the provided lectures and tutorials. Questions will assess knowledge and understanding of key unit content, and test students' ability to synthesise, organise and apply their knowledge. An alternative exam will be made available for students requiring alternative arrangements.

Assessment 3: Injury surveillance study and report (50%)
In the final assessment, student-pairs will conduct an injury surveillance program with a team/club across part of a season and present the findings in a report to club personnel. Students will be given guiding instructions and templates on which to base their surveillance and reporting work. Students who are not able to secure the support of a team/club, will be provided data permitting them to still complete the assessment task.

Students must submit or attempt all assessments to be eligible to pass the unit, otherwise an Absent Fail grade will be awarded.

Workload Implications (no more than 300 words):
The approximate number of students in this unit are estimated to vary between: 120-150 ESS & EP students (based on 2020 year 1 enrolment numbers) with expectation that up to 20-30 could enrol from other areas of the University, given their choice to study the High Performance in Sport Major.

Student Workload:
- Lecture hours = 26 hours
- Tutorial hours = 12 hours
- Independent reading and study hours = 20 hours
- Infographic preparation hours = 10 hours
- Mid-sem exam preparation hours = 8 hours
- Injury surveillance study and report hours = 35 hours

The unit will be coordinated by Assoc. Professor Rhonda Orr with inter-dependent contributions from several staff members in the Exercise & Sport Science teaching team. Rhonda currently co-ordinates EXSS3037 Exercise Pharmacology and Immunology and teaches into both undergraduate and post-graduate degree programs.

Other Requirements:
N/A

Details of the Proposal:

Unit of Study Code*	***EXSS2039***
Unit of Study Name*	***Sport Injury Epidemiology & Mechanisms***
Associated Award Course/s* or Majors	Bachelor of Applied Science (Exercise & Sport Science), Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise & Sports Science), [Proposed High-Performance in Sport – Major], Table S Electives – Medicine and Health
Credit point Value*	**6**
When offered (Semester/Year)*	Semester 2, 2023

Delivery mode*	On Campus
Campus*	Camperdown
Unit of Study Learning Outcomes*	Upon successful completion of this unit, students will be able to: 1. Discuss intrinsic and extrinsic risk factors associated with sports injuries in specific sport contexts. 2. Critically evaluate internal and external measures of training load, overtraining, fatigue and sleep measures and their association with sporting injuries. 3. Analyse sport contexts associated with injury types and their associated mechanisms. 4. Critically evaluate injury definitions with associated problems and components of an effective injury surveillance paradigm. 5. Calculate and use injury epidemiology metrics and appropriate risk factor analyses. 6. Apply an injury surveillance strategy in a sporting context. 7. Report on injury surveillance to sport stakeholders.
Description for Handbook	Athletic endeavours are often accompanied by sport-related injuries. This unit will provide students with an understanding of the complex and multifactorial nature of sports injuries as the keystone to establishing effective injury prevention programs. Key topics in this unit will provide an understanding of injury causation, of intrinsic and extrinsic risk factors (such as training loads, overtraining, fatigue and wellness influences) and their inter-relationship and contribution to injury incident; and examine mechanisms leading to injury. This unit will present the fundamental aspects of injury epidemiology by exploring injury definitions, and the injury indices of type, location, mechanism, severity, and incidence. Injury surveillance paradigms and risk factor analyses and statistical methods will also be investigated through analysing students' own collected data or data from other sources.
Assumed knowledge	None
Prerequisite*	None
Corequisite*	**None**
Prohibitions*	None
NB (for inclusion in Handbook)	None
Classes	Lecture hours: 26 hours Tutorial hours: 12 hours
Practical	None

Assessment (for Handbook)	Assessment 1: Injury infographic (25%) Assessment 2: Mid-semester exam (25%) Assessment 3: Injury surveillance study and report (50%)

Mark/Grade Scheme	☑ Mark and Grade	☐ Grade Only

Textbook	NO FORMAL TEXTBOOK Readings will be drawn from a variety of journals and textbooks. The reading list will be available to students through e-reserve in the unit of study learning management system.

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: Assoc. Professor Rhonda Orr

Signature:

Date of Submission: 24.9.2020

UNIT OF STUDY PROPOSAL

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

X	Propose a new unit of study
	Propose an amendment to an existing unit of study
	Propose to withdraw a unit of study from offer
X	to take effect from 1 January 2023

This proposal relates to:

X	A Core Unit of Study **(HPS Major/minor)**
X	An Elective Unit of Study **Bachelor of Applied Science – Exercise Physiology, Bachelor of Applied Science (Exercise and Sport Science), and Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)**

Unit of Study code and name*	~~EXSS2038~~ EXSS3064 Interdisciplinary ~~Holstic~~ Athlete Development

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

Proposal Rationale (no more than 500 words):

Summary of the Unit:
For many sport and exercise science students, or existing sport practitioners (e.g., coaches), working with athletes at various developing stages within respective sporting systems will be, or is, a key professional role. As such, this unit provides a multi-disciplinary overview of athlete development to inform holistic athlete development. The unit examines interdisciplinary topics and factors associated with optimal athlete development according to developmental stage. The unit examines a range of contemporary topics (e.g., maturation; injury) that challenge the effectiveness of current athlete development programmes. Overall, the unit aims to inform and better prepare aspiring practitioners whether in development programme co-ordination, coaching, or sport-science specific support roles.

Rationale:
The Faculty of Medicine & Health Science is a "global leader in health education", with an international ranking of 4th for sport, physical therapy and rehabilitation. The Bachelor of Applied Science (Exercise and Sports Science) has recently been reviewed to maintain this high level of education and the new course program commenced in 2020, contributing to the University Strategic Priority of **transforming the undergraduate curriculum by embedding new graduate qualities and providing integrated degree pathways**.

The curriculum redesign has provided scope for more electives, particularly in years 1 and 2, where previously electives have only been available in years 3 and 4. This unit will contribute to the second and third year program by accommodating the need for more electives. Within the Discipline, this unit is expected to provide depth of disciplinary expertise, a broader skillset, and interdisciplinary effectiveness.

Proposed Learning and Teaching strategies (no more than 500 words):
The unit will consist of a normal delivery across a 13-week semester.

The unit of study will be delivered using a combination of face-to-face and online learning, with support via the University learning management system (Canvas). Students will attend weekly 2hr lectures (total 26 hours lectures) as well as 5 x 2hr tutorial classes throughout the semester.

Teaching will include 26 lecture hours divided into sub-section themes. In the first theme, explanation and critical overviews will occur related to national and sport-specific athlete development pathways. Key concepts of talent, talent identification and development within sport systems will be explained, with historical context provided. Contemporary research and applied models of human development frameworks will be provided to help understand how development in a general sense occurs. The underlying aim here is to help students understand the need, and importance, of interdisciplinary understanding in high-performance sport. Connected to this aim, a second sub-section of lectures will overview interdisciplinary challenges, issues and debates current affecting athlete development practices. The sub-section will discuss, for example, issues related to maturation; selection and evaluation problems/bias; psychological climates; overtraining and injury; and athlete mental health. The third-sub theme will move toward showcasing how (inter-)national research and practice has confronted these challenges, with the idea to help inform interdisciplinary group project work (i.e., Assessment 3). Such content has the aim to inform and prepare students for the transition into professional practice, should employment in this sector be sought.

Tutorials will be structured to support accumulating knowledge from lectures and help facilitate project groups in Assessment 3. Within introductory tutorials, critical evaluation skills will be emphasised/developed to help review existing research and applied athlete development system practices. Subsequent tutorials will provide opportunities to analyse problems set as part of Assessment 3 (i.e., challenges/issues within athlete development). Later tutorials will then facilitate interdisciplinary and multi-component perspectives related to challenges/issues set. The longer-term outcome being for project groups to develop 'rounded' considerations and solutions for sport-system stakeholders.

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

The assessments in this unit are intentionally structured to evaluate knowledge and understanding associated with the learning outcomes specified. Specifically, lecture quizzes (Assessment 1) will help provide weekly feedback and learning progress tracking based on information provided within lectures. In the mid-semester exam (Assessment 2) questions will more critically assess acquired knowledge and learning of unit content. Questions will necessitate long-answer writing structure, inviting explanatory answers and reasoning. Questions will further ask students to synthesise, organise and apply their knowledge to particular situational scenarios or contexts to help assess cognitive decision-making. The assessment will determine whether relevant and appropriate information is identified and mobilised appropriately. In the group-based, interdisciplinary athlete development issue and problem-solving report (Assessment 3), learning and knowledge of a particular subject matter presented in the second half of the semester will be assessed. Working in small groups (3/4), students will be presented with a range of contemporary multi-component problems or issues apparent in athlete development within sports systems. Students will be tasked with firstly synthesising research evidence around the subject matter; and secondly, to identify optional strategies, methods, and solutions to the specified problem. Overall, a range of different assessment methods will be available, targeting different learning outcomes, while still permitting opportunities to develop and demonstrate knowledge and understanding.

- **Assessment 1: Lecture Quizzes (25%)**
  Within the first half of the unit and related to each week of lectures (i.e., Week 1-5), students will be required to answer a series of multiple-choice questions online. Questions will assess knowledge and understanding of lecture content. The number of questions and their weighting will remain similar each week (i.e., contributing 5% across the five weeks). Students must attempt each quiz; otherwise, an Absent Fail grade will be awarded. Students requiring alternative arrangements will complete the same

task, but with alternative timing options made available. In the final assessment, athlete development issue & problem-solving report,

- **Assessment 2: Mid-semester exam (25%)**
  At approximately Week 7 or 8, a 75-minute mid-semester exam will be administered, where students are required to answer three questions in structured, long-answer, format. Each question will be equally weighted with six marks available for each question. Questions will assess knowledge and understanding of lecture & tutorial content delivered in Weeks 1-6. Further, questions will ask students to synthesise or apply the information acquired in relation to specific situations or contexts. Students must attempt the assessment; otherwise, an Absent Fail grade will be awarded. An alternative exam will be made available for students requiring alternative arrangements.

- **Assessment 3: Athlete development issue & problem-solving report (50%)**
  From approximately Week 6 of the semester onward, students assigned to small groups, will be required to engage in an interdisciplinary project assessment, where a summary report will be submitted. The report will be in essay format with 3000 words available. The assessment will set the scene of an athlete development practitioner, who has been briefed by a senior colleague within a sport organisation about a complex contextual problem. The remit will be to examine the problem from multiple perspectives (e.g., physiological, psychological, economic and human resourcing; coach education, policy). As if presenting to senior staff and the wider sporting organisation, the assessment will require student group members to synthesise existing research and anecdotal evidence; identify and evaluate potential strategies and solutions; and propose a given solution with interdisciplinary considerations. All students must attempt the assessment; otherwise, an Absent Fail grade will be awarded. Alternative problems for the assessment will be made available for students requiring alternative arrangements.

Workload Implications (no more than 300 words):

Approximate number of students in this unit: 50-80 Exercise Science students.

Student Workload:
- Lecture hours = 26 hours
- Tutorial hours = 10 hours
- Independent Reading hours = 26 hours
- Mid-sem exam preparation hours = 8 hours
- Athlete Development Issue & Problem-Solving Report hours = 30 hours

The unit will be overseen or coordinated by Assoc. Prof. Stephen Cobley with inter-dependent contributions from several staff members in the Exercise Science teaching team. Stephen currently coordinates Sport & Exercise Psychology as well as Motor Control & learning for both Exercise Physiology and Exercise Science Students.

Other Requirements:
N/A

Details of the Proposal:

Unit of Study Code*	EXSS3064 ~~EXSS2038~~

Unit of Study Name*	Interdisciplinary Athlete Development

Associated Award Course/s* or Majors	Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sports Science), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Exercise Physiology)(Honours)
Credit point Value*	6
When offered (Semester/Year)*	Semester 1, 2023
Delivery mode*	On Campus
Campus*	Camperdown
Learning Outcomes	1. Identify, summarise, and critically evaluate athlete developmental pathways in (inter-)national sport contexts. 2. Critically evaluate the concepts of athletic talent, talent identification, talent development, and talent development systems. 3. Justify the need for multi-disciplinary standpoints in optimising athlete development. 4. Identify and explain common trans-or within-sport issues which challenge and/or affect the athlete development process. 5. Demonstrate the ability to synthesise research evidence from across different disciplines to address common problems in athlete development. 6. Demonstrate an ability to idetify and propose strategies/solutions to identified problems in athlete development process. 7. From interdisciplinary standpoints, demonstrate and communicate how proosed strategies/solutions could be effectively implemented into a sport system.
Description for Handbook	For many sport and exercise science students or existing sport practitioners (e.g., coaches), working with athletes at various developmental stages within respective sporting systems will be a key professional role. As such, this unit provides a multi-disciplinary overview of athlete development systems from a research-informed and applied perspective. Broad interdisciplinary developmental frameworks are considered to help inform athlete development. The unit examines interdisciplinary factors, and common contemporary problems, in athlete development which challenge the effectiveness of current athlete development programmes. To help better prepare aspiring practitioners for the modern workplace, students will be engaged in group-based inter-disciplinary problem-solving to address key problems/issues within athlete development.
Assumed knowledge	None
Prerequisite*	None
Corequisite*	None

Prohibitions*	None
NB (for inclusion in Handbook)	None
Classes	Lecture hours: 26 hours Tutorial hours: 10 hours
Practical	None
Assessment (for Handbook)	Assessment 1: Lecture quizzes (25%) Assessment 2: Mid-semester exam (25%) Assessment 3: Athlete development issue & problem-solving report (50%)

Mark/Grade Scheme	☑ Mark and Grade	☐ Grade Only

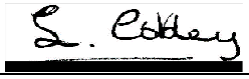
Textbook	Recommended Textbooks: Baker, J., Cobley, S., Schorer, J. (2012). Talent Identification and Development in Sport: International perspectives. Abingdon, Oxon: Routledge. Baker, J., Cobley, S., Schorer, J. (2020). Talent Identification and Development in Sport: International perspectives (2nd Edition). Abingdon, Oxon: Routledge. Baker, J., Cobley, S., Schorer, J., Wattie, N. (2017). Routledge Handbook of Talent Identification and Development in Sport. Abingdon: Routledge

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: Assoc. Prof. Stephen Cobley

Signature: 

Date of Submission: 11.5.21

BACHELOR OF APPLIED SCIENCE (EXERCISE PHYSIOLOGY)

Unit outlines will be available through Find a unit outline two weeks before the first day of teaching for 1000-level and 5000-level units, or one week before the first day of teaching for all other units.

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Bachelor of Applied Science (Exercise Physiology)			
Students complete 192 credit points of units of study, including:			
(a) 156 credit points of core units of study listed in Table A in the sequence below; and			
(b) 30 credit points of elective units of study selected from;			
(i) Table A Exercise Physiology elective units of study			
(ii) Table S elective units of study, Interdisciplinary Studies handbook			
(iii) Sydney School of Health Sciences elective units of study			
(iv) Table O (Open Learning Environment) Interdisciplinary Studies handbook, although no more than 12 credit points may be selected from this collection; and			
(c) 6 credit points from Table A Exercise Physiology selective unit of study table.			
The pass course:			
(a) is full-time only over 4 years study			
Year 1 - core units			
EXSS1036 Fundamentals of Exercise Physiology	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

EXSS1037 **Introduction to Exercise Science**	6	**C** EXSS1036 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
BIOS1168 **Functional Musculoskeletal Anatomy A**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1169 **Functional Musculoskeletal Anatomy B**	6	**P** BIOS1168 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1170 **Body Systems: Structure and Function**	6	**N** BMED2403 or PHSI2005 or PHSI2006 or BIOS2170 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
EXSS1038 **Principles of Biomechanics**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

Year 2 - core units

BIOS3065 **Anatomical Analysis of Exercise**	6	**P** BIOS1168 and BIOS1169 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2031 **Movement Analysis**	6	**P** EXSS1038 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

EXSS2032 **Exercise Training Physiology and Biochemistry**	6	**P** EXSS1036 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS2033 **Psychology of Exercise and Physical Activity**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2034 **Exercise Programming and Delivery**	6	**P** EXSS1036 and EXSS1037 and EXSS2032 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2035 **Physical Activity and Society**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

Year 3 - core units

EXSS3062 **Motor Control and Learning**	6	**P** Completion of 48 credit points **N** EXSS2025 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2

Units of study offered from 2022. EXSS3XXX Advanced Exercise Programming and Delivery, EXSS3XXX Practicum in Exercise Science 1, EXSS3XXX Nutrition for Exercise and Health, EXSS3XXX Fundamental Musculoskeletal, EXSS3XXX Practicum in Exercise Science 2, EXSS3XXX Exercise Physiology in Clinical Cases 1.

Year 4 - core units

Units of study offered from 2023. EXSS4XXX Exercise Physiology in Clinical Cases 2, EXSS3XXX Exercise Physiology in Clinical Cases 3, EXSS4XXX Advanced Musculoskeletal,

EXSS4XXX Clinical Practice Unit A, EXSS4XXX Clinical Practice Unit B, EXSS4XXX Clinical Practice Unit C & EXSS4XXX Professional Reflections in Exercise Physiology.

Elective units of study

~~**EXSS1039 Introduction to Body Composition Methods**~~	~~6~~	~~*Note: Department permission required for enrolment*~~ ~~*Refer to the unit of study outline https://www.sydney.edu.au/units*~~	~~Semester 1~~
EXSS2040 Introduction to Body Composition Methods	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS1040 Introduction to Strength and Conditioning	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS1041 Fundamentals in Bioenergetics	6	**P** EXSS1036 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2036 The Body Clock and Athletic Performance	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS2037 Advanced Strength and Conditioning	6	**P** EXSS1040 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS3040 Physiological Testing and Training	6	**P** EXSS2022 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

EXSS3041 Management, Marketing and the Law	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
~~**EXSS2038 Holistic Athlete Development**~~	~~6~~		~~Semester 2~~
EXSS3064 Interdisciplinary Athlete Development	6		Semester 2
HSBH3014 Workplace Injury Prevention/Management *This unit of study is not available in 2021*	6	**P** 48 credit points and (BIOS1168 and EXSS1018) *Note: Department permission required for enrolment*	Semester 1
HSBH2008 Physical Activity and Population Health	6	**P** 48 credit points of units *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive March
HSBH3021 Environmental Stress and Physiological Strain	6	**P** EXSS1032 or EXSS2027 or BIOS1170 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive March

Elective units of study offered from 2022:

EXSS3XXX Exercise and Cancer

EXSS3XXX High Performance Sport.

Exercise Physiology selective units of study (2023)

Availability of selective units of study may vary from year to year

EXSS4XXX Exercise Prescription in multimorbidity,

EXSS4XXX Exercise in Mental Illness,

EXSS4XXX The Technology of Exercise

BACHELOR OF APPLIED SCIENCE/BACHELOR OF ADVANCED STUDIES (EXERCISE AND SPORT SCIENCE)

Unit outlines will be available through Find a unit outline two weeks before the first day of teaching for 1000-level and 5000-level units, or one week before the first day of teaching for all other units.

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Exercise and Sport Science			
Bachelor of Applied Science (Exercise and Sport Science)			
Students complete 144 credit points, comprising:			
(a) 12 credit points of core units of study from Table A			
(b) a major (48 credit points) in Exercise Science			
(c) a minor (36 credit points) in Physical Activity and Health			
(d) optionally, a second minor (36 credit points) or second major (48 credit points)			
(e) optionally, up to 12 credit points of elective units from Table O			
(f) any additional elective units of study from Table A or Table S to satisfy a total of 144 credit points for the course.			
Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)			
Students must complete 192 credit points, comprising:			
(a) 12 credit points of core units of study from Table A			
(b) a major (48 credit points) in Exercise Science; and			
(c) a minor (36 credit points) in Physical Activity and Health; and			

(d) a second major (48 credit points) from this table (Table A) or Table S (Shared Pool) in the Interdisciplinary Studies Handbook

(e) 12 credit points of units of study from Table O (Open Learning Environment) in the Interdisciplinary Studies Handbook; and

(f) a minimum of 24 credit points at 4000-level from Table A or Table S (Shared Pool) in the Interdisciplinary Studies Handbook, including:

(i) a research, community, industry or entrepreneurship project (12 to 36 credit points); and

(ii) any additional elective units of study from Table A or Table S required to make up the 192 credit point total

Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with Honours

Students complete the requirements for the pass degree, and

(a) at least 36 and a maximum of 48 credit points of additional Honours units at 4000 level or above, including:

(i) an Honours research project of at least 12 and a maximum of 36 credit points, and

(ii) at least 12 and a maximum of 36 credit points of Honours coursework, as required

(iii) Honours subject areas and units of study for honours within the Faculty of Medicine and Health Sciences are listed in Table A for the relevant faculty or Table S (Shared Pool) in the Interdiscplinary Studies Handbook.

1000-level units of study

Degree core

BIOS1168 Functional Musculoskeletal Anatomy A	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2

BIOS1169 Functional Musculoskeletal Anatomy B	6	**P** BIOS1168 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2

Electives

Electives for the degree may be selected from Table A (below) or Table S

BIOS1167 Foundations of Biomedical Science	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
BIOS1171 Neuroscience	6	**N** BIOS2171 or BIOS2103 or ANAT2X10 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1172 Biological Aspects of Ageing	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1173 Disease in Ageing	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS2115 Embryology	6	**P** 6 credit points of Junior Biology *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
BIOS3063 Project Design and Management	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2

BIOS3065 Anatomical Analysis of Exercise	6	**P** BIOS1168 and BIOS1169 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
BIOS3066 Current Issues in Healthcare	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
~~**EXSS1039 Introduction to Body Composition Methods**~~	~~6~~	~~*Note: Department permission required for enrolment*~~ ~~*Refer to the unit of study outline https://www.sydney.edu.au/units*~~	~~Semester 1~~
EXSS2040 Introduction to Body Composition Methods	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS1040 Introduction to Strength and Conditioning	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS1041 Fundamentals in Bioenergetics	6	**P** EXSS1036 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2036 The Body Clock and Athletic Performance	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS2037 Advanced Strength and Conditioning	6	**P** EXSS1040 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

HSBH2010 Healthcare Professional Skills	6		Semester 1
HSBH3013 FHS Indigenous Communities *This unit of study is not available in 2021*	6	**P** Successful completion of all 1st year units in an undergraduate FHS degree	Semester 2
HSBH3021 Environmental Stress and Physiological Strain	6	**P** EXSS1032 or EXSS2027 or BIOS1170 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive March
HSBH3025 Bodily Senses in Health and Disease	6	**A** Introductory neuroscience *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2a
HSBH3026 Industry and Community Project	6	**P** A minimum of 72 credit points	Intensive February Intensive July Semester 1 Semester 2
REHB3064 Alcohol and Drug Misuse Rehabilitation	6	**P** (HSBH1006 and (HSBH1007 or HSBH2007) and HSBH1008 and HSBH1009) or 48 credit points of previous study. **N** REHB3061 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
REHB3065 PTSD and Rehabilitation	6	**P** 48 credit points **N** REHB3059 or REHB5063 or REHB5034	Semester 1

		Refer to the unit of study outline https://www.sydney.edu.au/units	
~~**EXSS2038 Holistic Athlete Development**~~	~~6~~		~~Semester 2~~
EXSS3064 Interdisciplinary Athlete Development	6		Semester 2

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MINOR COURSE AMENDMENT TEMPLATE

Award Course Name	Bachelor of Applied Science (Exercise Physiology) Bachelor of Applied Science (Exercise Physiology) (Honours)
Award Course Code	BPASEXPH-02 BPASEXPH1HON
Recommendation	That the Undergraduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Sydney School of Health Sciences to amend the course resolutions, with effect from 2022.
Proposed Implementation Date	2022
Proposal Presenter	Associate Professor Jacqueline Raymond
Consultation Pipeline	Education Committee *8 April, 2021* → Faculty Board *6 May, 2021* → UGSC *1June, 2021* → **UGSC reserve 22 June** → Academic Board *20 July 2021*
Submission Within Approval Deadlines	Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines. ☒ Yes ☐ No
AQF Compliance	Are all amended units of study valued at 6 credit points? ☒ Yes ☐ No If the proposal includes new units of study or a change to an existing unit of study, complete the following section. Is this a new unit of study or a change to an existing unit of study? ☐ New unit of study ☒Change to an existing unit of study Does this proposal necessitate changes to the mode of delivery of the award course as already approved? ☐ Yes ☒No What changes are involved in this proposal? Tick all that apply. ☐ Changes to core or compulsory units of study ☐ Changes to a stream ☐ Changes to a major ☐ Changes to a minor ☐ Changes to a program ☐ Changes to honours ☐ Changes to specialisation ☐ Changes to advanced coursework Does this proposal significantly alter the curriculum of any unit of study? ☐ Yes ☒ No Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist.

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	☒Yes ☐ No Does the delivery of any new / amended unit of study involve a third-party agreement? ☐ Yes ☒No
Combined Courses	Does this change affect any courses that are combined with this course? If so, please list all courses. ☐ Yes ☒ No

EXECUTIVE SUMMARY

To amend the Bachelor of Applied Science (Exercise Physiology) course resolutions to clearly specify course and credit point requirements for elective and selective choices. This proposal does not change the course requirements as previously approved by Academic Board in 2018, but adds clarity.

RATIONALE

The purpose of the proposal is to make minor amendments to the Course Resolutions of the Bachelor of Applied Science (Exercise Physiology) to increase the clarity of instructions relating to electives and selectives. Specifically, this proposal outlines amendments to Clause 4: Requirements For Award to more clearly specify the number of elective credit points in the course, the tables from which these electives can be selected, the maximum number of credit points from table O that can be used as electives and the timing of the single 6 credit point selective unit.

It is important to note that no changes are required for implementation related to course diets as this has been actioned by Academic Model Team in a recent Errata entry for the 2021 handbook. This proposal only seeks to update the course rules to clearly outline the requirements to deliver the course as it was intended when it was approved by AB in 2018.

In August 2018, Academic Board approved a new course for the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Advanced Studies that incorporates the Exercise Science major and minor and Physical Activity and Health major/ minor. Given the interlink between that program and the already existing Bachelor of Applied Science (Exercise Physiology) award course, a minor course amendment was submitted and approved for the Bachelor of Applied Science (Exercise Physiology) in parallel. Students were admitted into the new curriculum for the first time in 2020.

Proposed amendments
Since commencing the new program in 2020, there has been some confusion around how many electives can be selected and the tables from which these can be selected. This proposal seeks to increase the clarity of the information provided in the Course Resolutions. Specifically, this proposal outlines amendments to clause 4: Requirements for Award to more clearly specify:
i. the number of elective credit points in the course;
ii. the tables from which these electives can be selected;
iii. the maximum number of credit points from table O that can be used as electives; and
iv. the timing of the single 6 credit point selective unit.

Attached are the course resolutions specifying the changes to the Bachelor of Applied Science (Exercise Physiology). The key change is to clause 4 Requirements for Award which now states:

To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study including:

(a) 156 credit points of core units of study listed in Table A in the sequence below; and

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(b) 30 credit points of elective units of study selected from;
(i) Table A Exercise Physiology elective units of study
(ii) Table S elective units of study, Interdisciplinary Studies handbook
(iii) Sydney School of Health Sciences undergraduate elective units of study, located in the Medicine and Health undergraduate handbook
(iv) Table O (Open Learning Environment) Interdisciplinary Studies handbook, although no more than 12 credit points may be selected from this collection; and
(b) 6 credit points from Table A Exercise Physiology selective unit of study
The same text as above is also used in Table A.

CONSULTATION AND COMMUNICATIONS

The following people have been consulted:

- Dr Melanie Keep, Director of Academic Education, Sydney School of Health Sciences
- Eileen Logan, Education & Curriculum Officer, Faculty of Medicine and Health
- Academic Model Team

Students who become non-standard in the old course will be provided with the option to transfer into the new course where the units they had already completed would be credited towards the new course. Students will receive this communication via their Year Coordinator / Student Liaison Academic. If students do not choose this option:
1. Where equivalent units in the new course are available: students would enrol in the equivalent units
2. Where equivalent units are not available: old units will continue to be available until students have completed their course.

On 1st June 2021 the UGSC considered this proposal and identified the following actions;

Resolution AB-USC-21/06-8
That the Undergraduate Studies Committee resolved to recommend that the Faculty of Medicine and Health revise and resubmit the proposal to amend the Bachelor of Applied Science (Exercise Physiology) and Bachelor of Applied Science (Exercise Physiology) (Honours) to the reserve meeting of the Undergraduate Studies Committee, following completion of **Action AB-USC-21/06-02.**

Actions Required: The Faculty of Medicine and Health are requested to complete **Action AB-USC-21/06-02** prior to re-submission to the Undergraduate Studies Committee reserve meeting.

Action AB-USC-21/06-02
The Faculty of Medicine and Health are to update part 4, clause 2(iii) of the course resolutions to reflect that the Sydney School of Health Sciences elective units of study are located in the FMH Handbook.

The following actions have been completed and attached to this proposal;

- Resolutions have been updated part 4, clause 2 (iii) with the following text: *Sydney School of Health Sciences undergraduate elective units of study, located in the Medicine and Health undergraduate handbook*.

New attachments for UGSC (reserve):

- Resolutions (CMS) updated part 4, clause 2 (iii)
- Table identifying the Sydney School of Health Sciences undergraduate elective units of study.
- Updated Table A Exercise Physiology outlining the additional text related to identification of the Sydney School of Health Sciences undergraduate elective units of study.

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SIGNATURE OF DEAN

Robyn Ward

Digitally signed by Robyn Ward
Date: 2021.06.11 09:01:57 +10'00'

Date: / /

Signature of Dean

Approver	Professor Robyn Ward (Executive Dean), FMH
Faculty Sponsor	Professor Inam Haq (Associate Dean Education), FMH

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

Attachments:
1. Resolutions (CMS) for Bachelor of Applied Science (Exercise Physiology) pass and Honours
2. Table A for Bachelor of Applied Science (Exercise Physiology) pass and Honours
3. Electives table for Sydney School of Health Sciences undergraduate electives units of study.

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Bachelor of Applied Science (Exercise Physiology)

Bachelor of Applied Science (Exercise Physiology)

Bachelor of Applied Science (Exercise Physiology) (Honours)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

Code	Course title
BPASEXPH-02	Bachelor of Applied Science (Exercise Physiology)
BPASEXPH1HON	Bachelor of Applied Science (Exercise Physiology) (Honours)

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

(1) The units of study that may be taken for this course are set out in the Course Tables for the Bachelor of Applied Science (Exercise Physiology), the Sydney School of Health Sciences Undergraduate Electives Table, the list of Tables S Electives from the Shared Pool for Undergraduate Degrees and Table O from the Shared Pool for Undergraduate Degrees. Unless otherwise indicated in these resolutions the Course Tables, the Sydney School of Health Sciences Undergraduate Electives Table, Table S and Table O mean the tables specified here.

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study including:

(a) 156 credit points of core units of study ~~from the Course Tables~~ listed in Table A in the sequence below; and

(b) ~~6 credit points of selective units of study from Course Tables~~ 30 credit points of elective units of study selected from;

(i) Table A Exercise Physiology elective units of study

(ii) Table S elective units of study, Interdisciplinary Studies handbook

(iii) Sydney School of Health Sciences undergraduate elective units of study, located in the Medicine and Health undergraduate handbook.

(iv) Table O (Open Learning Environment) Interdisciplinary Studies handbook, although no more than 12 credit points may be selected from this collection; and

(c) ~~Optionally, up to 12 credit points of units of study in the Open Learning Environment as listed in Table O~~ 6 credit points from Table A Exercise Physiology selective unit of study

(d) ~~Where appropriate, additional elective units of study as required, chosen from the list of elective units in the Course Tables; from the Health Sciences Undergraduate Electives Table, or from the list of Table S Electives.~~

5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must:

(a) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Exercise Physiology) Honours Table of units of study.

(b) maintain a credit average or higher throughout the honours program.

(c) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) *Certificate of competency in CPR.*Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) *Student clearance for clinical placements.*The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) *Immunisation.*Students must have evidence of vaccinations and immunisations against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University's Placement web site for further information:https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) *Working with Children check.*Students undertaking 'child-related' placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014 For further information: https://sydney.edu.au/students/working-with-children.html

(5) *NSW Health Records and Information Privacy Act (2002).*Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to University's Placements web site for further information:https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 Satisfactory progress

(1) The Faculty will monitor for satisfactory progress towards completion of their award course. In addition to common triggers used to identify not meeting academic progression requirements (as set out in the provisions relating to progression in the Coursework Policy), students must pass the Practicum and Clinical Practice units of study, which are critical to progression through the course.

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

(6) Candidates for honours must maintain a credit average throughout the program.

9 Award of the degree

(1) The Bachelor of Applied Science (Exercise Physiology) is awarded in the grades of either Pass or Honours level.

(2) The honours mark will be determined in integrated honours by the following calculation: Final honours mark=2/3* (FHS HWAM)+ 1/3* (Yr 3/4 WAM), where the FHS HWAM is the average mark for honours units weighted as follows:1 x BHSC3021 Honours A:Research Design2 x BHSC4012 Honours B: Applied Research Sills7 x BHSC4013 Honours C: Research Projectand the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the table of units of study for the Bachelor of Applied Science (Exercise Physiology),excluding Practicum and Clinical Practice units of study.

(3) Honours is awarded in the following classes:

Description	Mark Range
First Class	80> honours mark <100
Second Class/(Division I)	75> honours mark <80
Second Class/(Division II)	70> honours mark <75
Third Class	65> honours mark <70
Honours not awarded	mark <65

(4) Candidates for the award of the Honours degree who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 202~~0~~2 and students who commenced their candidature prior to 1 January 202~~0~~2 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January 202~~0~~2 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

BACHELOR OF APPLIED SCIENCE (EXERCISE PHYSIOLOGY)

Unit outlines will be available through Find a unit outline two weeks before the first day of teaching for 1000-level and 5000-level units, or one week before the first day of teaching for all other units.

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Bachelor of Applied Science (Exercise Physiology)			
Students complete 192 credit points of units of study, including:			
(a) 156 credit points of core units of study listed in Table A in the sequence below; and			
(b) 30 credit points of elective units of study selected from;			
(i) Table A Exercise Physiology elective units of study			
(ii) Table S elective units of study, Interdisciplinary Studies handbook			
(iii) Sydney School of Health Sciences undergraduate elective units of study, located in the Medicine and Health undergraduate handbook			
(iv) Table O (Open Learning Environment) Interdisciplinary Studies handbook, although no more than 12 credit points may be selected from this collection; and			
(c) 6 credit points from Table A Exercise Physiology selective unit of study table.			
The pass course: is full time only over 4 years			
Year 1 - core units			
EXSS1036 Fundamentals of Exercise Physiology	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS1037 Introduction to Exercise Science	6	**N** OLET1514 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

BIOS1168 **Functional Musculoskeletal Anatomy A**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1169 **Functional Musculoskeletal Anatomy B**	6	**P** BIOS1168 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1170 **Body Systems: Structure and Function**	6	**N** BMED2403 or PHSI2005 or PHSI2006 or BIOS2170 or PHSI2007 or PHSI2008 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
EXSS1038 **Principles of Biomechanics**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
And select 12 credit points of elective units of study			
Year 2 - core units			
BIOS3065 **Anatomical Analysis of Exercise**	6	**P** BIOS1168 and BIOS1169 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2031 **Movement Analysis**	6	**P** EXSS1038 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS2032 **Exercise Training Physiology and Biochemistry**	6	**P** EXSS1036 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

EXSS2033 Psychology of Exercise and Physical Activity	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2034 Exercise Programming and Delivery	6	**P** EXSS1036 and EXSS1037 and EXSS2032 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2035 Physical Activity and Society	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
And select 12 credit points of elective units of study			
Year 3 - core units (2022)			
EXSS3062 Motor Control and Learning	6	**P** Completion of 48 credit points **N** EXSS2025 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
EXSS3071 Nutrition for Exercise and Health	6	**P** EXSS2032 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 and Semester 2
EXSS3070 Advanced Exercise Programming and Delivery	6	**P EXSS2034** *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS3072 Practicum in Exercise Science 1	6	**P EXSS2034** *Refer to the unit of study outline https://www.sydney.edu.au/units*	Int Feb Int March Int April Int July Int Aug Int Oct

EXSS3073 **Practicum in Exercise Science 2**	6	**P EXSS2034** *Refer to the unit of study outline https://www.sydney.edu.au/units*	Int Feb Int March Int April Int July Int Aug Int Oct
EXSS3074 **Fundamental Musculoskeletal**	6	**P BIOS1168 and BIOS1169** *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS3075 Exercise Physiology in Clinical Cases 1	6	**P EXSS3070** *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

And select 6 credit points of elective units of study

Year 4 - core units (2023)

Core units of study offered from 2023:

EXSS4XXX Exercise Physiology in Clinical Cases 2

EXSS3XXX Exercise Physiology in Clinical Cases 3

EXSS4XXX Advanced Musculoskeletal

EXSS4XXX Clinical Practice Unit A

EXSS4XXX Clinical Practice Unit B

EXSS4XXX Clinical Practice Unit C

EXSS4XXX Professional Reflections in Exercise Physiology.

And select 6 credit points from the Exercise Physiology Selective units of study (available 2023)

Exercise Physiology electives units of study

Availability of elective units of study may vary from year to year

EXSS1039 **Introduction to Body Composition Methods**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

EXSS1040 **Introduction to Strength and Conditioning**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS1041 **Fundamentals in Bioenergetics**	6	**P** EXSS1036 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS2036 **The Body Clock and Athletic Performance**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS2037 **Advanced Strength and Conditioning**	6	**P** EXSS1040 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
EXSS3040 **Physiological Testing and Training**	6	**P** EXSS2022 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
EXSS3041 **Management, Marketing and the Law**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
HSBH3014 **Workplace Injury Prevention/Management** *This unit of study is not available in 2021*	6	**P** 48 credit points and (BIOS1168 and EXSS1018) *Note: Department permission required for enrolment*	Semester 1
HSBH2008 **Physical Activity and Population Health**	6	**P** 48 credit points of units *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive March

HSBH3021 Environmental Stress and Physiological Strain	6	**P** EXSS1032 or EXSS2027 or BIOS1170 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive March
Elective units of study offered from 2023: EXSS3XXX Exercise and Cancer EXSS3XXX High Performance Sport.			
Exercise Physiology selective units of study (2023)			
Availability of selective units of study may vary from year to year			
Selective units offered from 2023: EXSS4XXX Exercise Prescription in multimorbidity EXSS4XXX Exercise in Mental Illness EXSS4XXX The Technology of Exercise			

Sydney School of Health Sciences

Undergraduate electives

Availability of electives may vary from year to year.

BACH3128 **Health Professionals and Globalisation**	6	**P** A minimum of 48 credit points **N** HSBH3009 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
BACH3146 **Cyberpsychology and e-Health**	6	**P** completion of 48 credit points *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
BACH3147 **Health at Work**	6	**P** A minimum of 48 credit points *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
BIOS1155 **Structure, Function and Disease A**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
BIOS1158 **Structure, Function and Disease B**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
BIOS1167 **Foundations of Biomedical Science**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
BIOS1168 **Functional Musculoskeletal Anatomy A**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1169 **Functional Musculoskeletal Anatomy B**	6	**P** BIOS1168	Semester 1 Semester 2

		Refer to the unit of study outline https://www.sydney.edu.au/units	
BIOS1170 Body Systems: Structure and Function	6	**N** BMED2403 or PHSI2005 or PHSI2006 or BIOS2170 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1171 Neuroscience	6	**N** BIOS2171 or BIOS2103 or ANAT2X10 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1172 Biological Aspects of Ageing	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS1173 Disease in Ageing	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS2115 Embryology	6	**P** 6 credit points of Junior Biology *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
BIOS3063 Project Design and Management	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BIOS3065 Anatomical Analysis of Exercise	6	**P** BIOS1168 and BIOS1169 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
BIOS3066 Current Issues in Healthcare	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
CSCD1032 Human Communication	6	**A** CSCD1034 **P** HSBH1003	Semester 2

		Refer to the unit of study outline https://www.sydney.edu.au/units	
EXSS1032 Fundamentals of Exercise Science *This unit of study is not available in 2021*	6	*Note: Department permission required for enrolment*	Semester 1
EXSS2026 Growth, Development and Ageing *This unit of study is not available in 2021*	6		Semester 2
HSBH1005 Human Development	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
HSBH2008 Physical Activity and Population Health	6	**P** 48 credit points of units *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive March
HSBH3008 Interdisciplinary eHealth	6	**P** 48 CP **N** HSBH2009 or HSBH1010 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive October
HSBH3012 Sydney Health Students Abroad	6	**P** A minimum of 48 credit points *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive December Intensive June
HSBH3013 FHS Indigenous Communities *This unit of study is not available in 2021*	6	**P** Successful completion of all 1st year units in an undergraduate FHS degree	Semester 2
HSBH3014 Workplace Injury Prevention/Management	6	**P** 48 credit points and (BIOS1168 and EXSS1018)	Semester 1

This unit of study is not available in 2021		*Note: Department permission required for enrolment*	
HSBH3015 **Mental Health Rehabilitation**	6	**P** 48 credit points *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
HSBH3016 **Individual and Societal Ageing**	6	**P** HSBH1003 or HSBH1013 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
HSBH3017 **Disability, Sport and Social Inclusion** *This unit of study is not available in 2021*	6	**P** (HSBH1003 OR HSBH1013) and complete a minimum of 48 credit points *Students must have completed 48 credit points to enrol in this unit.*	Semester 1
HSBH3021 **Environmental Stress and Physiological Strain**	6	**P** EXSS1032 or EXSS2027 or BIOS1170 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive March
HSBH3025 **Bodily Senses in Health and Disease**	6	**A** Introductory neuroscience *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2a
HSBH3026 **Industry and Community Project**	6	**P** A minimum of 72 credit points *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive February Intensive July Semester 1 Semester 2
OCCP1101 **Disability and Lifespan Development**	6	 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
OCCP1102 **Disability, Participation and Health**	6	 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

REHB2026 **Fundamentals of Rehabilitation**	6	**P** A minimum of 48 credit points *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
REHB3062 **Public Offenders: Criminality and Rehab**	6	**N** REHB3051 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
REHB3064 **Alcohol and Drug Misuse Rehabilitation**	6	**P** (HSBH1006 and (HSBH1007 or HSBH2007) and HSBH1008 and HSBH1009) or 48 credit points of previous study. **N** REHB3061 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
REHB3065 **PTSD and Rehabilitation**	6	**P** 48 credit points **N** REHB3059 or REHB5063 or REHB5034 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

Research electives (available 2022)

THE UNIVERSITY OF SYDNEY

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Submission To	
Date	
Item No	

Proposal Title	Change commencement of new Pharmacy degrees to Semester 1, 2023
Recommendation	That the AB Undergraduate Studies Committee endorse and recommend that Academic Board: 1) suspend student admission for the two new Pharmacy vertically integrated masters degrees; 2) approve the continued offering of the existing Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; and 3) amend the 2022 Senate Resolutions to remove the wording 'admission suspended from 2022 from the Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees.
Proposal Presenter	Professor Parisa Aslani and Professor Paul Groundwater
Consultation Pipeline	FMH Ed Ctee *By Chair Action* → FMH Faculty Board *By Chair Action* → ASC *7/4/21* → Undergraduate Studies Committee → Academic Board *20 July 2021*

EXECUTIVE SUMMARY

In November 2020, the Academic Board approved the introduction of two new vertically integrated masters degrees for introduction in Semester 1, 2022; and the suspension of two existing Pharmacy degrees from Semester 2, 2021 (shown below).

FMH would like to delay the introduction of the two new degrees to Semester 1, 2023; and reinstate the Bachelor of Pharmacy and the Bachelor of Pharmacy and Management for commencing students in 2022.

NEW DEGREES 2023	NEW EXIT DEGREE VERSIONS 2023	SUSPEND INTAKE SEM 2, 2022
Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice (5 year degree) Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice (6 year degree)	Bachelor of Pharmacy Bachelor of Pharmacy (Honours) Bachelor of Pharmacy and Management Bachelor of Pharmacy and Management (Honours)	Bachelor of Pharmacy* Bachelor of Pharmacy and Management* **Embedded Honours available in both degrees.*

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Submission To	
Date	
Item No	

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This table shows the relationship between the degrees and the exit pathways

STUDENT ENTERS this program	STUDENT EXITS →		
YEAR 1	**YEAR 4**	**YEAR 5**	**YEAR 6**
Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice	Bachelor of Pharmacy Bachelor of Pharmacy (Honours) 192 cp *(188 cp core + 6 cp electives from Table O or S)*	Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice *240 cp (234 cp core + 6 cp electives from Table O or S)*	
Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice		Bachelor of Pharmacy and Management Bachelor of Pharmacy and Management (Honours) *240 cp (228 cp core + 6 cp electives from Table O or S and 6 cp electives from Table A)*	Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice *288 cp (276 cp core + 6 cp electives from Table O or Table S and 6 cp electives from Table A)*

RATIONALE

The following information has been received from the Australian Pharmacy Council (APC) regarding the accreditation and approval of the new degree programs (email dated 15th March 2021). In light of the recent information provided by the APC, we feel that delaying the implementation of the new vertically integrated masters programs to Semester 1, 2023 (instead of the currently Academic Board approved date of Semester 1, 2022) is an appropriate decision to mitigate risk of students being admitted to and commencing a program that does not have full professional body accreditation. Due to COVID-19, the APC was unable to mount its usual program of accreditations in 2020, leading to an increased work plan in 2021.

The overarching guidance is that there is not a 'one size fits all' timeline for the accreditation of a new pharmacy program. A number of factors can impact on the time taken, including:

- *availability of external reviewers*
- *the quality of the information submitted by the program provider*
- *if the external reviewer(s) identify any further information they require from the program*
- *the dates for Accreditation Committee meetings (to be 'accredited')*
- *the dates for Pharmacy Board of Australia meetings (to be 'approved')*

The APC Accreditation Committee (AC) can choose to grant accreditation to a program for up to 6 years. The duration of accreditation is determined by the AC using a risk based framework (Accreditation Committee Decision Making Framework | Australian Pharmacy Council). The minimum period of accreditation is usually 1 year. If the AC chooses to grant accreditation for a period of less than the maximum of 6 years, the program provider will be notified of the additional reporting requirements applied to their program(s) (such as Conditions and/or Monitoring Requirements). Program providers are required to submit satisfactory reporting to the AC to maintain their accreditation, and to be eligible for an extension on their accreditation period up to the maximum of 6 years. Reporting can be submitted either by, or in advance of, the due date, and will be presented to the AC at their next meeting for an accreditation decision.

For new programs that are granted accreditation, in addition to reporting against Conditions and Monitoring Requirements that may be required, there will be a requirement for a site visit to take place in the final year of the first graduating cohort for each new program. This allows the AC to have oversight over the progress of students in each program, and their ability to meet the required competencies and graduate outcomes. For The University of Sydney this means visits in the following years (if the programs are first delivered in 2022):

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Submission To	
Date	
Item No	

Year	*Reaccreditation*	*New exit programs (4 years)*	*New exit programs (5 years)*	*New 5 year program*	*New 6 year program*	*Site visit required*
2021	*SET for existing accredited programs*					*Yes (full SET)*
2022		*1*	*1*	*1*	*1*	
2023		*2*	*2*	*2*	*2*	
2024		*3*	*3*	*3*	*3*	
2025		*4**	*4*	*4*	*4*	*Yes*
2026			*5**	*5**	*5*	*Yes*
2027	*SET for existing accredited programs*				*6**	*Yes (full SET)*

* *final year for the first cohort of students*

You are reminded that in addition to accreditation being granted by the APC, program(s) are required to be approved by the Pharmacy Board of Australia (PharmBA). This needs to be included in the time required for final approval to be granted to programs before program delivery commences.

We are unable to guarantee that the new programs will be accredited by APC and approved by PharmBA in time for delivery from semester 1, 2022. We are able to provide updates throughout the year on the progress of the application (e.g. next steps, etc). We will facilitate prompt and effective communication between the external reviewers to allow the consideration of the application to progress.

CONSULTATION AND COMMUNICATIONS

The following have been consulted:

- The Australian Pharmacy Council
- Prof Inam Haq, Associate Dean Education, Faculty of Medicine and Health
- Wenchong Chai – Director, Admission, Sydney Future Student
- Nerida Olson – Director, Strategy and Faculty Partnerships, Sydney Future Student
- Olivia Perks – Director, Legal Services, Office of General Counsel
- Lydia Sorial – Solicitor, Corporate and Commercial, Office of General Counsel
- Mandy Baric – Director, Compliance and Student Affairs, Deputy Vice Chancellor (Education)
- Prof Pip Pattison, Deputy Vice-Chancellor (Education)
- Prof Tony Masters, Chair, Academic Board
- Laurie Guthrie; Manager, Marketing and Communications (Medicine and Health)
- Ms Louise Atkins, Head, Faculty Liaison (STEMM)
- Internally within the Sydney Pharmacy School
- FMH Curriculum team

In response to the following concerns raised:

In their submission last year, FMH made the point that the content of the legacy degrees would have to be modified to meet the new 2020 APC Standards. Understandably, Pharmacy's submission did not provide specifics on this. However, given that the UoS of Years 1 to 4 inclusive of the (e.g.) existing BPharm are all core, there may be a need to inform the Academic Board of these changes. Again, Kiuyan can advise on the requirements once the need for and nature of any changes has been determined.

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Response: At this stage, we cannot comment on the extent of the changes as we are working to ensure that the existing BPharm and BPharmMgmt units of study address the new accreditation standards so that the degrees will be reaccredited later this year (November is our APC site evaluation team visit). Once the changes have been completed, the site evaluation team visit and reviewing of degrees has been conducted, and we have received feedback and comments from the APC, we will be in a position to inform the Academic Board of all changes. We anticipate that this will be in late Dec 2021 or Jan 2022.

A final question for FMH is that, given the accreditation process has taken somewhat longer than anticipated, should the "current" changes be pushed back to 2023, or should the changes be removed, then reintroduced at a later date, when accreditation is granted, or is imminent. I think only Pharmacy can answer this question, through their knowledge of APC procedures.

Response: Based on discussions with the APC, we are completely confident that we will receive accreditation for the new vertically integrated degrees for their introduction in Semester 1, 2023, and therefore we request that the introduction of the degrees is delayed to Semester 1, 2023. As the APC has promised full transparency of the accreditation process, we will be in a better position to know exactly when we will receive accreditation, later in the year, when the APC has had the opportunity to review our submission on the new degrees. We can therefore review the decision regarding delay vs removal and reintroduction, later in the year. Any changes made after accreditation will be notified to APC, as required by the accrediting body.

Feedback from Admissions Subcommittee from meeting 7/4/21

Change Commencement of new Pharmacy Degrees to Semester 1, 2023

Resolution AB ASC 2021/04-06

The Admissions Subcommittee resolved to endorse and recommend that the Undergraduate Studies Committee and the Graduate Studies Committee endorse and recommend that the Academic Board:

1) suspend student admission for the two new Pharmacy vertically integrated masters degrees;
2) approve the continued offering of the existing Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; and
3) amend the 2022 Senate Resolutions to remove the wording 'admission suspended from 2022 from the Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees.

Further discussions following the Admissions subcommittee are ongoing between Professors Aslani, Groundwater and Haq, and Prof Masters for the following issues that require further consultation:

- Discussions held with FMH (Inam Haq) and SPS (Andrew McLachlan and Bandana Saini) regarding the implications of the outcomes of the Admissions Subcommittee's meeting, with the following issues being addressed:
  - Compiling timelines by MARCOMMS and the APC so that SPS and FMH are in a better position to know how to proceed regarding suspension vs deferment of the new degrees.
  - Consultation with OGC/Tony Masters is also ongoing regarding the new degrees promotional approach.

RISKS / BENEFITS

Benefits of introducing the new degrees:

The new degrees will position the Sydney Pharmacy School to:

- Offer the first-of-its kind pharmacy degrees with an embedded intern training program, in Australia.
- Become a leading provider of a Doctor of Pharmacy (PharmD) degree in the Asia-Pacific region and globally (thereby increasing the attractiveness of the School to international applicants). The new degrees will be a key component of the future offering of a PharmD.

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung

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- Prepare for changes to professional accreditation requirements and better align our graduates to the changing practice environment. Many international universities already graduate registrable, work-ready pharmacists and we anticipate that Australia will soon support integrated pharmacy degrees. The Australian Pharmacy Council has been conducting a review in this area.
- Build a stronger pipeline for research students by increasing participation in Honours.
- Give students more opportunity to become work ready via Work Integrated Learning components.
- Attract high quality domestic and international students.
- Provide a more flexible suite of degrees with pathways to higher levels of advanced pharmacy practice and facilitate transfer to postgraduate healthcare programs or higher degree research (via the Master of Advanced Studies).
- Develop comprehensive and internationally leading pharmacy curricula that appeal to future students, align with the strategic objectives of the University and produce high calibre graduates who are the preferred choice for hospital, community and primary care roles, and pharmacy sectors.
- Develop new undergraduate units of study and provide more flexible options for unit selection.
- Enhance deeper embedding and assessment of the graduate qualities.

Benefits of delaying introduction of the new degrees to Semester 1, 2023:

- After discussion with the APC, there is an exceedingly strong likelihood that the new degrees will be accredited (by the APC) and approved (by the Pharmacy Board of Australia (PharmBA)) in the first quarter of 2022, well in time for introduction in Semester 1, 2023. This will ensure that students commence accredited and approved degrees. This will also mean that we are able to advertise and market the degrees as accredited and approved.
- There are 11 international students (of which 10 are the Packaged Offer students) who have accepted the offer of a Bachelor of Pharmacy, to commence in Semester 1, 2022. It appears that the 10 students were provided, and accepted, the offer in 2019. By delaying the suspension of the existing degrees, we will honour our contract with the students and avoid TEQSA Breach notifications.
- There are also 18 domestic students who deferred their candidature in 2021. The delay in the introduction of the new courses will mean these students can commence the course in which they've enrolled, in 2022, and complete the degree and avoid TEQSA Breach notifications.
- In 2021, the Pharmacy Board of Australia will initiate a review of the requirements in terms of hours of supervised practice for the intern training year. Their aim is to publish the outcome of this review in early 2022. As the new degrees will incorporate the intern year within them, this information will be a key component and will allow us to better inform students applying for the new programs.

Risks of not delaying introduction of the new degrees to Semester 1, 2023:

- The University will be in breach of their contract with students who have accepted the offer of the existing Bachelor of Pharmacy programs to commence in Semester 1, 2022.

IMPLEMENTATION

It is intended that the suite of degrees is introduced in 2023, starting with year 1.

ATTACHMENTS

Attachment 1 2022 Senate Resolutions

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SIGNATURE OF DEAN

Date:16 April 2021

Signature of Dean

Approver	Prof Robyn Ward, FMH Executive Dean
Faculty/Proposal Sponsor	Prof Inam Haq, FMH Associate Dean

Resolutions of the Senate Faculty of Medicine and Health

Resolutions of the Senate

1 Degrees, diplomas and certificates of the University of Sydney Faculty of Medicine and Health

(1) With the exception of the Doctor of Medical Science 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 Medicine and Health. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2022. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the School at the time.

2 Degrees

Code	Course title and streams	Abbreviation	Credit points
RHDENSCI-01	Doctor of Dental Science	DDSc	Published Work
RHMEDSCI-01	Doctor of Medical Science	DMedSc	Published work
RPPHDMDH-02	Doctor of Philosophy	PhD	Research
RMPHLMDH-01	Master of Philosophy	MPhil	Research
RMPHLDNT-01	Master of Philosophy *(admission suspended from 2021)*	MPhil	Research
RMPHLMED-01	Master of Philosophy *(admission suspended from 2021)*	MPhil	Research
RMPHLNUR-01	Master of Philosophy *(admission suspended from 2021)*	MPhil	Research
RMPHLPHA-01	Master of Philosophy *(admission suspended from 2021)*	MPhil	Research
RMAPPSCI-02	Master of Applied Science *(admission suspended from 2021)*	MAppSc	Research
TCCLDORD-01	Doctor of Clinical Dentistry (Orthodontics)	DClinDent	144
TCCLDORM-01	Doctor of Clinical Dentistry (Oral Medicine)	DClinDent	144
TCCLDORS-01	Doctor of Clinical Dentistry (Oral Surgery)	DClinDent	144
TCCLDPAD-01	Doctor of Clinical Dentistry (Paediatric Dentistry)	DClinDent	144
TCCLDPER-01	Doctor of Clinical Dentistry (Periodontics)	DClinDent	144
TCCLDPRO-01	Doctor of Clinical Dentistry (Prosthodontics)	DClinDent	144
TCCLDSND-01	Doctor of Clinical Dentistry (Special Needs Dentistry)	DClinDent	144
TCCLISUR-01	Doctor of Clinical Surgery	DClinSurg	144
MADNTLMD-01	Doctor of Dental Medicine	DMD	192
MAMEDICI-06	Doctor of Medicine	MD	192
MAADNUPR-01	Master of Advanced Nursing Practice	MAdvNP	60
MAADVSUR-01	Master of Advanced Surgery		
	Breast Surgery	MAdvSurg(BreastSurg)	48
	Uro-Oncology	MAdvSurg(Uro-Oncology)	48
MABIOETI-02	Master of Bioethics	MBEth	48
	Master of Biomedical Science		
MABMDSAP-01	*Advanced Diagnostics and Prognostics*	MBiomedSci(AdvDiagnosticsPrognostics)	48
MABMDSCA-01	*Cancer*	MBiomedSci(Cancer)	48
MABMDSGM-01	*Genomics and Precisions Medicine*	MBiomedSci(GenomicsPrecisionMed)	48
MABMDSFM-01	*Infection and Immunity*	MBiomedSci(InfectionImmunity)	48
MABIOSTA-01	Master of Biostatistics	MBiostat	72
MABRMISC-01	Master of Brain and Mind Sciences	MBMSc	48
MACAHANU-01	Master of Cancer and Haematology Nursing	MCaHaemN	60
MACLITRR-01	Master of Clinical Trials Research	MClinTRes	48
MADEPUBH-01	Master of Dental Public Health	MDentPH	48
MADIARAD-01	Master of Diagnostic Radiography	MDR	96

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
MAEMENUR-02	Master of Emergency Nursing	MEmergN	60
MAEXPHYS-02	Master of Exercise Physiology	MExPhys	72
MAGLBHLT-01	Master of Global Health	M.Glob.Hlth	72
MAHEAPOL-01	Master of Health Policy	MHPol	48
MAHEASTU-01	Master of Health Studies *(exit qualification only)*	MHS	96
MAINCNUR-02	Master of Intensive Care Nursing	MIntCareN	60
MAINTOPH-01	Master of International Ophthalmology		48
	Community Ophthalmology	MIOphth(CommOphth)	48
	Post Vocational Ophthalmology	MIOphth(PostVocOphth)	48
MAMDIMGS-01	Master of Medical Imaging Science	MMIS	72
MAMEDADV-01	Master of Medicine (Advanced)		
	Clinical Neurophysiology	MMed(Adv)(ClinNeuroPhysiol)	60
	Critical Care Medicine	MMed(Adv)(CritCare)	60
	General Practice and Primary Health Care	MMed(Adv)(GP/PHC)	60
	Genomics and Precision Medicine	MMed(Adv)(GenomicsPrecisionMed)	48
	Internal Medicine	MMed(Adv)(InternalMedicine)	60
	Metabolic Health	MMed(Adv)(MetabHlth)	60
	Pharmaceutical and Medical Device Development	MMed(Adv)(PharmDev)	60
MAMDAPSR-01	*Psychiatry*	MMed(Adv)(Psychiatry)	60
	Sexual and Reproductive Health	MMed(Adv)(SRH)	60
	Sleep Medicine	MMed(Adv)(SleepMedicine)	60
	Trauma-Informed Psychotherapy	MMed(Adv)(Trauma-Informed Psychotherapy)	60
MAMEDICI-04	Master of Medicine		
	Child and Adolescent Health	MMed(ChildAdolHealth)	48
	Clinical Neurophysiology	MMed(ClinNeuroPhysiol)	48
	Critical Care Medicine	MMed(CritCare)	48
	General Practice and Primary Health Care	MMed(GP/PHC)	48
	Genomics and Precision Medicine	MMed(GenomicsPrecisionMed)	48
	Internal Medicine	MMed(InternalMedicine)	48
	Metabolic Health	MMed(MetabHlth)	48
	Pharmaceutical and Medical Device Development	MMed(PharmDev)	48
MAMEDPSR-01	*Psychiatry*	MMed(Psychiatry)	48
	Sexual and Reproductive Health	MMed(SRH)	48
	Sleep Medicine	MMed(SleepMedicine)	48
	Trauma Informed Psychotherapy	MMed (Trauma-Informed Psychotherapy)	48
MAMECARS-01	Master of Medicine (Cataract and Refractive Surgery)	MMed(RefCatSurg)	48
MAMECLEP-03	Master of Medicine (Clinical Epidemiology)	MMed(ClinEpi)	48
MAMEHNUR-02	Master of Mental Health Nursing *(admission suspended from 2021)*	MMHlthN	60
MAMEINIM-01	Master of Medicine (Infection and Immunity)	MMed(InfnImm)	48
MAMEOPSC-01	Master of Medicine (Ophthalmic Science)	MMed(OphthSc)	48
	Oculoplastic Surgery	MMed(OpthSc-OcPlasSurg)	48
MAMEPAMA-02	Master of Medicine (Pain Management)	MMed(PainMgt)	48
MANURSNG-09	Master of Nursing	MN	96
MANUNUPR-02	Master of Nursing (Nurse Practitioner)	MN(NP)	72
MAOCCTHE-02	Master of Occupational Therapy	MOT	96
MAPHARMA-01	Master of Pharmacy	MPharm	96
MAPHYSIO-01	Master of Physiotherapy	MPhty	96
MAPRHECA-01	Master of Primary Health Care Nursing *(admission suspended from 2021)*	MPHC	60
MAPUHEAL-07	Master of Public Health	MPH	72
MASCMEAD-01	Master of Science in Medicine (Advanced)		
	Clinical Neurophysiology	MScMed(Adv)(ClinNeuroPhysiol)	60
	Critical Care Medicine	MScMed(Adv)(CritCare)	60

Code	Course title and streams	Abbreviation	Credit points
	General Practice and Primary Health Care	MScMed(Adv)(GP/PHC)	60
	Metabolic Health	MScMed(Adv)(MetabHlth)	60
	Pharmaceutical and Medical Device Development	MScMed(Adv)(PharmDev)	60
	Sleep Medicine	MScMed(Adv)(SleepMedicine)	60
	Sexual and Reproductive Health	MScMed(Adv)(SRH)	60
	Trauma Informed Psychotherapy	MScMed(Adv)(Trauma-Informed Psychotherapy)	60
MASCMEDI-01	Master of Science in Medicine		
	Clinical Neurophysiology	MScMed(ClinNeuroPhysiol)	48
	Critical Care Medicine	MScMed(CritCare)	48
	General Practice and Primary Health Care	MScMed(GP/PHC)	48
	Metabolic Health	MScMed(MetabHlth)	48
	Pharmaceutical and Medical Device Development	MScMed(PharmDev)	48
	Sleep Medicine	MScMed(SleepMedicine)	48
	Sexual and Reproductive Health	MScMed(SRH)	48
	Trauma Informed Psychotherapy	MScMed (Trauma-Informed Psychotherapy)	48
MASMCLEP-03	Master of Science in Medicine (Clinical Epidemiology)	MScMed(ClinEpi)	48
MASMINIM-01	Master of Science in Medicine (Infection and Immunity) *(admission suspended from 2021)*	MScMed(InfnImm)	48
MASMOPSC-01	Master of Science in Medicine (Ophthalmic Science)	MScMed(OphthSc)	48
MASMPAMA-02	Master of Science in Medicine (Pain Management)	MScM(PainMgt)	48
MASPLAPA-01	Master of Speech Language Pathology	MSLP	96
MASURGER-03	Master of Surgery	MSurg	48
BPASEXPH-02	Bachelor of Applied Science (Exercise Physiology)	BAppSc(ExPhys)	192
BPASESSC-03	Bachelor of Applied Science (Exercise and Sport Science) *	BAppSc(Ex&SpSc)	144
BPASDRAD-01	Bachelor of Applied Science (Diagnostic Radiography)^	BAppSc(DR)	192
BPASOCTE-05	Bachelor of Applied Science (Occupational Therapy)^	BAppSc(OT)	192
BPASPHYS-06	Bachelor of Applied Science (Physiotherapy)^	BAppSc(Phty)	192
BPASSPPA-06	Bachelor of Applied Science (Speech Pathology)^	BAppSc(SpPath)	192
BHHEASCH-02	Bachelor of Health Sciences (Honours)	BHlthSci(Hons)	48
BUNUPORE-01	Bachelor of Nursing Post-registration (on-shore)	BN	144
BUNUPORE-02	Bachelor of Nursing Post-Registration (off-shore)	BN	144
BPNURADS-01	Bachelor of Nursing (Advanced Studies)	BN(Advanced Studies)	144
BHNURSIH-02	Bachelor of Nursing (Honours)(on-shore)	BN(Hons)	48
BHNURSIH-03	Bachelor of Nursing (Honours)(off-shore)	BN(Hons)	48
BUORAHEA-01	Bachelor of Oral Health	BOH	144
~~BPPHARMA-05~~	~~Bachelor of Pharmacy^~~	~~BPharm~~	~~192~~
~~BPPHAMGT-01~~	~~Bachelor of Pharmacy and Management^~~	~~BPharmMgt~~	~~240~~
BUPHARMA-01	Bachelor of Pharmacy ^	BPharm	192
BUPHAMGT-01	Bachelor of Pharmacy and Management^	BPharmMgt	240

Note: *may be awarded with honours following a further year of study
^ May be awarded with honours in an integrated program.
Note: Italicised items below degree names are streams within that degree.

3 Double degrees

Code	Course title and streams	Abbreviation	Credit points
MAMEDPHL-01	Master of Medicine / Master of Philosophy		
	Sexual and Reproductive Health	MMed(SRH)/MPhil	96

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
MASCMPHL-01	Master of Science in Medicine / Master of Philosophy		
	Sexual and Reproductive Health	MScMed(SRH)/MPhil	96
BPARTMED-01	Bachelor of Arts/Doctor of Medicine	BA/MD	336
	Dalyell		
BPSCIMED-01	Bachelor of Science/Doctor of Medicine	BSc/MD	336
	Dalyell		
	Medical Science	BSc(MedSci)/MD	
BPSCIDMD-01	Bachelor of Science/ Doctor of Dental Medicine	BSc/DMD	336

* May be awarded with honours following a further year of study.
Note: Italicised items below degree names are streams within that degree.

4 Combined degrees

Code	Course title and streams	Abbreviation	Credit points
MAGHEPHL-01	Master of Global Health and Master of Philosophy *(admission suspended from 2021)*	MGlobHlth/MPhil	96
MAHPOPHL-01	Master of Health Policy and Master of Philosophy *(admission suspended from 2021)*	MHPol/MPhil	96
MAPHEPHL-01	Master of Public Health and Master of Philosophy *(admission suspended from 2021)*	MPH/MPhil	96
BPASEAVS-01	Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science) ^	BAppSc/BAdvStudies(Ex&SpSc)	192
BPARTNUR-01	Bachelor of Arts and Master of Nursing	BA/MN	192
	Dalyell		
BPSCINUR-01	Bachelor of Science and Master of Nursing	BSc/MN	192
	Dalyell		
	Health	BSc(Hlth)/MN	
~~BHPHAPHP-01~~	~~Bachelor of Pharmacy (Honours)/Master of Pharmacy Practice~~	~~BPharm(Honours)/MPharmPrac~~	~~240~~
~~BHPHMPHP-01~~	~~Bachelor of Pharmacy and Management (Honours)/ Master of Pharmacy Practice~~	~~BPharmMgmt(Honours)/MPharmPrac~~	~~288~~

^ May be awarded with honours in an integrated program.
* May be awarded with honours following a further year of study.
Note: Italicised items below degree names are streams within that degree.

5 Graduate diplomas

CODE	Course title and streams	Abbreviation	Credit points
GNADNUPR-01	Graduate Diploma in Advanced Nursing Practice	GradDipAdvNP	48
GNADVSUR-01	Graduate Diploma in Advanced Surgery		
	Breast Surgery	GradDipAdvSurg(BreastSurg)	36
	Uro-Oncology	GradDipAdvSurg(Uro-Oncology)	36
GNBIOETI-02	Graduate Diploma in Bioethics	GradDipBioethics	36
	Graduate Diploma in Biomedical Science		
GNBMDSAP-01	- *Advanced Diagnostics and Prognostics*	GradDipBiomedSci(AdvDiagnosticsPrognostics)	36
GNBMDSCA-01	- *Cancer*	GradDipBiomedSci(Cancer)	36
GNBMDSGM-01	- *Genomics and Precision Medicine*	GradDipBiomedSci(GenomicsPrecisionMed)cisionMed)	36
GNBMDSFM-01	- *Infection and Immunity*	GradDipBiomedSci(InfectionImmunity)	36
GNBIOSTA-01	Graduate Diploma in Biostatistics	GradDipBiostat	48
GNBRMISC-01	Graduate Diploma in Brain and Mind Sciences	GradDipBMSc	36
GNCAHANU-01	Graduate Diploma in Cancer and Haematology Nursing	GradDipCaHaemN	48
GNCAREFS-01	Graduate Diploma in Cataract and Refractive Surgery	GradDipRefCatSurg	36
GNCLDARE-01	Graduate Diploma in Clinical Dentistry (Advanced Restorative)	GradDipClinDent	48
GNCLDCHH-01	Graduate Diploma in Clinical Dentistry (Child Health)	GradDipClinDent	48
GNCLDCSP-01	Graduate Diploma in Clinical Dentistry (Conscious Sedation and Pain Control)	GradDipClinDent	48

CODE	Course title and streams	Abbreviation	Credit points
GNCLDHOD-01	Graduate Diploma in Clinical Dentistry (Hospital Dentistry)	GradDipClinDent	48
GNCLDOBI-01	Graduate Diploma in Clinical Dentistry (Oral Biology)	GradDipClinDent	48
GNCLDOIM-01	Graduate Diploma in Clinical Dentistry (Oral Implants)	GradDipClinDent	48
GNCLDSUD-01	Graduate Diploma in Clinical Dentistry (Surgical Dentistry)	GradDipClinDent	48
GNCLDTOM-01	Graduate Diploma in Clinical Dentistry(Tooth Mechanics)	GradDipClinDent	48
GNCLIEPI-01	Graduate Diploma in Clinical Epidemiology	GradDipClinEpi	36
GNCLITRR-01	Graduate Diploma in Clinical Trials Research	GradDipClinTRes	36
GNCOMMDI-02	Graduate Diploma in Communication Disorders *(exit only)*	GradDipCommDis	48
GNEMENUR-02	Graduate Diploma in Emergency Nursing	GradDipEmergN	48
GNHEAPOL-01	Graduate Diploma in Health Policy	GradDipHPol	36
GNINHEPR-02	Graduate Diploma in Indigenous Health Promotion	GradDipIndigHProm	36
GNINFIMM-01	Graduate Diploma in Infection and Immunity	GradDipInfnImm	36
GNMDIMGS-01	Graduate Diploma in Medical Imaging Science	GradDipMIS	48
GNREHCOU-02	Graduate Diploma in Rehabilitation Counselling	GradDipRehabClng	48
GNINCNUR-02	Graduate Diploma in Intensive Care Nursing	GradDipIntCareN	48
GNINTOPH-01	Graduate Diploma in International Ophthalmology	GradDipIOphth	36
GNMEDICI-02	Graduate Diploma in Medicine		
	Child and Adolescent Health	GradDipMed(ChildAdolHealth)	36
	Clinical Neurophysiology	GradDipMed(ClinNeuroPhysiol)	36
	Critical Care Medicine	GradDipMed(CritCare)	36
	General Practice and Primary Health Care	GradDipMed(GP/PHC)	36
	Genomics and Precision Medicine	GradDipMed(GenomicsPrecisionMed)	36
	Internal Medicine	GradDipMed(InternalMedicine)	36
	Metabolic Health	GradDipMed(MetabHlth)	36
	Pharmaceutical and Medical Device Development	GradDipMed(PharmDev)	36
GNMEDPSR-01	*Psychiatry*	GradDipMed(Psychiatry)	36
	Sexual and Reproductive Health	GradDipMed(SRH)	36
	Sleep Medicine	GradDipMed(SleepMedicine)	36
	Trauma-Informed Psychotherapy	GradDipMed(Trauma-Informed Psychotherapy)	36
GNMEHNUR-02	Graduate Diploma in Mental Health Nursing *(admission suspended from 2021)*	GradDipMHlthN	48
GNOPHTSC-01	Graduate Diploma in Ophthalmic Science	GradDipOphthSc	36
	Oculoplastic Surgery	GradDipOpthSc(OcPlasSurg)	36
GNPAIMGT-01	Graduate Diploma in Pain Management	GradDipPainMgt	36
GNPRHECA-01	Graduate Diploma in Primary Health Care Nursing *(admission suspended from 2021)*	GradDipPHC	48
GNPUHEAL-03	Graduate Diploma in Public Health	GradDipPH	48
GNSCMEDI-01	Graduate Diploma in Science in Medicine		
	Clinical Neurophysiology	GradDipScMed(ClinNeuroPhysiol)	36
	Critical Care Medicine	GradDipScMed(CritCare)	36
	General Practice and Primary Health Care	GradDipScMed(GP/PHC)	36
	Metabolic Health	GradDipScMed(MetabHlth)	36
	Pharmaceutical & Medical Device Development	GradDipScMed(PharmDev)	36
	Sexual and Reproductive Health	GradDipScMed(SRH)	36
	Sleep Medicine	GradDipScMed(SleepMedicine)	36
	Trauma-Informed Psychotherapy	GradDipScMed(Trauma-Informed Psychotherapy)	36

CODE	Course title and streams	Abbreviation	Credit points
GNSURGER-02	Graduate Diploma in Surgery	GradDipSurg	36

Note: Italicised items below degree names are streams within that degree.

6 Graduate certificates

Code	Course title and streams	Abbreviation	Credit points
GCADCLSK-01	Graduate Certificate in Advanced Clinical Skills		
	Surgical Anatomy	GradCertAdvClinSkills(SurgAnat)	24
GCADVSUR-01	Graduate Certificate in Advanced Surgery		
	Breast Surgery	GradCertAdvSurg(BreastSurg)	24
	Uro-Oncology	GradCertAdvSurg(Uro-Oncology)	24
GCBIOETI-02	Graduate Certificate in Bioethics	GradCertBEth	24
GCBIOSTA-01	Graduate Certificate in Biostatistics	GradCertBiostat	24
GCBRMISC-01	Graduate Certificate in Brain and Mind Sciences	GradCertBMSc	24
GCCAHANU-01	Graduate Certificate in Cancer and Haematology Nursing	GradCertCaHaemN	24
GCCLDARE-01	Graduate Certificate in Clinical Dentistry (Advanced Restorative)	GradCertClinDent	24
GCCLDCHH-01	Graduate Certificate in Clinical Dentistry (Child Health)	GradCertClinDent	24
GCCLDHOD-01	Graduate Certificate in Clinical Dentistry (Hospital Dentistry)	GradCertClinDent	24
GCCLDOBI-01	Graduate Certificate in Clinical Dentistry (Oral Biology)	GradCertClinDent	24
GCCLDSUD-01	Graduate Certificate in Clinical Dentistry (Surgical Dentistry)	GradCertClinDent	24
GCCLDTOM-01	Graduate Certificate in Clinical Dentistry (Tooth Mechanics)	GradCertClinDent	24
	Graduate Certificate in Biomedical Science		
GCBMDSAP-01	*- Advanced Diagnostics and Prognostics*	GradCertBiomedSci(AdvDiagnosticsPrognostics)	24
GCBMDSCA-01	*- Cancer*	GradCertBiomedSci(Cancer)	24
GCBMDSGM-01	*- Genomics and Precision Medicine*	GradCertBiomedSci(GenomicsPrecisionMed) cisionMed)	24
GCBMDSFM-01	*- Infection and Immunity*	GradCertBiomedSci(InfectionImmunity)	24
GCCLIEPI-01	Graduate Certificate in Clinical Epidemiology	GradCertClinEpi	24
GCCLINUR-02	Graduate Certificate in Clinical Nursing	GradCertClinN	24
GCCLITRR-01	Graduate Certificate in Clinical Trials Research	GradCertClinTRes	24
GCEMENUR-02	Graduate Certificate in Emergency Nursing	GradCertEmergN	24
GCEVBSCM-01	Graduate Certificate in Evidence-Based Complementary Medicines	GCCompMed(Evidence-Based)	24
GCHEAPOL-01	Graduate Certificate in Health Policy	GradCertHPol	24
GCINFIMM-01	Graduate Certificate in Infection and Immunity	GradCertInfnImm	24
GCINCNUR-02	Graduate Certificate in Intensive Care Nursing	GradCertIntCareN	24
GCMDIMGS-01	Graduate Certificate in Medical Imaging Science	GradCertMIS	24
GCMEDICI-02	Graduate Certificate in Medicine		
	General Practice and Primary Health Care	GradCertMed(GP/PHC)	24
	Child and Adolescent Health	GradCertMed(ChildAdolHealth)	24
	Clinical Neurophysiology	GradCertMed(ClinNeuroPhysiol)	24
	Critical Care Medicine	GradCertMed(CritCare)	24
	Genomics and Precision Medicine	GradCertMed(GenomicsPrecisionMed)	24
	Internal Medicine	GradCertMed(InternalMedicine)	24
	Metabolic Health	GradCertMed(MetabHlth)	24
	Pharmaceutical and Medical Device Development	GradCertMed(PharmDev)	24
GCMEDPSR-01	*Psychiatry*	GradCertMed(Psychiatry)	24
	Sexual and Reproductive Health	GradCertMed(SRH)	24
	Sleep Medicine	GradCertMed(SleepMedicine)	24
	Trauma-Informed Psychotherapy	GradCertMed(Trauma-Informed Psychotherapy)	24

Code	Course title and streams	Abbreviation	Credit points
GCMEHNUR-02	Graduate Certificate in Mental Health Nursing *(admission suspended from 2021)*	GradCertMHlthN	24
GCPAIMGT-02	Graduate Certificate in Pain Management	GradCertPainMgt	24
GCPHAPRA-01	Graduate Certificate in Pharmacy Practice	GradCertPharmPrac	24
GCPRHECA-01	Graduate Certificate in Primary Health Care Nursing *(admission suspended from 2021)*	GradCertPHC	24
GCSCMEDI-01	Graduate Certificate in Science in Medicine		
	Clinical Neurophysiology	GradCertScMed(ClinNeuroPhysiol)	24
	Critical Care Medicine	GradCertScMed(CritCare)	24
	General Practice and Primary Health Care	GradCertScMed(GP/PHC)	24
	Metabolic Health	GradCertScMed(MetabHlth)	24
	Pharmaceutical & Medical Device Development	GradCertScMed(PharmDev)	24
	Sexual and Reproductive Health	GradCertScMed(SRH)	24
	Sleep Medicine	GradCertScMed(SleepMedicine)	24
	Trauma-Informed Psychotherapy	GradCertSciMed(Trauma-Informed Psychotherapy)	24
GCSURGER-02	Graduate Certificate in Surgery	GradCertSurg	24
GCSURGSC-01	Graduate Certificate in Surgical Sciences	GradCertSurgSc	24

Note: Italicised items below degree names are streams within that degree.

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Submission To	
Date	
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MINOR COURSE AMENDMENT

Award Course Name	Heath stream: Bachelor of Science (Health); Bachelor of Science (Extended) (Health); Bachelor of Science (Health) and Master of Nursing; Bachelor of Science/Bachelor of Advanced Studies (Health); Bachelor of Engineering Honours and Bachelor of Science (Health); Bachelor of Advanced Computing and Bachelor of Science (Health) Health major: 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 (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 (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; Bachelor of Liberal Arts and Science
Award Course Code	BPSCIENC5HLT; BPSCINUR1HLT; BPSCIAVS1HLT; BHENGSCI4HLT; BPACMSCI1HLT BPADVCMP1000; BPASESSC3000; BPASEAVS1000; BPARTSAR9000; BPARTAVS1000; BPARTAVS1ING; BPAADMDC1000; BPARTAVS1PIR; BPARTSWK4000; BPARTMED1000; BPARTNUR1000; BPCOMMER8000; BPCOMAVS1000; BPDCMAVS1000; BPECONOM6000; BPECNAVS1000; BPMUSICM5000; BPPRJMGT2000; BPPSYCHO3000; BPSCIENC5000; BPSCIMTC1000; BPSCIENC5MLS; BPSCIMED1000; BPSCIAVS1000; BPSCIAVS1ADV; BPSADAGR1000; BPSADAVB1000; BPSADFAB1000; BPSCIAVS1MLS; BPSCIAVS1TWC; BPSCIDMD1000; BPSCIMED1000; BPSCIMTC1000; BPSCINUD2000; BPVISART4000; BPVISAVS1000; BPLIARSC2000
Recommendation	That the Undergraduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Faculty of Medicine and Health and Faculty of Science to amend the Health stream and major and subsequent amendments to the unit of study tables, with effect from 1 January 2022.
Proposed Implementation Date	1 January 2022

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Submission To	
Date	
Item No	

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Proposal Presenter	A/Prof Jennifer Smith-Merry
Consultation Pipeline	Education Committee *23 Mar 2021* → Faculty Board *13 Apr 2021* → BIS *12 May 2021* → USC *1 Jun 2021* → Academic Board *20 Jul 2021*
Submission Within Approval Deadlines	Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines. ☐ Yes ☒ No
AQF Compliance	Are all amended units of study valued at 6 credit points? ☒ Yes ☐ No If the proposal includes new units of study or a change to an existing unit of study, complete the following section. Is this a new unit of study or a change to an existing unit of study? ☒ New unit of study ☐ Change to an existing unit of study Does this proposal necessitate changes to the mode of delivery of the award course as already approved? ☐ Yes ☒ No What changes are involved in this proposal? Tick all that apply. ☒ Changes to core or compulsory units of study ☒ Changes to a stream ☒ Changes to a major ☐ Changes to a minor ☐ Changes to a program ☐ Changes to honours ☐ Changes to specialisation ☐ Changes to advanced coursework Does this proposal significantly alter the curriculum of any unit of study? ☐ Yes ☐ No Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist. ☐ Yes ☐ No Does the delivery of any new / amended unit of study involve a third-party agreement? ☐ Yes ☐ No
Combined Courses	Does this change affect any courses that are combined with this course? If so, please list all courses. ☒ Yes – listed above ☐ No

EXECUTIVE SUMMARY

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This application to create new Faculty-wide units follows on from the Faculty of Medicine and health Units of Study Duplication Review conducted in 2020. Through that process a set of undergraduate and postgraduate units were identified which could be offered Faculty-wide. The review also identified units of study that could be merged during the creation of Faculty wide units: HSBH1007 – Health Science and Research and HSBH2007 - Research Methods in Health combined into the new FMHU2000 Introduction to research methods in health.

All new units are replacing existing units. Review of the existing units demonstrates that all are largely already fit for purpose to become a Faculty wide offering – with only minimal development required to broaden the curriculum.

Apart from the name, the units HSBH1007 and HSBH2007 were identical units run for different groups of students. A merged unit can be run with a large number of students so it can include a greater volume of students than currently projected if other degree programs are included in the unit.

The list of units to be changed are below. The existing units will be retired upon creation of the new units.

New FMH unit	FMH unit names	Existing units	Existing unit names
FMHU2000	Introduction to research methods in health	HSBH1007/2007	Health Science and Research/ Research Methods in Health
FMHU3000	Evidence Based Health Care	HSBH3005	Evidence Based Health Care
FMHU3001	Quantitative Research Methods in Health	HSBH3018	Quantitative Research Methods in Health
FMHU3002	Qualitative Research Methods in Health	HSBH3019	Qualitative Research Methods in Health

Although these units are FMH units, they appear in Table A for a number of Faculty of Science courses as listed above. As all new subjects are general and research methods based, they should all be added to Table A.

RATIONALE

These units have been created as part of the Faculty of Medicine and Health's curriculum sustainability project, that amongst other things, reviewed units with similar content to ascertain if value could be drawn from streamlining offerings across the new faculty.

CONSULTATION AND COMMUNICATIONS

Consultation has taken place with all existing Unit Coordinators and other associated academic staff working on these units within FMH, including the Course Director for the Bachelor of Science Health which oversees the existing units, as well as Clare Higgins, Senior Manager, Education support (FMH) and Nelson Lage, AMT.

FMH consulted with Cecily Oakley (Manager, Curriculum and Quality) in Science and has also sent emails to the following Faculties advising them of changes to the replacement units for their action;

- FASS
- ENGINEERING
- ARCHITECTURE, DESIGN AND PLANNING
- CONSERVATORIUM OF MUSIC

In addition, Faculty Services will also be advised of the new code replacements.

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RISKS AND BENEFITS

N/A

TRANSITIONAL ARRANGEMENTS

The existing units that are to be replaced will be retired by the Faculty of Medicine and Health once the new units are created and offered.

SIGNATURE OF DEAN

Professor Iain M Young
Dean Faculty of Science
14 April 2021

Approver	Professor Iain Young, Dean of Science
Faculty Sponsor	Professor Michael Wheatland, Associate Dean Education

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 Out of Session Approval form

Attachment 2 Health Stream Table

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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.*

Removes Unit duplication to reduce unnecessary expense on teaching. We were essentially teaching the same unit on three occasions over a year, which is a waste of resources.

2. External/industry requirements
   ☐ Yes ☐ No *If yes, please detail.*

3. Other reason/s for the request for out of session approval.

New units were created in FMH as part of the FMH curriculum sustainability project. The units to be replaced also appear in the Table A for Faculty of Science courses. The Examination Committee meetings in FMH that the proposal was presented did not align with the Faculty of Science Committee schedule and therefore missed the minor course change proposal dates.

SUMMARY

Detail the circumstances affecting the late submission of this proposal

New units were created in FMH as part of the FMH curriculum sustainability project. The units to be replaced also appear in the Table A for Faculty of Science courses. The Examination Committee meetings in FMH that the proposal was presented did not align with the Faculty of Science Committee schedule and therefore missed the minor course change proposal dates.

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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.

_____ Date:__/__/____
Signature of Dean (FMH)

_____ Date:__/__/____
Signature of Dean (Science)

Pip Pattison Digitally signed by Pip Pattison Date: 2021.03.31 08:37:57 +11'00'
_____ Date: 31 03 21
Signature of DVC Education

_____ Date:__/__/____
Signature of VP (Operations) or delegate

_____ Date:__/__/____
Signature of Provost and Deputy Vice-Chancellor

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THE UNIVERSITY OF SYDNEY

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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.

Robyn Ward Digitally signed by Robyn Ward Date: 2021.03.11 10:13:33 +11'00' _____ Date: 1_1/03/202

Signature of Dean (FMH)

_____ Date: __/__/____

Signature of Dean (Science)

_____ Date: __/__/____

Signature of DVC Education

_____ Date: __/__/____

Signature of VP (Operations) or delegate

_____ Date: __/__/____

Signature of Provost and Deputy Vice-Chancellor

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Maridarangun Academic Boardmirung

From: Paul Weber <paul.weber@sydney.edu.au>
Sent: Thursday, 11 March 2021 1:01 PM
To: Faculty Curriculum <fmh.curriculum@sydney.edu.au>
Cc: Pieta Joy <pieta.joy@sydney.edu.au>
Subject: FW: For signature: request for approval Out of Session form

Below approval from VP (Operations).

Paul Weber | Manager, Academic Model
Student Administration Services (SAS)
Vice-Principal Operations

E paul.weber@sydney.edu.au | **T** +61 2 8627 5753 | **W** sydney.edu.au/students

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

From: Stephen Phillips <stephen.phillips@sydney.edu.au>
Sent: Thursday, 11 March 2021 12:58 PM
To: Elizabeth Lovell <elizabeth.lovell@sydney.edu.au>
Cc: Paul Weber <paul.weber@sydney.edu.au>
Subject: RE: For signature: request for approval Out of Session form

Thanks Liz, go ahead. S

From: Elizabeth Lovell <elizabeth.lovell@sydney.edu.au>
Sent: Thursday, 11 March 2021 12:54 PM
To: Stephen Phillips <stephen.phillips@sydney.edu.au>
Cc: Paul Weber <paul.weber@sydney.edu.au>
Subject: FW: For signature: request for approval Out of Session form
Importance: High

Dear Stephen,

Following our review, we recommend endorsement of this out of session curriculum change request.

The enclosed proposal involves aligning cross-faculty shared units, changes which had already been instigated in FMH, however missed the minor change process in Science.

The proposed outcome for Science includes consolidation of units which are the same however previously were named and taught separately, hence some good economies of teaching scale created through this also.

We have confirmed the appropriate detail around rules and student transition for 2022, and the work to implement the enclosed is within the capacity of the team.

Kind regards,

Liz

From: Paul Weber <paul.weber@sydney.edu.au>
Sent: Thursday, 11 March 2021 10:01 AM
To: Elizabeth Lovell <elizabeth.lovell@sydney.edu.au>
Subject: FW: For signature: request for approval Out of Session form
Importance: High

Hi Liz,

Out of session approval for VP Ops signature. Application to recode and consolidate units. I expect this would come through the UoS review process so no resource load implications for us I do not think.

Regards,
Paul

Paul Weber | Manager, Academic Model
Student Administration Services (SAS)
Vice-Principal Operations

E paul.weber@sydney.edu.au | **T** +61 2 8627 5753 | **W** sydney.edu.au/students

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From: Alexandra Khershberg <alexandra.khershberg@sydney.edu.au> **On Behalf Of** Faculty Curriculum
Sent: Wednesday, 10 March 2021 2:51 PM
To: Paul Weber <paul.weber@sydney.edu.au>
Subject: For signature: request for approval Out of Session form
Importance: High

Hi Paul,

I hope you are well. Please see attached the request for approval Out of Session form.

If we can kindly ask the *Out of Session form* (see attached) be returned signed as soon as possible, it would be greatly appreciated. Particularly given the volume of signatures required on the document to be compiled before Faculty Board.

We ask that you are able to submit the document attached by **Thursday, 11th March 2021**. You will find the page number for *signature* on ***page 2*** *for the VP (Operations) or delegate signature*. (I have further attached MCAP/Table for your reference.)

We thank you for your help in providing your signature to be compiled.

Kind regards,
Alex

ALEXANDRA KHERSHBERG | Education Officer
Faculty of Medicine and Health

THE UNIVERSITY OF SYDNEY

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
HEALTH			
Health stream			
The Health stream is 60 credit points, consisting of:			
(i) 6 credit points of 1000-level core units			
(ii) 6 credit points of 1000-level selective units			
(iii) A 48 credit point major in Health			
*Note that while it is not required, Human Movement is available as a second major or minor only to students enrolled in the Health stream.			
Health major			
This major is only available as a Table A major to students enrolled in the Health stream, but is available as a Table S major to all other students.			
A major in Health 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) 6 credit points of 3000-level research units			
(iv) 6 credit points of 3000-level interdisciplinary experience units			
(v) 6 credit points of 3000-level disciplinary project units			
(vi) 6 credit points of 3000-level selective units			
Units of study			
The units of study are listed below.			
1000-level units of study			

Stream core			
PSYC1002 **Psychology 1002**	6		Intensive February Semester 2
Stream selective			
BIOL1006 **Life and Evolution**	6	**A** HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). **N** BIOL1001 or BIOL1911 or BIOL1991 or BIOL1906 or BIOL1996	Semester 1
BIOL1906 **Life and Evolution (Advanced)**	6	**A** 85 or above in HSC Biology or equivalent. **N** BIOL1001 or BIOL1911 or BIOL1991 or BIOL1006 or BIOL1996 *Note: Department permission required for enrolment*	Semester 1
BIOL1996 **Life and Evolution (SSP)**	6	**A** 90 or above in HSC Biology or equivalent **N** BIOL1001 or BIOL1911 or BIOL1991 or BIOL1006 or BIOL1906 or BIOL1993 or BIOL1998 *Note: Department permission required for enrolment*	Semester 1
BIOL1007 **From Molecules to Ecosystems**	6	**A** HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). **N** BIOL1907 or BIOL1997	Intensive February Semester 2
BIOL1907 **From Molecules to Ecosystems (Advanced)**	6	**A** 85 or above in HSC Biology or equivalent **N** BIOL1007 or BIOL1997 *Note: Department permission required for enrolment*	Semester 2

BIOL1997 **From Molecules to Ecosystems (SSP)**	6	**A** 90 or above in HSC Biology or equivalent **N** BIOL1007 or BIOL1907 *Note: Department permission required for enrolment*	Semester 2
BIOL1008 **Human Biology**	6	**A** HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). **N** BIOL1003 or BIOL1903 or BIOL1993 or MEDS1001 or MEDS1901 or BIOL1908 or BIOL1998	Semester 1
BIOL1908 **Human Biology (Advanced)**	6	**A** 85 or above in HSC Biology or equivalent **N** BIOL1003 or BIOL1903 or BIOL1993 or MEDS1001 or MEDS1901 or BIOL1008 or BIOL1998 *Note: Department permission required for enrolment*	Semester 1
BIOL1998 **Human Biology (Special Studies Program)**	6	**A** 90 or above in HSC Biology or equivalent **N** BIOL1003 or BIOL1903 or BIOL1993 or BIOL1991 or BIOL1996 or MEDS1001 or MEDS1901 or BIOL1008 or BIOL1908 *Note: Department permission required for enrolment*	Semester 1
Major core			
HSBH1012 **Introduction to Health and Health Care**	6	**N** HSBH1006 or HSBH1008 or HSBH1009 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
HSBH1013 **Society and Health**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
2000-level units of study			

Major core			
~~**HSBH2007 Research Methods in Health**~~ **FMHU2000 Introduction to Research Methods in Health**	6	**P** ((HSBH1006 AND HSBH1009) OR HSBH1012) AND (HSBH1008 OR HSBH1013) **N** BACH2140 or HSBH1007 or HSBH2007 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
HSBH2009 Innovations in eHealth	6	**A** HSBH1012, HSBH1013 **P** 48 credit points **N** HSBH1010 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
3000-level units of study			
Research			
~~**HSBH3005**~~ **FMHU3000 Evidence Based Health Care**	6	**P** HSBH1007 or HSBH2007 **N** HSBH3005 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
~~**HSBH3018**~~ **FMHU3001 Quantitative Research Methods in Health**	6	**P** HSBH1007 or HSBH2007 **N** PSYC2012 or SCLG3603 or HSBH3018 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
~~**HSBH3019**~~ **FMHU3002 Qualitative Research Methods in Health**	6	**P** HSBH1007 or HSBH2007 **N** SCLG2602 or BACH4056 or HSBH3019 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
Interdisciplinary experience			

HSBH3004 Health, Ethics and the Law	6	**P** 48 credit points of units *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
HSBH3009 International Health	6	**P** 48 credit points of units **N** BACH3128 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
HSBH3012 Sydney Health Students Abroad	6	**P** A minimum of 48 credit points *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive December Intensive June
HSBH3013 FHS Indigenous Communities *This unit of study is not available in 2021*	6	**P** Successful completion of all 1st year units in an undergraduate FHS degree	Semester 2
HSBH3026 Industry and Community Project	6	**P** A minimum of 72 credit points *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive February Intensive July Semester 1 Semester 2
SCPU3001 Science Interdisciplinary Project	6	**P** 96 credit points	Intensive February Intensive July Semester 1 Semester 2
Disciplinary project			
HSBH3003 Health Service Strategy and Policy	6	**P** (HSBH1007 or HSBH2007) OR 12cp of 2000-level units of study *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
HSBH3011 Rural Health	6	**P** HSBH1007 or HSBH2007 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

HSBH3022 Health Promotion: Principles and Practice	6	**P** HSBH1007 or HSBH2007 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
Selective			
HSBH3001 Health and Indigenous Populations	6	**P** HSBH1007 or HSBH2007 or BACH1161 or HSBH1003 **N** NURS2008 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
HSBH3003 Health Service Strategy and Policy	6	**P** (HSBH1007 or HSBH2007) OR 12cp of 2000-level units of study *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
HSBH3004 Health, Ethics and the Law	6	**P** 48 credit points of units *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
~~**HSBH3005**~~ **FMHU3000 Evidence Based Health Care**	6	**P** HSBH1007 or HSBH2007 **N** HSBH3005 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
HSBH3009 International Health	6	**P** 48 credit points of units **N** BACH3128 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
HSBH3011 Rural Health	6	**P** HSBH1007 or HSBH2007 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
HSBH3012 Sydney Health Students Abroad	6	**P** A minimum of 48 credit points *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive December Intensive June

HSBH3013 **FHS Indigenous Communities** *This unit of study is not available in 2021*	6	**P** Successful completion of all 1st year units in an undergraduate FHS degree	Semester 2
HSBH3015 **Mental Health Rehabilitation**	6	**P** 48 credit points *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
HSBH3016 **Individual and Societal Ageing**	6	**P** HSBH1003 or HSBH1013 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
~~**HSBH3018**~~ **FMHU3001** **Quantitative Research Methods in Health**	6	**P** HSBH1007 or HSBH2007 **N** PSYC2012 or SCLG3603 or HSBH3018 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
~~**HSBH3019**~~ **FMHU3002** **Qualitative Research Methods in Health**	6	**P** HSBH1007 or HSBH2007 **N** SCLG2602 or BACH4056 or HSBH3019 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
HSBH3022 **Health Promotion: Principles and Practice**	6	**P** HSBH1007 or HSBH2007 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

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MINOR COURSE AMENDMENT

Award Course Name	Bachelor of Advanced Studies; Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science); 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 Commerce and Bachelor of Advanced Studies; Bachelor of Design Computing and Bachelor of Advanced Studies; Bachelor of Economics and Bachelor of Advanced Studies; 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 Visual Arts and Bachelor of Advanced Studies
Award Course Code	BPADVSTU1000; BPASEAVS1000; BPARTAVS1000; BPARTAVS1ING; BPAADMDC1000; BPARTAVS1PIR; BPCOMAVS1000; BPDCMAVS1000; BPECNAVS1000; BPSCIAVS1000; BPSCIAVS1ADV; BPSADAGR1000; BPSADAVB1000; BPSADFAB1000; BPSCIAVS1HLT; BPSCIAVS1MLS; BPSCIAVS1TWC; BPVISAVS1000
Recommendation	That the Undergraduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Advanced Studies Science Table A Advanced Coursework and subsequent amendments to the unit of study tables, with effect from 1 January 2023.
Proposed Implementation Date	1 January 2023
Proposal Presenter	Professor Michael Wheatland
Consultation Pipeline	Education Committee *23 Mar 2021* → Faculty Board *13 Apr 2021* → BIS *12 May 2021* → USC *1 Jun 2021* → Academic Board
Submission Within Approval Deadlines	Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines. ☒ Yes ☐ No
AQF Compliance	Are all amended units of study valued at 6 credit points? ☒ Yes ☐ No If the proposal includes new units of study or a change to an existing unit of study, complete the following section. Is this a new unit of study or a change to an existing unit of study? ☐ New unit of study ☒ Change to an existing unit of study Does this proposal necessitate changes to the mode of delivery of the award course as already approved?

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	☐ Yes ☒ No What changes are involved in this proposal? Tick all that apply. ☐ Changes to core or compulsory units of study ☐ Changes to a stream ☐ Changes to a major ☐ Changes to a minor ☐ Changes to a program ☐ Changes to honours ☐ Changes to specialisation ☐ Changes to advanced coursework Does this proposal significantly alter the curriculum of any unit of study? ☐ Yes ☒ No Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist. ☒ Yes ☐ No Does the delivery of any new / amended unit of study involve a third-party agreement? ☐ Yes ☒ No
Combined Courses	Does this change affect any courses that are combined with this course? If so, please list all courses. ☐ Yes ☒ No

EXECUTIVE SUMMARY

This proposal makes STAT4528 and STAT4027 available to BAdvStudies (Coursework) students in the same way that all other honours units in the School of Mathematics and Statistics are available to BAdvStudies (Coursework) students.

RATIONALE

This fixes an outlier where STAT4528 and STAT4027 are currently unavailable for BAdvStudies (Coursework) students in the Science Table A Advanced Coursework table.

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

N/A

CONSULTATION AND COMMUNICATIONS

School Education Committee, Laurentiu Paunescu (BAS Honours Coordinator), Marek Rutkowski (Honours Advisor -Applied & Financial Maths), Ben Goldys (STAT4528 unit coordinator), Anna Aksamit (STAT4528 lecturer), Michael Stewart (Statistics Major Coordinator / Mathematical Sciences Program Coordinator), Jennifer Chan (STAT4027 unit coordinator), Mary Myerscough

RISKS AND BENEFITS

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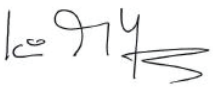
These units are advanced coursework units intended for high achieving students. We will revisit the pre-requisites on these and other advanced coursework units to ensure students have the required skills necessary to successfully complete the unit.
The main benefit is greater range of options for BAdvStudies (Coursework) students and consistency across the honours units.

TRANSITIONAL ARRANGEMENTS

No transitional arrangements required. This proposal widens the pool of units available for future students.

SIGNATURE OF DEAN



Professor Iain M Young
Dean Faculty of Science
14 April 2021

Approver	Professor Iain Young, Dean of Science
Faculty Sponsor	Professor Michael Wheatland, Associate Dean Education

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 Table A Advanced Coursework Science table

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Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Table A Advanced Coursework Science			
Students in the Bachelor of Advanced Studies (Science) must complete a minimum of 24 credit points of 4000-level units from Table A, Advanced Coursework Science, comprising			
(i) 12-36 credit points of 4000-level Advanced Coursework project units			
(ii) Science Advanced Coursework units listed below			
Advanced Coursework project			
GEOS4888 Advanced Geosciences Project	12	**A** A major in Geology & Geophysics, Geography, Environmental Studies or Marine Science **P** 144 credit points of units of study including 6cp of (ENVI3888 or GEOG3888 or GEOL3888 or MARS3888) *Note: Department permission required for enrolment*	Semester 1 Semester 2
HPSC4888 HPS Advanced Project	12	**A** Major or Minor in History and Philosophy of Science **P** 144 credit points of units of study including 12cp of HPSC3XXX or HSTY3XXX or PHIL3XXX *This unit is for 4th year non-nonours students who wish to undertake a supervised reserach project on a smaller scale than the hons project.*	Semester 2
LIFE4888 Applied Life Sciences Project	12	**A** Depth of knowledge in at least one Table A Science major **P** 144 cp of units of study of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study *This Unit of Study is best suited for students in Life and Environmental Sciences. Field work may form part of the project.*	Semester 2
PHYS4888 Advanced Physics Project	12	**A** 48 credit points of 3000-level units of study **P** 144 credit points of units of study including PHYS3X34 and PHYS3X35 *This unit is for 4th year non-honours students who want to complete a research project in a small group.*	Semester 2
PSYC4888 Advanced Psychology Project	12	**A** Have sound knowledge of the main discipline areas of psychological science as well as training in empirical research methods and statistics, and should have the ability to apply this knowledge, training and methodology in a collaborative project setting **P** PSYC2012 and [(18cp of PSYC3XXX) or (12cp of PSYC3XXX and SCPU3001) or (6cp of PSYC3XXX and SCPU3001 and HPSC3023)]	Semester 2

		Note: Department permission required for enrolment *This unit is for 4th year students who want to complete a research project in a small group. Student numbers in this unit are limited due to project availability. Admission will be based on a "first come, first served" basis. Students will not be admitted after week 2 of semester as project groups will have already been formed.*	
SCPU4001 Industry and Community Science Project A	6	**A** Depth of knowledge in at least one Science discipline (completion of a 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. **C** SCPU4002	Intensive February Intensive July
SCPU4002 Industry and Community Science Project B	6	**A** Depth of knowledge in at least one Science discipline (completion of a 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. **C** SCPU4001	Semester 1 Semester 2
Science Advanced Coursework			
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. *Mid-year honours students would take this unit of study in S1 (their second semester of study).*	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
PSYC4004 Applied Psychology in the Workplace	6	**A** Students should have the ability to read and interpret findings from scientific research, and have a basic familiarity with the empirical process. **P** (144 cp of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study) or (12 cp PSYC3XXX) **N** PSYC4730	Semester 1

PSYC4005 Coaching Skills for Work and Life	6	**A** Students should have the ability to read and interpret findings from scientific research, and have a basic familiarity with the empirical process. **P** (144 cp of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study) or (12 cp PSYC3XXX) **N** PSYC4721 or PSYC4722	Semester 2
PSYC4006 Positive Psychology, Resilience and Happiness	6	**A** Students should have the ability to read and interpret findings from scientific research, and have a basic familiarity with the empirical process. **P** (144 cp of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study) or (12 cp PSYC3XXX) **N** PSYC4730 or PSYC4723	Semester 2
AGRI4001 Advanced Plant Production Systems	6	**P** 144 credit points of units including AGRI2001 and AGRI3888 *Some activities will take place at the University's Camden campus and/or at other field sites around NSW.*	Semester 1
AMED4001 Advanced Studies in Cancer Biology *This unit of study is not available in 2021*	6	**A** AMED3001 or AMED3901 **P** BCMB2001 or BCMB2901 or MEDS2003	Semester 2
~~**AMED4101 Research Skills and Processes**~~	~~6~~	~~**A** A major in one of the following areas: Applied Medical Science, Immunology & Pathology; Biochemistry & Molecular Biology; Biology; Microbiology; Cell & Developmental Biology, Infectious Diseases, Pharmacology; Medicinal Chemistry; Neuroscience, Physiology, Anatomy and Histology, Genetics & Genomics; Quantitative Life Science~~ ~~*Students are strongly advised to bring their own laptop to classes*~~	~~Intensive August Intensive March~~
AMSI4001 AMSI Summer School	6	**A** Completed a first degree with a major in Mathematics, Statistics, Financial Mathematics and Statistics, Data Science or equivalent *Note: Department permission required for enrolment* *This unit has been designed to enable University of Sydney students to continue to take advantage of the premier Mathematics and Statistics summer school held in Australia. The University of Queensland and Melbourne already offer similar shell units to their honours and masters students respectively.*	Intensive February
AVBS4020 ONE Health	6	**A** Fundamental understanding of disease epidemiology and risk **P** 144 credit points of units including AVBS3001 **N** AVBS4004 *The unit will be a core unit for BAS (Animal Health, Disesae and Welfare) Honours, all student in this honours programme will take this unit.*	Semester 2
ENVX4001 GIS, Remote Sensing and Land Management	6	**A** Basic GIS knowledge. Completion of at least a major or minor **P** 144 cp of 1000-3000 level units	Semester 1

FOOD4002 Future Foods	6	**P** 144 credit point of units of study including 12cp of FOOD3XXX	Semester 1
~~**GENE4012 Plant Breeding** *This unit of study is not available in 2021*~~	~~6~~	~~**P** GENE2001 or GENE2002 or GEGE2X01~~	~~Semester 2~~
HPSC4101 Philosophy of Science	6	**P** 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 1
HPSC4102 History of Science	6	**P** 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 2
HPSC4103 Sociology of Science	6	**P** 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 2
HPSC4104 Recent Topics in HPS	6	**P** 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 1 Semester 2
HPSC4105 HPS Research Methods	6	**P** 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 1
HPSC4108 Core topics: History and Philosophy of Sci	6	**P** 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 1 Semester 2
HSBH4101 Research Design and Analysis in Health	6	**A** 48cp of 3000 level units of study **P** HSBH3018 or HSBH3019 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
LIFE4000 Data and Technology for the Life Sciences	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 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 or 1	Intensive March
LIFE4101 Advanced Life Science	6	**A** This unit is advanced coursework related to understanding cellular and molecular processes in biology. It assumes background knowledge of cellular and molecular biological aspects of the life sciences consistent with a degree major in Biochemistry, Biochemistry and Molecular Biology, Cell and Developmental Biology, Cell Pathology, Genetics and Genomics, Immunobiology, Infectious Diseases, Medical Science, Microbiology, Molecular Biology and Genetics, Nutrition and Metabolism, Nutrition Science, or Quantitative Life Sciences. **P** A WAM of 65 or greater. 144 credit points of units of study, including a minimum of 12 credit points from the following (AMED3XXX or ANAT3XXX or ANSC3105 or BCHM3XXX or BCMB3XXX or BIOL3XXX or CPAT3XXX or ENVX3XXX or FOOD3XXX or GEGE3XXX or HSTO3XXX or IMMU3XXX or INFD3XXX or MEDS3XXX or MICR3XXX or NEUR3XXX or	Semester 1

		NUTM3XXX or PCOL3XXX or PHSI3XXX or QBIO3XXX or SCPU3001 or STAT3XXX or VIRO3XXX). *Note: Department permission required for enrolment* *This unit must be taken by all students in Biochemistry and Molecular Biology honours or Microbiology honours.*	
MATH4061 **Metric Spaces**	6	**A** Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) **P** An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) **N** MATH3961	Semester 1
MATH4062 **Rings, Fields and Galois Theory**	6	**P** (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) **N** MATH3062 or MATH3962	Semester 1
MATH4063 **Dynamical Systems and Applications**	6	**A** Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) **P** (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	Semester 1
MATH4068 **Differential Geometry**	6	**A** Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 **P** (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] **N** MATH3968	Semester 2
MATH4069 **Measure Theory and Fourier Analysis**	6	**A** (MATH2921 and MATH2922) or MATH2961 **P** (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] **N** MATH3969	Semester 2
MATH4071 **Convex Analysis and Optimal Control** *This unit of study is not available in 2021*	6	**A** MATH2X21 and MATH2X23 and STAT2X11 **P** [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or DATA2X02)] or [12cp of (MATH3XXX or STAT3XXX)] **N** MATH3971	Semester 1

MATH4074 Fluid Dynamics	6	**A** (MATH2961 and MATH2965) or (MATH2921 and MATH2922) **P** (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) **N** MATH3974	Semester 1
MATH4076 Computational Mathematics	6	**A** (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) **P** [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 1
MATH4077 Lagrangian and Hamiltonian Dynamics	6	**A** 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) **P** (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 orMATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] **N** MATH3977	Semester 2
MATH4078 PDEs and Applications	6	**A** (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) **P** [A mark of 65 or greater in 6cp from (MATH2X21 or MATH2X65 or MATH2067) and a mark of 65 or greater 6cp from (MATH2X22 or MATH2X61)] or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)] **N** MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6	**A** Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 **P** (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) **N** MATH3979 or MATH3964	Semester 1
MATH4311 Algebraic Topology	6	**A** Familiarity with abstract algebra and basic topology, e.g., (MATH2922 or MATH2961 or equivalent), (MATH3961 or equivalent) and (MATH2923 or equivalent).	Semester 2
MATH4312 Commutative Algebra	6	**A** Familiarity with abstract algebra, e.g., MATH2922 or equivalent.	Semester 2
MATH4313 Functional Analysis	6	**A** Real Analysis (e.g., MATH2X23 or equivalent), and, preferably, knowledge of Metric Spaces.	Semester 1
MATH4314 Representation Theory	6	**A** Familiarity with abstract algebra, specifically vector space theory and basic group theory, e.g., MATH2922 or MATH2961 or equivalent. **N** MATH3966	Semester 1
MATH4315 Variational Methods *This unit of study is not available in 2021*	6	**A** Assumed knowledge of MATH2X23 or equivalent; MATH4061 or MATH3961 or equivalent; MATH3969 or MATH4069 or MATH4313 or equivalent. That is, real analysis, basic functional analysis and some acquaintance with metric spaces or measure theory.	Semester 2
MATH4411 Applied	6	**A** A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial	Semester 1

Computational Mathematics		differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	
MATH4412 Advanced Methods in Applied Mathematics	6	**A** A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 2
MATH4413 Applied Mathematical Modelling *This unit of study is not available in 2021*	6	**A** MATH2X21 and MATH3X63 or equivalent. That is, a knowledge of linear and simple nonlinear ordinary differential equations and of linear, second order partial differential equations.	Semester 1
MATH4414 Advanced Dynamical Systems *This unit of study is not available in 2021*	6	**A** Assumed knowledge is vector calculus (e.g., MATH2X21), linear algebra (e.g., MATH2X22), dynamical systems and applications (e.g., MATH4063 or MATH3X63) or equivalent. Some familiarity with partial differential equations (e.g., MATH3978) and mathematical computing (e.g., MATH3976) is also assumed.	Semester 2
MATH4511 Arbitrage Pricing in Continuous Time	6	**A** Familiarity with basic probability (eg STAT2X11), with differential equations (eg MATH3X63, MATH3X78) and with basic numerical analysis and coding (eg MATH3X76), achievement at credit level or above in MATH3XXX or STAT3XXX units or equivalent.	Semester 1
MATH4512 Stochastic Analysis	6	**A** Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent.	Semester 2
MATH4513 Topics in Financial Mathematics	6	**A** Students are expected to have working knowledge of Stochastic Processes, Stochastic Calculus and mathematical methods used to price options and other financial derivatives, for example as in MATH4511 or equivalent	Semester 2
NANO4001 Modern Nanoscience	6	**A** It is strongly recommended that you have completed a major in Chemistry or Physics before attempting the unit. **P** 144 credit points of units of study including NANO2002	Semester 1
NEUR4001 Advanced Seminars in Neuroscience	6	**A** Advanced knowledge of the structure and function of multicellular organisms, or a background in bioengineering or biophysics or biodesign. **P** 144 credit points of units of study, including a minimum of 24 credit points at the 3000- or 4000-level. *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
PHYS4015 Neural Dynamics and Computation	6	**A** First- and second-year physics **P** 144cp of units including (MATH1x01 or MATH1x21 or MATH1906 or MATH1931) and MATH1x02	Semester 2
PHYS4016 Bayesian Data Inference and Machine Learning	6	**A** 48 credit points of 3000-level units of study and programming experience in Python **P** 144 credit points of units of study including (12cp of MATH1XXX) or [(6cp of MATH1XXX) and DATA1X01]	Semester 2

PHYS4017 Practitioner Physics	6	**A** 48cp of 3000-level units, and a major or minor in Physics **P** 144 credit points of units of study including 12cp of PHYS1XXX	Semester 1
PHYS4036 Condensed Matter and Particle Phys (Hons)	6	**A** (MATH2X21 or MATH2X61 or MATH2067). Students will need to have some knowledge of special relativity, for example from prior study of PHYS2013 or PHYS2913, or from studying Chapter 12 of "Introduction to Electrodynamics" by D.J. Griffith. **P** 144 credit points of units of study including [6 credit points of (PHYS3X34 or PHYS3X90 or PHYS3991) and 6 credit points of (PHYS3X42 or PHYS3X43 or PHYS3X44)] **N** PHYS3036 or PHYS3936 or PHYS3080 or PHYS3980 or PHYS3068 or PHYS3968 or PHYS3069 or PHYS3969 or PHYS3074 or PHYS3974	Semester 1
PHYS4037 Plasma and Astrophysics (Hons)	6	**A** (MATH2X21 or MATH2X61 or MATH2067) **P** 144 credit points of units including (PHYS3X35 or PHYS3X40 or PHYS3941) **N** PHYS3037 or PHYS3937 or PHYS3042 or PHYS3942 or PHYS3043 or PHYS3943 or PHYS3044 or PHYS3944	Semester 2
PHYS4121 Advanced Electrodynamics and Photonics	6	**A** A major in physics including third-year electromagnetism and third-year optics **P** An average of at least 65 in 144 cp of units including (PHYS3x35 or PHYS3x40 or PHYS3941)	Semester 1
PHYS4122 Astrophysics and Space Science	6	**A** A major in physics **P** An average of at least 65 in 144 cp of units	Semester 1
PHYS4123 General Relativity and Cosmology	6	**A** A major in physics and knowledge of special relativity **P** An average of at least 65 in 144 cp of units	Semester 2
PHYS4124 Physics of the Standard Model	6	**A** A major in physics including third-year quantum physics and third-year particle physics **P** An average of at least 65 in 144 cp of units including (PHYS3X34 or PHYS3X42 or PHYS3X43 or PHYS3X44)	Semester 2
PHYS4125 Quantum Field Theory	6	**A** A major in physics including third-year quantum physics **P** An average of at least 65 in 144 cp of units including (PHYS3x34 or PHYS3x42 or PHYS3x43 or PHYS3x44 or PHYS3x35 or PHYS3x40 or PHYS3941 or PHYS3x36 or PHYS3x68 or MATH3x63 or MATH4063 or MATH3x78 or MATH4078)	Semester 1
PHYS4126 Quantum Nanoscience	6	**A** A major in physics including third-year quantum physics and third-year condensed matter physics **P** An average of at least 65 in 144 cp of units	Semester 2
PSYC4000 Foundations of Professional Psychology	6	**P** [24cp of PSYC3XXX including PSYC3010] or [18cp of PSYC3XXX including PSYC3010 and (HPSC3023 or SCPU3001)] **C** PSYC4104 *Note: Department permission required for enrolment* *Departmental Permission is required*	Intensive August
PSYC4003 Health Psychology	6	**A** Students who have not completed PSYC3020 may be required to do additional reading **P** 6cp of PSYC3XXX and an additional 6cp of 3000-level units of study	Semester 2

		Note: Department permission required for enrolment *Departmental Permission is required*	
SOIL4000 **Soil and Water in the Changing Environment**	6	**P** 144 credit points of units including SOIL2005	Semester 1
SOMS4102 **Communicating Ideas in Biomedical Science**	6	**A** A major in one of the following areas: Applied Medical Science; Immunology and Pathology; Biochemistry and Molecular Biology; Biology; Microbiology; Cell and Developmental Biology; Infectious Diseases; Pharmacology; Medicinal Chemistry; Neuroscience; Physiology; Anatomy and Histology; Genetics and Genomics; Quantitaive Life Science **P** SOMS4101 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
STAT4021 **Stochastic Processes and Applications**	6	**A** STAT2011 or STAT2911, and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 or equivalent. That is, students are expected to have a thorough knowledge of basic probability and integral calculus and to have achieved at credit level or above in their studies in these topics. **N** STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT3921.	Semester 1
STAT4022 **Linear and Mixed Models**	6	**A** Material in DATA2X02 or equivalent and MATH1X02 or equivalent; that is, a knowledge of applied statistics and an introductory knowledge to linear algebra, including eigenvalues and eigenvectors. **N** STAT3012 or STAT3912 or STAT3022 or STAT3922 or STAT3004 or STAT3904.	Semester 1
STAT4023 **Theory and Methods of Statistical Inference**	6	**A** STAT2X11 and (DATA2X02 or STAT2X12) or equivalent. That is, a grounding in probability theory and a good knowledge of the foundations of applied statistics. **N** STAT3013 or STAT3913 or STAT3023 or STAT3923	Semester 2
STAT4025 **Time Series**	6	**P** STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) **N** STAT3925	Semester 1
STAT4026 **Statistical Consulting**	6	**P** At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX **N** STAT3926	Semester 1
STAT4027 **Advanced Statistical Modelling**	6	**A** A three year major in statistics or equivalent including familiarity with material in DATA2X02 and STAT3X22 (applied statistics and linear models) or equivalent **P** (STAT3X12 or STAT3X22 or STAT4022) and (STAT3X13 or STAT3X23 or STAT4023)	Semester 2
STAT4028 **Probability and Mathematical Statistics**	6	**A** STAT3X23 or equivalent: that is, a sound working and theoretical knowledge of statistical inference. **N** STAT4528	Semester 1

STAT4528 Probability and Martingale Theory	6	**A** STAT2X11 or equivalent and STAT3X21 or equivalent; that is, a good foundational knowledge of probability and some acquaintance with stochastic processes. **N** STAT4028	Semester 1

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MINOR COURSE AMENDMENT

Award Course Name	Bachelor of Science and Bachelor of Advanced Studies (Advanced)
Award Course Code	BPSCIAVS1ADV
Recommendation	That the Undergraduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Advanced Studies (Advanced) progression requirements and subsequent amendments to the course resolutions, with effect from 1 January 2022.
Proposed Implementation Date	1 January 2022
Proposal Presenter	Professor Michael Wheatland
Consultation Pipeline	Education Committee *23 Mar 2021* → Faculty Board *13 Apr 2021* → BIS *12 May 2021* → USC *1 Jun 2021* → Academic Board *20 Jul 2021*
Submission Within Approval Deadlines	Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines. ☒ Yes ☐ No
AQF Compliance	Are all amended units of study valued at 6 credit points? ☐ Yes ☐ No If the proposal includes new units of study or a change to an existing unit of study, complete the following section. Is this a new unit of study or a change to an existing unit of study? ☐ New unit of study ☐ Change to an existing unit of study Does this proposal necessitate changes to the mode of delivery of the award course as already approved? ☐ Yes ☒ No What changes are involved in this proposal? Tick all that apply. ☐ Changes to core or compulsory units of study ☒ Changes to a stream ☐ Changes to a major ☐ Changes to a minor ☐ Changes to a program ☐ Changes to honours ☐ Changes to specialisation ☐ Changes to advanced coursework Does this proposal significantly alter the curriculum of any unit of study? ☐ Yes ☒ No Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist.

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	☒ Yes ☐ No Does the delivery of any new / amended unit of study involve a third-party agreement? ☐ Yes ☒ No
Combined Courses	Does this change affect any courses that are combined with this course? If so, please list all courses. ☐ Yes ☒ No

EXECUTIVE SUMMARY

The proposed amendment changes the average mark calculation used to determine progression in the Advanced stream of the Bachelor of Science/Bachelor of Advanced Studies from an AAM (annual average mark) to a WAM (weighted average mark).

RATIONALE

An annual average mark is a defined calculation that is determined annually, irrespective of how many units a student attempted in a year. As the progression requirements stipulate a volume of units attempted, a more appropriate formula is the weighted average mark (WAM).

This proposed change will necessitate a change to the course resolutions for the Bachelor of Science/ Bachelor of Advanced Studies in the clause about Progression: 8(4)(b).

Progression within the Advanced Stream:
(b) Candidates must achieve ~~an Annual~~ a Weighted Average Mark (WAM) of at least 65.0 for each 48 credit-point block to continue in the Advanced Stream. Candidates who do not maintain ~~an Annual~~ a WAM ~~Average Mark~~ at this level may continue in the Bachelor of Science, major, program or minor but will not remain in the Advanced Stream.

The Handbook already referred to a WAM, rather than an AAM.
https://www.sydney.edu.au/handbooks/science/subject_areas_ae/tableA_advanced_stream.shtml

The Advanced stream requires:

- An ATAR of 95.0
- For transfer students, a WAM of 70.0
- To remain in the stream, a WAM of 65.0 in each 48 credit point block
- Completion of a Science Table A major in which a minimum of 24 credit points of advanced units of study at the 2000-level and higher are taken.

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

N/A

CONSULTATION AND COMMUNICATIONS

Faculty Services (Science) have been consulted and a business process has been developed to implement the rule.

RISKS AND BENEFITS

The benefit to the change is that it is implementable, the previous rule was not. The risk is that the AAM is more lenient than the WAM as it treats all units equally, regardless of credit point weighting. However, as WAM is used to determine eligibility to Honours, the change is also more consistent and sets a higher standard which we expect from Advanced students.

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TRANSITIONAL ARRANGEMENTS

We propose to implement this change to current as well as incoming students. The previous rule was not able to be implemented and there was inconsistency between the course resolutions and the Handbook.

SIGNATURE OF DEAN

Iain M Young
Dean Faculty of Science
14 April 2021

Approver	Professor Iain Young, Dean of Science
Faculty Sponsor	Professor Michael Wheatland, Associate Dean Education

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 Bachelor of Science/Bachelor of Advanced Studies course resolutions*

* Please note, the additional mark-up to this course resolution in Clause 7(3), to halt intake to the Information Systems major and minor from 2022, was approved at the November 2020 Academic Board
The mark-up to clause 6(2)(a) is currently progressing though central committees (Resolution-AB-USC-21/03-22).

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Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies

Bachelor of Science

Bachelor of Science/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

1 Course codes

Code	Course title
BPSCIENC-05	Bachelor of Science
BPSCIAVS-01	Bachelor of Science / Bachelor of Advanced Studies

2 Attendance pattern

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

3 Streams

(1) Candidates may enter and complete the Bachelor of Science or the Bachelor of Science/Bachelor of Advanced Studies through a stream.
(2) The Bachelor of Science is available in the following streams:
(a) Health
(b) Medical Science
(c) Dalyell
(3) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.
(4) The Bachelor of Science/Bachelor of Advanced Studies is available in the following streams:
(a) Advanced
(b) Agriculture
(c) Animal and Veterinary Bioscience
(d) Food and Agribusiness
(e) Health
(f) Medical Science
(g) Dalyell
(h) Taronga Wildlife Conservation
(5) Completion of a stream is not a requirement of the Bachelor of Science/Bachelor of Advanced Studies. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.
(6) Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross-faculty management

(1) Candidates in Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies will be under the supervision of the Faculty of Science throughout.
(2) Candidates undertaking honours will be under the management of the Faculty of Science. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the academic governance of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Science on all matters relating to admission, requirements, award of honours mark and award of honours grade.
(3) The Dean of the Faculty of Science shall exercise authority in any matter concerned with the Bachelor of Science/Bachelor of Advanced Studies and the Bachelor of Science/Bachelor Advanced Studies with honours not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.
(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are set out in:
(a) Table A for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies;

(b) Table S of the Shared Pool for Undergraduate Degrees; and
(c) Table O of the Shared Pool for Undergraduate Degrees; and
(d) For students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees.
(e) In these resolutions, except where otherwise specified, Table A, Table S, Table O and Table D mean Table A, Table S, Table O and Table D as specified here.

(2) *Bachelor of Science:*

To qualify for the award of the Bachelor of Science, a candidate must complete 144 credit points, comprising:

(a) Degree Core: 12 credit points of ~~mathematics degree core~~ units of study as set out in Table A Degree Core (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed ~~as Mathematics~~ in the Table A D~~d~~egree C~~c~~ore) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
(b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
(c) a minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed and specified in Table A or Table S; and
(d) for students never enrolled in the Dalyell Stream, 12 credit points of units of study in the Open Learning Environment as listed in Table O and
(e) for students enrolled in the Dalyell Stream;
(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) 12 credit points of Dalyell units of study as specified in Table D.
(f) for students previously but no longer enrolled in the Dalyell stream;
(i) 6 credit points of Dalyell units of study, 6 credit points of units of study in the Open Learning Environment as specified in Table O or
(ii) who have not completed any Dalyell units of study, 12 credit points of units of study in the Open Learning Environment as listed in Table O.
(g) where appropriate, elective units from Table A, Table S, Table O or, for students enrolled in the Dalyell Stream, Table D; and
(h) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

(3) *Bachelor of Science/Bachelor of Advanced Studies:*

To qualify for the award of Bachelor of Science/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:

(a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
(b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
(c) a second major (48 credit points) as defined in Section 7 below and specified in Table A or Table S; and
(d) for students never enrolled in the Dalyell Stream, 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(e) for students enrolled in the Dalyell Stream;
(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) 12 credit points of Dalyell units of study as specified in Table D.
(f) for students previously but no longer enrolled in the Dalyell Stream
(i) who have completed at least 6 credit points of Dalyell units of study, 6 credit points of units of study in the Open Learning Environment as specified in Table O or
(ii) for those who have not completed any Dalyell units of study, 12 credit points of units of study in the Open Learning Environment as listed in Table O
(g) a minimum of 24 credit points at 4000 level from Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of 36 credit points; and
(h) where appropriate, elective units from Table A, Table S, Table O or, for students enrolled in the Dalyell Stream, Table D; and
(i) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

7 Programs, majors and minors

(1) *Bachelor of Science:*

(a) Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Science. Requirements for completion of majors and minors are as set out in Table A and Table S.
(b) Candidates in the Bachelor of Science have the option of completing:
(i) a program (which contains a major); and
(ii) a second major from Table A or Table S in place of the minor.

(2) *Bachelor of Science/Bachelor of Advanced Studies:*

Completion of a major or a program (which contains a major) from Table A and second major from Table A or Table S is a requirement of the Bachelor of Science/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.

(3) The majors and minors available in Table A in the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:

Majors	Minors
Anatomy and Histology	Anatomy and Histology
Animal Health, Disease and Welfare	Animal Health, Disease and Welfare
Animal Production	Animal Production
Animal Veterinary Bioscience (only available in Animal Veterinary Bioscience program)	
Applied Medical Science	Applied Medical Science
Biochemistry and Molecular Biology	Biochemistry and Molecular Biology
Biology	Biology Plant Science
Cell and Developmental Biology	Cell and Developmental Biology
Chemistry	Chemistry
Computer Science	Computer Science
Data Science	Data Science
Ecology and Evolutionary Biology	Wildlife Conservation

Majors	Minors
Environmental Science (only available in Environmental Science program)	
Environmental Studies	Environmental Studies
Financial Mathematics and Statistics	Financial Mathematics and Statistics
Food Science	Food Science
Genetics and Genomics	Genetics and Genomics
Geography	Geography
Geology and Geophysics	Geology and Geophysics
Health (only available in Health stream or as a major for students enrolled in the Bachelor of Liberal Arts and Science)	
History and Philosophy of Science	History and Philosophy of Science
Human Movement (only available in Health stream)	Human Movement (only available in Health stream)
Immunology and Pathology	Immunology Pathology
Infectious Diseases	Infectious Diseases Virology
Information Systems (No further enrolments from 2022)	Information Systems (No further enrolments from 2022)
Marine Science	Marine Science
Mathematics	Mathematics
Medical Science (only available in the Medical Science program)	
Medicinal Chemistry	Medicinal Chemistry
Microbiology	Microbiology
Neuroscience	Neuroscience
Nutrition Science	Nutrition Science
Pharmacology	Pharmacology
Physics	Physics
Physiology	Physiology
Plant Production	Plant Production
Psychological Science	Psychological Science
Quantitative Life Sciences	Quantitative Life Sciences
Software Development	Software Development
Soil Science and Hydrology	Soil Science and Hydrology
Statistics	Statistics
Wildlife Conservation (only available in the Taronga Wildlife Conservation Program)	

(4) The programs available in Table A of the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:

The programs available in the Bachelor of Science are:	The programs available in the Bachelor of Science/Bachelor of Advanced Studies are:
	Agriculture (only available in Agriculture stream)
Agroecosystems	Agroecosystems
	Animal Veterinary Bioscience (only available in Animal Veterinary Bioscience stream
Environmental Science	Environmental Science
	Food and Agribusiness (only available in Food and Agribusiness stream)
Life Sciences	Life Sciences
Mathematical Sciences (only available to students eligible for the Dalyell stream)	Mathematical Sciences (only available to students eligible for the Dalyell stream)
Medical Science (only available in Medical Science stream)	Medical Science (only available in Medical Science stream)
	Nanoscience and Nanotechnology (also available to combined Bachelor of Engineering Honours/Bachelor of Science students)
Neuroscience	Neuroscience
Psychology	Psychology
	Taronga Wildlife Conservation (only available in the Taronga Wildlife Conservation Stream)

(5) The minors and majors available as second majors in the Bachelor of Science are as listed in Table A and Table S.

8 Progression rules

(1) *Progression within a stream, program or Honours component:*
Enrolment and progression for each candidate for a stream, program or honours component is governed by progression rules specified in the relevant Table for the component.

(2) *Progression within Bachelor of Science/Bachelor of Advanced Studies:*
Except with the permission of the Dean, candidates who are not in the Dalyell stream must complete the degree requirements listed under Section 6(2) before progressing to 4000-level units (including 4000-level project units).

(3) *Progression within the Dalyell Stream:*

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.

(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at

the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

(c) Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

(4) *Progression within the Advanced Stream:*

(a) Candidates in the Advanced Stream may attempt advanced or units at higher levels than the usual sequence.

(b) Candidates must achieve ~~an Annual~~ a Weighted Average Mark (WAM) of at least 65.0 calculated at the conclusion of ~~for~~ each 48 credit-point block to continue in the Advanced Stream. Candidates who do not maintain ~~an Annual~~ a WAM ~~Average Mark~~ at this level may continue in the Bachelor of Science, major, program or minor but will not remain in the Advanced Stream.

9 Requirements for the Bachelor of Science/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Science/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Science must complete the requirements for the honours component full-time over two consecutive semesters. If the School is satisfied that a student is unable to attempt the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Science, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the Resolutions of the Faculty of Science. For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(2) Admission to the honours program is by permission of the Associate Dean on advice from the administering School after the completion of all of the following requirements:

(a) a Bachelor of Science degree (or equivalent) including at least one major or program; or 144 credit points, including at least one major or program, any degree or stream-specific core, and a minor, or equivalent studies at another institution.

(b) a WAM of at least 65.0 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed honours project; or a credit average in 48 credit points in relevant 2000-level and above units of study relevant to the honours area, as determined by the School concerned.

(c) Any requirements for honours entry set by the relevant department, school or faculty.

(3) To qualify for the award of the Bachelor of Science/Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the pass degree as specified in 6(3) above, and at least 36 and a maximum of 48 credit points of additional honours units at 4000 level or above, including an honours research project of at least 12 and a maximum of 36 credit points, and at least 12 and a maximum of 36 credit points of honours coursework, as required by the relevant School and published in the faculty handbook. Honours subject areas and units of study for honours within the Faculty of Science are listed in Table A for the relevant faculty or Table S in the Shared Pool for Undergraduate degrees.

(4) The grade of honours will be determined by an honours mark calculated from work, including the embedded honours component as specified in these resolutions, in the resolutions for the Faculty of Science or in the resolutions of the relevant faculty.

10 Award of the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and Bachelor of Science/Bachelor of Advanced Studies with Honours

(1) Candidates for the Bachelor of Science/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Science who do not meet requirements for the combined degree will be awarded the Bachelor of Science. The Bachelor of Science is awarded at pass level.

(2) Honours in the Bachelor of Science/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Science or relevant resolutions for the faculty in which the embedded honours component is undertaken and the rules and tables in the University Coursework Policy 2014.

(3) Candidates for the award of the Bachelor of Science/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Science, or the Bachelor of Science/Bachelor of Advanced Studies will be awarded the Bachelor of Science or Bachelor of Science/Bachelor of Advanced Studies as appropriate.

11 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Science.

12 International Mobility

The Faculty of Science encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Science.

13 Course transfer

A candidate may transfer from the Bachelor of Science and elect to complete the Bachelor of Science/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Science. A candidate may abandon the Bachelor of Science/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Science in accordance with these resolutions and receive credit in accordance with the requirements of the Bachelor of Science. Readmission to the Bachelor of Science/Bachelor of Advanced Studies in the future, after abandoning the Bachelor of Science/Bachelor of Advanced Studies will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

14 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Science or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

15 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2022 and students who commenced their candidature prior to 1 January 2022 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2022 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

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Proposal Title	*Update to the Online Exams: an integrity perspective report*
Recommendation	That the Undergraduate Studies Committee note the update *Online Exams: an integrity perspective* report
Proposal Presenter	Associate Professor Peter McCallum, Registrar and Academic Director (Education Policy and Quality)
Consultation Pipeline	Undergraduate Studies Committee → Academic Board

EXECUTIVE SUMMARY

In its discussion of the *Online Exams: an integrity perspective* report on 16 March 2021, the Undergraduate Studies Committee requested that it be provided with details about the comparison between Type A and Type B live proctoring in relation to effectiveness and level of misconduct detected.

In 2020, approx. 643 exams were delivered using Live+ (Type A) or Review+ (Type B) proctoring, sat by just over 110,000 students. This resulted in a total of 13,442 Integrity Incidents being referred to the University by Proctor U, which were review by the Office of Educational Integrity (Office)[1]. Of those, 715 students were reported for potential integrity breaches under the *Academic Honesty in Coursework Policy 2015* and investigated by faculties and University schools.

On assessing the number of ProctorU incident reports, the number of integrity incidents referred in Type A was significantly lower than Type B accounting for 2.5% of ProctorU reports (341 reports related to Live + compared to 13,101 referred for Review+ examinations) while making up 20.22% of proctored exams run in 2020. Of the 9 incidents reported in Type A exams, findings were made against 2 students whereas 5.39% of students referred for incident in Type B exams (706 students) were referred for integrity breaches, with 234 students been found to have engaged in academic dishonesty at this time.

A comparison to the other forms of assessment is not possible due to the changes to the assessment types in 2020 (i.e., the split between Type C & D was not captured and Type E did not exist in semester 1, 2020). Furthermore, integrity breaches identified in these other forms of assessment were reported by unit coordinators or teaching staff, and currently the form does not capture the categories of assessment. There were, however, several instances of widespread collusion requiring intervention in unproctored assessments in 2020, which resulted in rescheduling the exam in one instance.

ISSUES

In 2020, the University implemented two proctoring services via ProctorU software: Live+ which involved proctoring by both human proctors and artificial intelligence (AI) and Review+ which involved only AI proctoring. This has changed to Record+ in 2021 but the features remain similar[2].

Live+ (Type A) exams required approval from the Associate Dean (Education) for use in in-semester tests during semester 2 2020 and in 2021. Live proctoring is advantageous as a proctor can intervene to halt any suspicious behaviour at the time it occurs, reducing the number of incident reports referred to the University. However, it is difficult to manage for large cohorts as a maximum of 300 students can commence in any given 2-hour period.

[1] This data is accurate as at 20 May 2021. Figures reported in the *Educational Integrity Annual Report 2020* included 248 reports for Centre for English Teaching (CET) examinations that were managed in house by CET.
[2] See https://www.proctoru.com/services

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Review+ (Type B) exams are also taken online using AI proctoring and recording. While this is a lower cost to the University, as a software-only solution, this type of proctoring results in a higher number of integrity incident reports as there is no mechanism to intervene or verify a student's conduct during the exam. All incident recordings must be manually reviewed, a resource-intensive process due to the inability to extract meaningful data from ProctorU, impacting the efficiency with which the reports can be reviewed and causes delay.

The University is working with the vendor to improve the provision of data to better understand breaches and prioritise reviews. The Office is also in consultation with the Automation and Innovation Hub for potential automated solutions to limit the resources required.

FINDINGS

As table 1 below shows, just over 8% of incidents reported by ProctorU resulted in reported breaches against students. At this time, only 1.8% of reported students were found to have engaged in academic dishonesty with a large proportion being dismissed due to insufficient evidence.

Table 1. ProctorU Integrity Incident Referrals and reported integrity breaches and outcomes, 2020.

	No. of ProctorU Reports	No. of Reported Breaches	% reported as breaches	No impropriety	Academic Dishonesty	Misconduct (Potential / Found)	In progress	Total
Type A (Live+)	341	9	2.64%	7	2	0	0	**9**
Type B (Review+)	13,101	706	5.39%	318	234	2	152	**706**
Total	**13,442**	**715**	**8.03%**	**325**	**236**	**2**	**152**	**715**

Table 2. Comparison of Type A and Type B exams delivered in 2020 against integrity breaches.

	Semester 1			Semester 2			2020 Totals		
	No. of Exams	No. of Students	Reported breaches	No. of Exams	No. of Students	Reported breaches	No. of Exams	No. of Students	Reported breaches
Type A (Live+)									
ARTS	24	2,083		1	25		**25**	**2,108**	**0**
BUSI	14	2,203	4	10	1,561	1	**24**	**3,764**	**5**
ENGI	16	1,499	2				**16**	**1,499**	**2**
MEDH	30	3,165		8	796	2	**38**	**3,961**	**2**
SCIE	27	3,016					**27**	**3,016**	**0**
Type A Total	**111**	**11,966**	**6**	**19**	**2,382**	**3**	**130**	**14,348**	**9**
	32.46%	**25.77%**	**3.53%**	**6.31%**	**3.74%**	**0.55%**	**20.22%**	**13.03%**	**1.26%**
Type B (Review+)									
ARTS	31	3,139	21	34	6,341	105	**65**	**9,480**	**126**
BUSI	79	16,574	75	86	34,774	330	**165**	**51,348**	**405**
ENGI	17	1,576	23	1	480	14	**18**	**2,056**	**37**
MEDH	91	12,298	38	135	16,620	86	**226**	**28,918**	**124**
SCIE	11	389	6	23	2,719	5	**34**	**3,108**	**11**
USCM	1	123	1	3	353	2	**4**	**476**	**3**
UADP	1	365					**1**	**365**	**0**
Type B Total	**231**	**34,464**	**164**	**282**	**61,287**	**542**	**513**	**95,751**	**706**
	67.54%	**74.23%**	**96.47%**	**93.69%**	**96.26%**	**99.45%**	**79.78%**	**86.97%**	**98.74%**
Grand total	**342**	**46,430**	**170**	**301**	**63,669**	**545**	**643**	**110,099**	**715**

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53.19%	**42.17%**	**23.78%**	**46.81%**	**57.83%**	**76.22%**	**100.00%**	**100.00%**	**100.00%**

Table 3. Examination type for online exams delivered in Semester 2, 2020.

	Live+ proctoring (Type A)	Review+ proctoring (Type B)	Unproctored scheduled exam (Type C)	Unproctored take-home exam (short release) (Type D)	Unproctored take-home exam (long release) (Type E)	Total
Number of exams	18	108	128	4	4	**262**
Percentage of exams	6.9%	41.2%	48.9%	1.5%	1.5%	**100%**
Number of exams	16	183	305	83	65	**652**
Percentage of exams	2.5%	28.1%	46.8%	12.7%	10.0%	**100%**
Totals	**34**	**291**	**433**	**87**	**69**	**914**
	3.72%	**31.84%**	**47.37%**	**9.52%**	**7.55%**	**100.00%**

The types of breaches reported are shown in table 4 below, with the majority of incidents reported in Type B exams relating to students looking off-screen or out of proper camera angle, which without corroborating evidence, is almost impossible to make an adverse finding. If live proctoring was employed, a student's desk space and behaviour could be checked without resulting in an incident report.

Table 4. Reason for referral for examinations breaches reported, 2020.

	No impropriety	Academic Dishonesty	Misconduct (Potential /Found)	In progress	Total
Type A (Live+)					
Prohibited materials (e.g pen, smartphone or headphones)	2	1			**3**
Dropped connection/logout	4				**4**
Out of proper camera angle	1				**1**
Unpermitted break		1			**1**
Total	7	2	0		**9**
Type B (Review+)					
Looking off-screen	82	79	0	49	**210**
Out of proper camera angle	65	67	1	66	**199**
Prohibited materials (e.g pen, smartphone or headphones)	78	59	0	17	**154**
Camera interference (e.g blocked, off or rear facing)	45	7	1	3	**56**
Unpermitted break	12	11	0	4	**27**
Potential impersonation (incl. no ID)	14	3	0	2	**19**
Reading content out loud/speaking	9	2	0	7	**18**
Other	7	4	0	0	**11**
Communication or collusion with another person/s	4	1	0	2	**7**
Copying exam content/screenshots	2	1	0	2	**5**
	318	234	2	152	**706**

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RECOMMENDATIONS

With unit coordinators and faculties predominantly choosing the Record+ service in 2021, it means a significant amount of work to review the recordings due to the limitations to intervene at the point at which an incident occurred. Faculties and University Schools should consider proctoring requirements for high stake examinations, particularly units at risk that are known to be targeted by external tutoring and contract cheating providers, as well as units that had a high proportion of integrity referrals in 2020.

Approver	Associate Professor Peter McCallum, Registrar and Academic Director (Education Policy and Quality)
Faculty/Proposal Sponsor	Associate Professor Peter McCallum, Registrar and Academic Director (Education Policy and Quality)

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Executive Sponsor	Chair, AB Graduate Studies Committee
Paper Title	Report of the Graduate Studies Committee
Recommendation	That the Academic Board note the report of the Graduate Studies Committee meetings of 1 June 2021, 22 June 2021, and: 1. approve the proposal from the Faculty of Medicine and Health to amend the Master of Biostatistics; Graduate Diploma in Biostatistics; and Graduate Certificate in Biostatistics, and the subsequent amendments to the unit of study tables and course resolutions, with effect from 1 January 2022; 2. approve the proposal from the Faculty of Medicine and Health to suspend the 'Radiographic Image Interpretation' specialisation from the Graduate Certificate in Medical Imaging Science; Graduate Diploma in Medical Imaging Science; and Master of Medical Imaging Science, and subsequent amendments to the course resolutions and unit of study table, with effect from 1 January 2022; 3. approve the suspension of student admission for the two new Pharmacy vertically integrated Masters degrees; approve the continued offering of the existing Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; and recommend that Senate approve the amendment of the 2022 Senate Resolutions to remove the wording 'admission suspended from 2022' from the Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; 4. approve the proposal from the University of Sydney Business School to amend the Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce and the subsequent amendments to unit of study tables and course resolutions, with effect from 1 January 2022; 5. approve the updated Final Lodgement of Thesis for a Higher Degree by Research – guidelines (appendix 1) and the updated Final Lodgement of Thesis for a Higher Degree by Research form (appendix 1) note that the copyright form has been replaced by the Sydney eScholarship Terms and Conditions form which was developed with Copyright Services and the Office of General Counsel (appendix 1) and note that information about restricted access will be added to Publish and Promote Your Research webpage https://www.sydney.edu.au/students/publish-promote-research.html (appendix 2); and 6. approve the scholarship applications and award dates for 2022.
Consultation Pipeline	Graduate Studies Committee → Academic Board

Executive Summary

This report summarises the business of the Graduate Studies Committee meetings, held on 1 June 2021 and 22 June 2021, for the Academic Board.

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Items for Approval

The Graduate Studies Committee recommends:

Faculty of Medicine and Health

9.1 Graduate Certificate of Biostatistics; Graduate Diploma of Biostatistics; Master of Biostatistics

That the Academic Board approve the proposal from the Faculty of Medicine and Health to amend the Master of Biostatistics; Graduate Diploma in Biostatistics; and Graduate Certificate in Biostatistics, and the subsequent amendments to the unit of study tables and course resolutions, with effect from 1 January 2022.

9.2 Radiographic Image Interpretation Specialisation in the Graduate Diploma in Medical Imaging Science and Master of Medical Imaging Science

That the Academic Board approve the proposal from the Faculty of Medicine and Health to suspend the 'Radiographic Image Interpretation' specialisation from the Graduate Certificate in Medical Imaging Science; Graduate Diploma in Medical Imaging Science; and Master of Medical Imaging Science, and subsequent amendments to the course resolutions and unit of study table, with effect from 1 January 2022.

9.3 Change of Commencement to new Pharmacy Degrees

That the Academic Board approve the suspension of student admission for the two new Pharmacy vertically integrated Masters degrees; approve the continued offering of the existing Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; and recommend that Senate approve the amendment of the 2022 Senate Resolutions to remove the wording 'admission suspended from 2022 from the Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees.

University of Sydney Business School

9.4 Master of Commerce (Extension); Master of Commerce; Graduate Diploma in Commerce; and Graduate Certificate in Commerce

That the Academic Board approve the proposal from the University of Sydney Business School to amend the Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce and the subsequent amendments to unit of study tables and course resolutions, with effect from 1 January 2022.

University Library

9.5 Updates to Lodgement Guidelines, Form and Additional Embargo Information

That the Academic Board:

1. approve the updated Final Lodgement of Thesis for a Higher Degree by Research – guidelines (appendix 1);
2. approve the updated Final Lodgement of Thesis for a Higher Degree by Research form (appendix 1);
3. note that the copyright form has been replaced by the Sydney eScholarship Terms and Conditions form which was developed with Copyright Services and the Office of General Counsel (appendix 1); and
4. note that information about restricted access will be added to Publish and Promote Your Research webpage: https://www.sydney.edu.au/students/publish-promote-research.html (appendix 2).

HDR Scholarships Subcommittee

9.6 Proposed Dates for 2022 Scholarship Applications and Award

That the Academic Board approve the scholarship applications and award dates for 2022.

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Other Business

The Graduate Studies Committee also noted the report of the Academic Board.

Further Information

Full agenda papers are available from the Graduate Studies Committee intranet site.

Attachments

9.1 Master of Biostatistics

9.2 Radiographic Image Interpretation Specialisation in the Graduate Diploma in Medical Imaging Science and Master of Medical Imaging Science

9.3 Change of Commencement to new Pharmacy Degrees

9.4 Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce

9.5 Updates to Lodgement Guidelines, Form and Additional Embargo Information

9.6 Proposed Dates for 2022 Scholarship Applications and Award

Author	Desiree Mulley (Committee Officer)
Requests for Further Information	Requests for further information may be directed to Michael Kusi-Appauh (Academic Governance Specialist)

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Award Course Name	Master of Biostatistics Graduate Diploma in Biostatistics Graduate Certificate in Biostatistics
Award Course Code	MABIOSTA-01 GNBIOSTA-01 GCBIOSTA-01
Recommendation	That the Admissions Subcommittee recommend that the Graduate Studies Committee endorse the proposal to amend the admission to candidature in the course resolutions for the Master of Biostatistics; Graduate Diploma in Biostatistics; and Graduate Certificate in Biostatistics, with effect from 1 January 2022.
Proposed Implementation Date	Semester 1 2022
Proposal Presenter	Associate Professor Patrick Kelly
Consultation Pipeline	Education Committee *21 January 2021* → Faculty Board *18 February 2021* → GSC *16 March 2021* → Admissions Subcommittee *20 May 2021* *Via circulation Jun 23-30* ↓ Academic Board *20 July 2021*
Submission Within Approval Deadlines	Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines. ☒ Yes ☐ No
AQF Compliance	Are all amended units of study valued at 6 credit points? ☒ Yes ☐ No If the proposal includes new units of study or a change to an existing unit of study, complete the following section. Is this a new unit of study or a change to an existing unit of study? ☒ New unit of study ☐ Change to an existing unit of study Does this proposal necessitate changes to the mode of delivery of the award course as already approved? ☐ Yes ☒ No What changes are involved in this proposal? Tick all that apply. ☒ Changes to core or compulsory units of study ☐ Changes to a stream ☐ Changes to a major ☐ Changes to a minor ☐ Changes to a program ☐ Changes to honours ☐ Changes to specialisation ☐ Changes to advanced coursework

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	Does this proposal significantly alter the curriculum of any unit of study? ☒ Yes ☐ No Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist. ☒ Yes ☐ No Does the delivery of any new / amended unit of study involve a third-party agreement? ☒ Yes ☐ No
Combined Courses	Does this change affect any courses that are combined with this course? If so, please list all courses. ☐ Yes ☒ No

EXECUTIVE SUMMARY

Key summary of the current Master of Biostatistics and embedded courses:

- The Master of Biostatistics is 72 credit points, with students required to complete 12 units of study, of which 10 are core units (60 credit points). All units of study are 6 credit points.
- The Graduate Diploma is 48 credit points, consisting of 8 units of study and the Graduate Certificate is 24 credit points, consisting of 4 units of study.
- The courses are delivered online. All core units of study are delivered online, including the capstone units of study, which can be effectively supervised via video conferencing. Almost all elective units of study are delivered online, and those that are not delivered online are delivered in block or blended mode.
- Students are only permitted to enrol as part-time, with no option to enrol as full-time.
- Admission to a course requires: a bachelor's degree; mathematical aptitude; and have previously passed an introductory course in statistics.

The following amendments are proposed for the Master of Biostatistics and embedded courses:

1. To reduce the number of core units of study from 10 to 7, by replacing 5 existing units with 3 new units and reclassifying one of the core units of study, as an elective unit. See table below for details.

Previous Core Units (all 6 credit points)	**New Core Units (all 6 credit points)**
Introduction to Epidemiology (PUBH5010 or BSTA5011)	Introduction to Epidemiology (PUBH5010 or BSTA5011 **or CEPI5100**)
Mathematical Background for Biostatistics (BSTA5001)	**New unit to replace two existing units, BSTA5001 & BSTA5023:** **Mathematical Foundations for Biostatistics**
Probability and Distribution Theory (BSTA5023)	
Principles of Statistical Inference (BSTA5002)	No change
Data Management and Statistical Computing (BSTA5004)	No change
Linear Models (BSTA5007)	

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Categorical Data Analysis and Generalised Linear Models (BSTA5008)	**Two new units to replace the three units BSTA5007, BSTA5008 & BSTA5009:**
Survival Analysis (BSTA5009)	**Regression Models for Biostatistics I** **Regression Models for Biostatistics II**
Biostatistics Research Project (BSTA5020 & BSTA5021)	No change
Design of Randomised Controlled Trials (BSTA5006)	Moved to elective units

2. To explicitly classify units of study which are general electives, with an explicitly stated upper limit on the number of credit points for these units of study that can contribute towards a course. See attached Unit of Study Table mark up.

3. To increase the number and breadth of elective units of study available to students, by identifying and adding relevant units of study that are already offered by the University. See attached Unit of Study Table mark-up, which lists 18 general electives units of study, of which 10 are delivered via online or block mode

4. To allow students the option to enroll as either full-time or part-time.

5. To remove the admission requirement of an introductory course in statistics to have been completed prior to admission.

RATIONALE

These changes have been motivated by an external course review of the BCA Master of Biostatistics, which was conducted in 2019. One of the key recommendations was to reduce the number of core units, and include more elective units of study. Currently, Master students are required to do 10 core units of study and can only do 2 elective units of study. In response, the BCA set up a Curriculum working group, comprising the Program Directors from each BCA university. The working group examined in detail the curriculum across all core units of study to determine any content that is redundant, repetitive or not essential, as well as identify any gaps in the core curriculum which should be included as essential for a graduate biostatistician. The proposed changes reflect the outcomes of the curriculum working group with members from all BCA universities.

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

The Master of Biostatistics and embedded programs have been both developed and delivered by the Biostatistics Collaboration of Australia (BCA). The BCA is a consortium of five Australian universities: The University of Sydney, Monash University, The University of Queensland, The University of Adelaide, and Macquarie University. The University of Melbourne is a BCA affiliated partner.

The BCA has delivered their programs since 2001. The BCA is coordinated by the Executive Office, which is located at the University of Sydney, with all units of study delivered using the CANVAS platform at The University of Sydney.

The operations of the BCA have been covered by a series of signed agreements between the BCA member and affiliated universities. Each agreement has been for a period of five years, with each new agreement revised and reviewed by the Office of General Consul before being signed. The current agreement covers the period of operation from 1 January 2017to 31 December 2021. See attached the Memorandum of Agreement.

The number of BCA core and elective units of study delivered, currently and as proposed, by each BCA member or affiliated university:

	Sydney		Monash		Adelaide		Queensland		Melbourne	
	Core	Elec.	Core	Elec.	Core	Elec.	Core	Elec.	Core	Elec.
Current	3	2	3	2	3	0	3	1	0	2
Proposed	3	2	3	2	2	1	3	1	0	2

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Proposed delivery for units of study by BCA member and affiliated universities:

UoS sub table	Unit of study Code(s)	Unit of Study Name	Current teaching	Proposed teaching
Epidemiology	PUBH5010	Epidemiology Methods and Uses	**S1 – Sydney**	**S1 – Sydney**
	BSTA5011	Epidemiology for Biostatisticians	S2 - Queensland	S2 - Queensland
	CEPI5100	Introduction to Clinical Epidemiology	NA	**S1 – Sydney** **S2 – Sydney**
Biostatistics Part 1 (previously Part 2) These are BCA core units for the Master.	BSTA5100	Mathematical Foundations for Biostatistics	S1 – Adelaide S2 - Macquarie	NA
	BSTA5023	Probability and Distribution Theory	S1 – Monash S2 - Monash	NA
	BSTA5100	Mathematical Foundations for Biostatistics	NA	S1 – Monash S2 - Adelaide
	BSTA5002	Principles of Statistical Inference	**S1 – Sydney** **S2 – Sydney**	**S1 – Sydney** S2 – Monash
	BSTA5004	Data Management and Statistical Computing	S1 – Adelaide S2 - Queensland	S1 – Adelaide S2 - Queensland
	BSTA5006	Design of Randomised Controlled Trials	S2 - Adelaide	S2 - Adelaide
	BSTA5007	Linear Models	**S1 – Sydney** S2 – Monash	NA
	BSTA5008	Categorical Data and Generalised Linear Model	S2 - Queensland	NA
	BSTA5009	Survival Analysis	S1 - Macquarie	NA
	BSTA5210	Regression Models for Biostatistics 1	NA	**S1 – Sydney** S2 – Monash
	BSTA5211	Regression Models for Biostatistics 2	NA	S1 – Queensland **S2 – Sydney**
Biostatistics Part 2 (previously Part 3) These are BCA elective units	BSTA5003	Health Indicators and Health Surveys	**S1 – Sydney**	**S1 – Sydney**
	BSTA5005	Clinical Biostatistics	S1 – Queensland	
	BSTA5012	Longitudinal and Correlated Data	S1 - Monash/Melbourne	S1 – Monash/Melbourne
	BSTA5013	Statistical Genomics	S2 - Melbourne	S2 – Melbourne
	BSTA5014	Bayesian Statistical Methods	S2 - Melbourne	S2 – Melbourne
	BSTA5017	Causal Inference	S2 - Monash	S2 – Monash
	BSTA5018	Machine Learning in Biostatistics	**S2 – Sydney**	**S2 – Sydney**
General Electives	**18 Units - all taught at Sydney** (8 delivered online, 2 delivered in block mode)			
Capstone	BSTA5020	Biostatistics Research Project 1	**S1 – Sydney** **S2 – Sydney**	**S1 – Sydney** **S2 – Sydney**
	BSTA5021	Biostatistics Research Project 1	**S1 – Sydney** **S2 – Sydney**	**S1 – Sydney** **S2 – Sydney**

The Master of Biostatistics and Graduate Diploma in Biostatistics are accredited courses with the Statistical Society of Australia. Courses which are accredited by the Society, are accredited for a period of three years. The Master of Biostatistics and Graduate Diploma in Biostatistics are currently accredited to the end of 2020. An application for accreditation of the BCA courses is scheduled to be assessed by the Society in February 2021. The accreditation application will cover accreditation for both the existing course structure and the proposed amended course structure.

CONSULTATION AND COMMUNICATIONS

The BCA Curriculum Working party has consulted with each unit coordinator from all core units of study.

The Statistical Society of Australia has been notified of proposed changes to courses.

The Program Directors of the Master of Public Health, Master of Clinical Epidemiology, Master of Global Health and Master of Data Science have been notified of the elective units of study to be added to the Master of Biostatistics. Chair of Academic Board Tony Masters has been consulted on transitional arrangements.

The proposal was considered by the Admissions Subcommittee on May 20th and resolved that the Director, Student Recruitment, Director, Admissions and Associate Professor Kelly finalise the wording of the Graduate Certificate in Biostatistics, Graduate Diploma in Biostatistics, and Master of Biostatistics admission criteria and forward to the Academic Governance Specialist for circulation to members.

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Consultation took place on June 10th, with Director, Student Recruitment, Director, Admissions and Associate Professor Kelly resolving to amend clause 5(2)(b) as follows: (b) assumed knowledge of advanced mathematics concepts. ~~a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics~~. Further details of this assumed knowledge will be outlined on the Sydney Courses pages for prospective students.

These amendments are now included within and were endorsed by the ASC via circulation.

RISKS AND BENEFITS

Benefits
The proposed changes do not affect the learning objectives the Master of Biostatistics or embedded courses. Rather, the content is restructured for core learning objectives to be broader and allow greater specialisation and depth of disciplinary expertise through elective choice. This will benefit students who wish to specialise in specific statistical methodology related to their work or topic of interest. The new structure also allows full time study which will grow the pool of eligible students to enrol. Another consequence of the changes is a reduction in teaching workload, greater collaboration with existing units of study, and greater curriculum sustainability – through an overall reduction in number of units of study specific to this degree.

Risks
The Master of Biostatistics and embedded programs have been both developed and delivered by the Biostatistics Collaboration of Australia (BCA). Each BCA university must therefore obtain separate approval for the proposal. This risk has been mitigated by involving curriculum experts at each university who are familiar with the curriculum approval pathways, requirements and deadlines. If the proposal is not accepted at one of the participating universities, this would only impact the teaching arrangements for the new amalgamated core units of study. Current teaching plans would then be re-negotiated to ensure USYD students have the full cohort of core units available to them. The BCA has a proven track record of dealing with such disruptions as evidenced by the previous departures of the University of Newcastle and University of Melbourne.

TRANSITIONAL ARRANGEMENTS

All current students will be able to transition immediately. The revised course offers a number of advantages to most students and we expect most will wish to transition to the new course resolutions as soon as possible. An email campaign, followed-up with phone calls where needed, will be carried out to inform students of the changes and advise how they can transition to the new course resolutions. After discussion with A/Prof Tony Masters, it was confirmed that students can choose to move to new resolutions or stay with original ones at time of their enrolment. FMH will keep a record of these decisions in liaison with Faculty Services.

A small number of students may need to complete one of three units of study from the existing program. These units of study will continue to be offered during a transition period, until the original program is taught out. The workload implications for this are manageable, as all three units are fully online with all learning material already developed.

Complete details of the transition requirements for students are included in the attached Transition arrangements from existing to new program.

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SIGNATURE OF DEAN

Robyn Ward Digitally signed by Robyn Ward Date: 2021.06.21 15:05:30 +10'00'

_____ Date: __/__/____

Signature of Dean

Approver	Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health
Faculty Sponsor	Professor Inam Haq, Associate Dean (Education), Faculty of Medicine and Health

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 New units of study proposals

Attachment 2 Amended course resolutions

Attachment 3 Biostatistics Collaboration of Australia Agreement

Attachment 4 Transitional arrangements from existing to new program

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CURRICULUM SUSPENSION AND DELETION TEMPLATE

Name of Curriculum Component	Radiographic Image Interpretation specialisation in the Graduate Diploma in Medical Imaging Science and Master of Medical Imaging Science
Purpose	☒ Suspension with intention to delete ☐ Suspension with potential to review ☐ Deletion (if currently suspended – complete Appendix A)
Recommendation	That the Graduate Studies Committee endorse the recommendation that the Academic Board approve the proposal from the Sydney School of Health Sciences to remove the 'Radiographic Image Interpretation' specialisation and subsequent amendments to the course resolutions and unit of study table, with effect from 2022, for the Graduate Certificate in Medical Imaging Science, Graduate Diploma in Medical Imaging Science, and the Master of Medical Imaging Science.
School/Department	Sydney School of Health Sciences
Faculty	Faculty of Medicine and Health
Proposal Presenter	A/Prof Roger Bourne
Consultation Pipeline	Education Committee 8 April 2021 → Faculty Board 6 May 2021 → UE SCSPC* N/A → UE* N/A BIS* N/A → GSC 1 Jun 2021 GSC Reserve 22 June 2021 → AB 20 Jul 2021 ** if required*
List of Affected Courses	Graduate Certificate in Medical Imaging Science Graduate Diploma in Medical Imaging Science Master of Medical Imaging Science
Course codes:	GCMDIMGS-01 GNMDIMGS-01 MAMDIMGS-01
Course Type	☐ Undergraduate ☒ Postgraduate coursework ☐ Postgraduate research ☐ Sydney Professional Certificate
Other Faculties	Does the curriculum component identified for suspension/deletion include interdisciplinary units? ☐ Yes ☒ No
Embedded sequence	Is this curriculum component part of an embedded sequences? ☒ Yes ☐ No

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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)? ☒ Yes ☐ No	
Last Semester Intake	Domestic: 9 International: 1 (this course is not CRICOS registered. The course is only available in online mode to eligible international students). These are the numbers for the Radiographic Imaging Interpretation Specialisation across the Grad Dip and Master of Medical Imaging Science only. This does not represent enrolment numbers for all specialisations within the course as we are only seeking to suspend the one specialisation.	
Current students	Are there any continuing (enrolled) students or suspended students in the curriculum component? ☒ Yes ☐ 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? ☐ Yes ☒ No Has consultation been undertaken with Sydney Future Students regarding the numbers of applications or offers in progress? ☒ Yes ☐ 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) ☐ Yes ☒ No If yes, please list here	
External registration codes (if applicable)	Is the course currently CRICOS registered? Please list current registration number.	No
	When will the course need to be de-registered?	N/A
Course Closure Administration (if applicable)	Proposed date for course closure in SITS: N/A. The course is not being closed – we are only proposing that one specialisation (out of 6) be suspended. Proposed date for fees to cease to be assigned to this course in SITS: N/A	

EXECUTIVE SUMMARY

The proposed course amendment will remove the specialisation 'Radiographic Image Interpretation' and its two associated units of study from the Graduate Certificate / Graduate Diploma / Master of Medical Imaging Science from 2022. The retirement of the 3 units of study listed above will take place in 2023 at the earliest and not until all students already undertaking the RII specialisation have completed its requirements.

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The unit of study table and the course resolutions note additional changes in relation to the attendance pattern (part-time only). These changes reflect a previously submitted course proposal that is expected to be approved at the 2 March 2021 Academic Board meeting.

RATIONALE

The specialisation does not support a distinct career path in the Australian allied health environment, and the school does not have teaching staff with appropriate research and teaching specialisation.

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

The affected courses are not accredited. There are no related compliance issues.

CONSULTATION AND COMMUNICATIONS

The proposal has been discussed with and is supported by: Discipline of Medical Imaging Science leadership team; the Discipline's External Advisory Panel; Sydney School of Health Sciences Director of Academic Education; Faculty of Medicine and Health Associate Dean, Education.

On the 8th of April the proposal was put forward to the Education Committee. Following endorsement of the proposal it was recommended to the Faculty Board for approval on the 6th of May.

On the 6th of May the proposal was put forward to the Faculty Board. Following approval of the proposal it is was recommended to the Graduate Studies Committee for endorsement on the 1st of June. At this meeting, it was questioned whether the suspension could be implemented in 2022 upon confirmation from AMT. Please see attachment 1 for this confirmation and recommendations from AMT, as well as updated transitional arrangements.

RISKS AND BENEFITS

Benefits: The proposal will enable the Discipline to focus teaching on the expertise and research strengths of academic staff. The reduction in teaching workload hours will be approximately 2 x 150 hr = 300 hr per teaching year (two of the three units are offered only in alternate years).

TRANSITIONAL ARRANGEMENTS

A 2022 suspension will still permit students who commenced between 2015 and 2021 to select this specialisation at any point during their candidature. The retiring of units cannot be implemented until 2023 at the earliest.

Students currently enrolled in the specialisation will be advised to complete all the required units in 2021 and 2022. If necessary, MRTY5098 (offered only in even years) will be offered one last time in 2022 to students requiring this unit to complete the specialisation. Students will be individually contacted by the Program Director to advise of the changes and develop progression plans to ensure timely completion.

Messaging will be placed on the Sydney Courses page to notify incoming Master of Medical Imaging Science students for 2022 that it is planned to suspend the Radiographic Image Interpretation from 2022, so they can make informed choices before applying for the course.

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APPROVALS

_____ Date: __/__/____
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

Approver	Professor Robyn Ward (Executive Dean)
Faculty/Proposal Sponsor	Professor Inam Haq (Associate Dean Education)

ATTACHMENTS

Attachment 1 AMT Confirmation and recommendations email

Attachment 2 MEDICAL IMAGING SCIENCE Resolutions

Attachment 3 MEDICAL IMAGING SCIENCE UoS Tables

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Robyn Ward

Digitally signed by Robyn Ward
Date: 2021.05.07 14:37:23 +10'00'

Date: __/__/____

Dean

Date: 10/5/21

Faculty General Manager

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Item No	

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_____ Date: 19 / 5 / 2021
Deputy Vice-Chancellor (Education)

_____ Date: __/__/____
Divisional Finance Director

_____ Date: __/__/____
Executive Director,
Sydney Future Students

_____ Date: __/__/____
Director,
Student Operations

Libby OReilly Digitally signed by Libby OReilly Date: 2021.05.07 16:25:38 +10'00'
_____ Date: __/__/____
Library Director

Approver	Professor Robyn Ward (Executive Dean)
Faculty/Proposal Sponsor	Professor Inam Haq (Associate Dean Education)

ATTACHMENTS

Attachment 1 MEDICAL IMAGING SCIENCE Resolutions

Attachment 2 MEDICAL IMAGING SCIENCE UoS Tables

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.

_____ Date: __/__/____
Director,
Institutional Analytics and Planning

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Submission To	
Date	
Item No	

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_____ Date: __/__/____
Deputy Vice-Chancellor (Education)

Petrus Swemmer - Finance Director FMH
Digitally signed by Petrus Swemmer - Finance Director FMH
Date: 2021.05.13 09:15:14 +10'00'
_____ Date: __/__/____
Divisional Finance Director

_____ Date: __/__/____
Executive Director,
Sydney Future Students

_____ Date: __/__/____
Director,
Student Operations

Libby OReilly
Digitally signed by Libby OReilly
Date: 2021.05.07 16:25:38 +10'00'
_____ Date: __/__/____
Library Director

Approver	Professor Robyn Ward (Executive Dean)
Faculty/Proposal Sponsor	Professor Inam Haq (Associate Dean Education)

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Director,
Institutional Analytics and Planning

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Submission To	
Date	
Item No	

Non-Confidential

_____ Date: __/__/____
Deputy Vice-Chancellor (Education)

_____ Date: __/__/____
Divisional Finance Director

Shane Griffin
Digitally signed by Shane Griffin
Date: 2021.05.13 13:22:18 +10'00'
_____ Date: __/__/____
Executive Director,
Sydney Future Students

_____ Date: __/__/____
Director,
Student Operations

Libby OReilly
Digitally signed by Libby OReilly
Date: 2021.05.07 16:25:38 +10'00'
_____ Date: __/__/____
Library Director

Approver	Professor Robyn Ward (Executive Dean)
Faculty/Proposal Sponsor	Professor Inam Haq (Associate Dean Education)

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Director,
Institutional Analytics and Planning

THE UNIVERSITY OF SYDNEY

Submission To	
Date	
Item No	

Non-Confidential

_____ Date: __/__/____
Deputy Vice-Chancellor (Education)

_____ Date: __/__/____
Divisional Finance Director

_____ Date: __/__/____
Executive Director,
Sydney Future Students

_____ Date: 18/05/2021
Director,
Student Operations

Libby OReilly Digitally signed by Libby OReilly Date: 2021.05.07 16:25:38 +10'00'
_____ Date: __/__/____
Library Director

Approver	Professor Robyn Ward (Executive Dean)
Faculty/Proposal Sponsor	Professor Inam Haq (Associate Dean Education)

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Director,
Institutional Analytics and Planning

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From: Paul Weber
To: Pieta Joy; Faculty Curriculum; Nelson Lage
Cc: Elizabeth Lovell
Subject: RE: AB GSC 1 June 2021 - Item 3.1 Outcome Report
Date: Friday, 4 June 2021 11:48:06 AM

Hi Pieta,

The team has had a discussion off this on the back of the GSC meeting as well.

We can recommend the following:

- We can implement the request to suspend the specialisation from 2022 with minimal impact on our current workload and/or students.
    - NOTE: A 2022 suspension will still permit students who commenced between 2015 and 2021 to select this specialisation at any point during their candidature.

- The retiring of units cannot be implemented until 2023 at the earliest (which is reflected in the original proposal in any case). This will be dependent on all students completing the relevant units for the specialisation prior to the point of retirement.
    - As noted, students would commence prior to 2022 will have access to continue to select the specialisation during their candidature, which would align with the resolutions that they were admitted under so this would be both a system and potentially transitional arrangement issue should there be a need to cease access to this before students have completed.

I agree that this is more like a minor course amendment than a suspension as it is a component of the course not an admission pathway.

Regards,
Paul

Paul Weber | Manager, Academic Model
Student Administration Services (SAS)
Vice-Principal Operations

E paul.weber@sydney.edu.au | **T** +61 2 8627 5753| **W** sydney.edu.au/students

Acknowledging the traditional owners upon whose ancestral lands the University of Sydney campuses stand.

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Master of Medical Imaging Science

Master of Medical Imaging Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

Code	Course and stream title
GCMDIMGS-01	Graduate Certificate in Medical Imaging Science
GNMDIMGS-01	Graduate Diploma in Medical Imaging Science
MAMDIMGS-01	Master of Medical Imaging Science

2 Attendance pattern

The attendance pattern for this course is part time. All units of study are only available in online mode.

3 Masters type

This masters degree is an advanced learning masters course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

The embedded courses in this sequence are:

(1) the Graduate Certificate in Medical Imaging Science
(2) the Graduate Diploma in Medical Imaging Science
(3) the Master of Medical Imaging Science

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

Available places will be offered to qualified applicants based on merit, according to the following admission criteria.

(1) Admission to candidature for the Graduate Certificate of Medical Imaging Science requires:
(a) A bachelors degree or higher award in Medical Radiation Sciences from the University of Sydney, or qualifications deemed by the Faculty to be equivalent.
(b) 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 Diploma of Medical Imaging Science requires:
(a) A bachelors degree or higher award in Medical Radiation Sciences from the University of Sydney, or a qualification deemed by the Faculty to be equivalent, or
(b) Completion of the requirements of the embedded graduate certificate in this discipline or qualifications deemed by the Faculty to be equivalent.
(c) In exceptional circumstances the Faculty 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.
(3) Admission to candidature for the Master of Medical Imaging Science requires:
(a) A masters degree in Medical Radiation Sciences or
(b) A pass bachelors degree with a credit average, or an honours bachelors degree from the University of Sydney, in Medical Radiation Sciences or qualifications deemed by the Faculty to be equivalent; or
(c) Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the Faculty to be equivalent.

6 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Unit of Study Tables for the Graduate Certificate / Graduate Diploma / Master of Medical Imaging Science.
(2) To qualify for the award of the Graduate Certificate of Medical Imaging Science a candidate must complete 24 credit points, including:
(a) 6 credit points of core units of study;
(b) A minimum of 12 credit points of elective units of study;
(c) A maximum of 6 credit points of research elective units of study from the Medical Imaging Science Research Elective Table.
(3) To qualify for the award of the Graduate Diploma of Medical Imaging Science a candidate must complete 48 credit points, including:
(a) 18 credit points of core units of study;
(b) A minimum of 12 credit points of elective units of study. With the permission of the Delegated Authority a maximum of 6 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;
(c) A maximum of 12cp of elective units of study from the Medical Imaging Science Research Elective Table.
(4) To qualify for the award of the Master of Medical Imaging Science a candidate must complete 72 credit points, including:
(a) 18 credit points of core units of study;
(b) A minimum of 12 credit points of elective units of study. With the permission of the Delegated Authority a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;
(c) At least 6 credit points of capstone units of study.

Master of Medical Imaging Science

7 Specialisations

Completion of a specialisation is not a requirement of the course. Candidates enrolled in the Graduate Diploma or Master of Medical Imaging Science have the option of completing up to two specialisations. A specialisation requires the completion of 24 credit points chosen from units of study listed in the table for that specialisation. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:

(1) Breast Imaging
(2) Computed Tomography
(3) Hybrid Imaging
(4) Magnetic Resonance Imaging
~~(5) Radiographic Image Interpretation~~
(5) Research Studies

8 Recognition of Prior Learning

(1) Waivers and credit may be granted or the volume of learning may be reduced in recognition of prior learning.
(2) Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.
(3) Candidates offered direct admission to the Graduate Diploma or Master of Medical Imaging Science may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
(a) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Medicine and Health.
(b) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Medicine and Health to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.
(4) The maximum combined credit and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

9 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

10 Course transfer

A candidate for the masters degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, ~~with the approval of the Dean, and~~ provided the requirements of the shorter award have been met.

11 Transitional provisions

(1) These resolutions apply to students who commence their candidature after 1 January ~~2022~~ 2022, and students who commenced their candidature prior to 1 January ~~2022~~ 2022 who elect to proceed under these resolutions.
(2) Students who commenced prior to 1 January ~~2022~~ 2022 may complete requirements in accordance with the resolutions in force at the time of their commencement.

MEDICAL IMAGING SCIENCE

Students intending to undertake any of these programs full-time will need to consult with the Course Director for detailed information about unit availability.

Unit outlines will be available through Find a unit outline two weeks before the first day of teaching for 1000-level and 5000-level units, or one week before the first day of teaching for all other units.

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Master of Medical Imaging Science			
Master of Medical Imaging Science			
Students complete 72 credit points, including:			
(a) 18 credit points of core units of study			
(b) a minimum of 12 credit points of elective units of study as listed in the Medical Imaging Science Electives table.			
(i) a maximum of 12 credit points can be taken as elective units from Health Sciences electives. Or with the permission of the Course Director a maximum of 6 credit points can be taken as elective units from outside those listed in the Medical Imaging Science Elective Table or Health Sciences electives tables.			
(c) at least 6 credit points of capstone units of study in the final semester of study			
(d) up to two specialisations may be taken			
(i) a specialisation requires the completion of 24 credit points from the units listed below			
The course is only available part time.:			
~~(a) full-time over a minimum 3 semesters study~~			
~~(b) part-time over a minimum 6 semesters study~~			
Graduate Diploma in Medical Imaging Science			
Students complete 48 credit points, including:			
(a) 18 credit points of core units of study;			
(b) a minimum of 12 credit points of elective units of study as listed in the Medical Imaging Science Electives table			
(i) a maximum of 6 credit points can be taken as elective units from Health Sciences electives. Or with the permission of the Course Director a maximum of 6 credit points can			

be taken as elective units from outside those listed in the Medical Imaging Science Elective Table or Health Sciences electives tables.
(c) up to two specialisations may be taken
(i) a specialisation requires the completion of 24 credit points
The course is only available part time.~~:~~
~~(a) full-time over a minimum 2 semesters study~~
~~(b) part-time over a minimum 4 semesters study~~
Graduate Certificate in Medical Imaging Science
Students complete 24 credit points, including:
(a) 6 credit points of core units of study
(b) a minimum of 12 credit points of elective units of study as listed in the Medical Imaging Science Electives table
(c) a maximum of 6 credit points of research elective units of study from the Table
The course is only available part time~~:~~
~~(a) full-time over a minimum 1 semester study~~
~~(b) part-time over a minimum 2 semesters study~~
Specialisations
(a) Completion of a specialisation is not a requirement of the course
(b) Students enrolled in the Graduate Diploma or Master have the option of completing up to two specialisations
(c) ~~specialisation~~ Specialisation requires the completion of 24 credit points chosen from units of study listed for that specialisation.
The available specialisations are:
(i) Breast Imaging
(ii) Computed Tomography
(iii) Hybrid Imaging
(iv) Magnetic Resonance Imaging
~~(v) Radiographic Image Interpretation~~
(~~viv~~) Research Studies

Core units

Master and Graduate Diploma

MRTY5131 Current Concepts in Medical Imaging	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5132 Medical Image Perception	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5133 Medical Image Optimisation	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

Graduate Certificate

MRTY5131 Current Concepts in Medical Imaging	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

Specialisations

Breast imaging

MRTY5106 Breast Imaging A	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5140 Breast Imaging B *This unit of study is not available in 2021*	6	**P** MRTY5106 *This unit is offered every even year.*	Semester 2

BETH5209 Medicines Policy, Economics and Ethics	6	**A** A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
and one of the following:			
MRTY5043 Directed Studies A	6	*Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5139 Medical Imaging Science Capstone	6	**P** 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133 *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	~~Semester 1~~ Semester 2
Computed Tomography			
MRTY5134 Computed Tomography Theory	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5040 Computed Tomography A	6	**P** MRTY5134 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5041 Computed Tomography B	6	**P** MRTY5134 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
and one of the following:			
MRTY5043 Directed Studies A	6	*Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

MRTY5139 Medical Imaging Science Capstone	6	**P** 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133 *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	~~Semester 1~~ Semester 2
Hybrid Imaging			
MRTY5135 Hybrid Imaging A *This unit of study is not available in 2021*	6	*This unit is offered every even year.*	Semester 1
MRTY5141 Hybrid Imaging B	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
and one of the following:			
MRTY5043 Directed Studies A	6	*Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5139 Medical Imaging Science Capstone	6	**P** 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133 *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	~~Semester 1~~ Semester 2
and at least one of the following:			
MRTY5090 Multiplanar Anatomy A *This unit of study is not available in 2021*	6	*This unit is offered every even year.*	Semester 2

MRTY5091 Multiplanar Anatomy B	6	**A** A good knowledge of cross-sectional anatomy is essential for this unit. *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5051 Magnetic Resonance Theory	6	**A** High school level maths and physics. *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5134 Computed Tomography Theory	6	 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
Magnetic Resonance Imaging			
MRTY5051 Magnetic Resonance Theory	6	**A** High school level maths and physics. *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5052 Magnetic Resonance A	6	**P** MRTY5051 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5053 Magnetic Resonance B	6	**P** MRTY5052 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5138 Magnetic Resonance C	6	**P** MRTY5053 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
In addition to the requirements of the ~~s~~especialisation, in their final semester students enrol in the following which is the Capstone unit of study;			
MRTY5139 Medical Imaging Science Capstone	6	**P** 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133 *Note: Department permission required for enrolment*	~~Semester 1~~ Semester 2

		Refer to the unit of study outline https://www.sydney.edu.au/units	

~~Radiographic Image Interpretation~~

~~MRTY5098 Radiographic Image Interpretation A~~	~~6~~	*~~Refer to the unit of study outline https://www.sydney.edu.au/units~~*	~~Semester 1~~
~~MRTY5099 Radiographic Image Interpretation B~~ *~~This unit of study is not available in 2021~~*	~~6~~	~~**A** MRTY5098~~ *~~This unit is offered every even year.~~*	~~Semester 1~~
~~MRTY5100 Radiographic Image Interpretation C~~	~~6~~	~~**A** Knowledge of radiological anatomy and radiographic positioning~~ *~~Refer to the unit of study outline https://www.sydney.edu.au/units~~*	~~Semester 2~~
~~and one of the following:~~			
~~MRTY5043 Directed Studies A~~	~~6~~	*~~Note: Department permission required for enrolment~~* *~~Refer to the unit of study outline https://www.sydney.edu.au/units~~*	~~Semester 2~~
~~MRTY5139 Medical Imaging Science Capstone~~	~~6~~	~~**P** 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133~~ *~~Note: Department permission required for enrolment~~* *~~Refer to the unit of study outline https://www.sydney.edu.au/units~~*	~~Semester 1~~ ~~Semester 2~~

Research Studies

BACH5068 Statistics for Clinical Research	6	*Students must have access to a PC to load and use the statistics packages SAS or SPSS*	Semester 1 Semester 2

This unit of study is not available in 2021			
BACH5255 Qualitative Research Methods	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
and select 12 credit points from the following:			
MRTY5043 Directed Studies A	6	*Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5044 Directed Studies B	6	**P** MRTY5043 *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
MRTY5139 Medical Imaging Science Capstone	6	**P** 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133 *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	~~Semester 1~~ Semester 2
Capstone unit			
MRTY5139 Medical Imaging Science Capstone	6	**P** 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133 *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	~~Semester 1~~ Semester 2
Electives for Medical Imaging Science			
MRTY5041 Computed Tomography B	6	**P** MRTY5134 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

MRTY5043 Directed Studies A	6	*Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5051 Magnetic Resonance Theory	6	**A** High school level maths and physics. *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5053 Magnetic Resonance B	6	**P** MRTY5052 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
~~**MRTY5098 Radiographic Image Interpretation A**~~	~~6~~	~~*Refer to the unit of study outline https://www.sydney.edu.au/units*~~	~~Semester 1~~
~~**MRTY5099 Radiographic Image Interpretation B**~~ ~~*This unit of study is not available in 2021*~~	~~6~~	~~**A** MRTY5098~~ ~~*This unit is offered every even year.*~~	~~Semester 1~~
MRTY5106 Breast Imaging A	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5134 Computed Tomography Theory	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5135 Hybrid Imaging A *This unit of study is not available in 2021*	6	*This unit is offered every even year.*	Semester 1

MRTY5141 Hybrid Imaging B	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MRTY5040 Computed Tomography A	6	**P** MRTY5134 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5052 Magnetic Resonance A	6	**P** MRTY5051 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5090 Multiplanar Anatomy A *This unit of study is not available in 2021*	6	*This unit is offered every even year.*	Semester 2
MRTY5091 Multiplanar Anatomy B	6	**A** A good knowledge of cross-sectional anatomy is essential for this unit. *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
~~**MRTY5100 Radiographic Image Interpretation C**~~	~~6~~	~~**A** Knowledge of radiological anatomy and radiographic positioning~~ ~~*Refer to the unit of study outline https://www.sydney.edu.au/units*~~	~~Semester 2~~
MRTY5138 Magnetic Resonance C	6	**P** MRTY5053 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MRTY5140 Breast Imaging B *This unit of study is not available in 2021*	6	**P** MRTY5106 *This unit is offered every even year.*	Semester 2

MRTY5044 Directed Studies B	6	**P** MRTY5043 *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BACH5255 Qualitative Research Methods	6	 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
BACH5068 Statistics for Clinical Research *This unit of study is not available in 2021*	6	 *Students must have access to a PC to load and use the statistics packages SAS or SPSS*	Semester 1 Semester 2

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Proposal Title	Change commencement of new Pharmacy degrees to Semester 1, 2023
Recommendation	That the AB Graduate Studies Committee endorse and recommend that Academic Board: 1) suspend student admission for the two new Pharmacy vertically integrated masters degrees; 2) approve the continued offering of the existing Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; and 3) amend the 2022 Senate Resolutions to remove the wording 'admission suspended from 2022 from the Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees.
Proposal Presenter	Professor Parisa Aslani and Professor Paul Groundwater
Consultation Pipeline	FMH Ed Ctee *By Chair Action* → FMH Faculty Board *By Chair Action* → ASC *7/4/21* → Graduate Studies Committee → Academic Board *20 July 2021*

EXECUTIVE SUMMARY

In November 2020, the Academic Board approved the introduction of two new vertically integrated masters degrees for introduction in Semester 1, 2022; and the suspension of two existing Pharmacy degrees from Semester 2, 2021 (shown below).

FMH would like to delay the introduction of the two new degrees to Semester 1, 2023; and reinstate the Bachelor of Pharmacy and the Bachelor of Pharmacy and Management for commencing students in 2022.

NEW DEGREES 2023	NEW EXIT DEGREE VERSIONS 2023	SUSPEND INTAKE SEM 2, 2022
Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice (5 year degree) Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice (6 year degree)	Bachelor of Pharmacy Bachelor of Pharmacy (Honours) Bachelor of Pharmacy and Management Bachelor of Pharmacy and Management (Honours)	Bachelor of Pharmacy* Bachelor of Pharmacy and Management* **Embedded Honours available in both degrees.*

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This table shows the relationship between the degrees and the exit pathways they provide.

STUDENT ENTERS	**STUDENT EXITS →**		
YEAR 1	**YEAR 4**	**YEAR 5**	**YEAR 6**
Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice	Bachelor of Pharmacy Bachelor of Pharmacy (Honours) 192 cp *(188 cp core + 6 cp electives from Table O or S)*	Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice *240 cp (234 cp core + 6 cp electives from Table O or S)*	
Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice		Bachelor of Pharmacy and Management Bachelor of Pharmacy and Management (Honours) *240 cp (228 cp core + 6 cp electives from Table O or S and 6 cp electives from Table A)*	Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice *288 cp (276 cp core + 6 cp electives from Table O or Table S and 6 cp electives from Table A)*

RATIONALE

The following information has been received from the Australian Pharmacy Council (APC) regarding the accreditation and approval of the new degree programs (email dated 15th March 2021). In light of the recent information provided by the APC, we feel that delaying the implementation of the new vertically integrated masters programs to Semester 1, 2023 (instead of the currently Academic Board approved date of Semester 1, 2022) is an appropriate decision to mitigate risk of students being admitted to and commencing a program that does not have full professional body accreditation. Due to COVID-19, the APC was unable to mount its usual program of accreditations in 2020, leading to an increased work plan in 2021.

The overarching guidance is that there is not a 'one size fits all' timeline for the accreditation of a new pharmacy program. A number of factors can impact on the time taken, including:

- *availability of external reviewers*
- *the quality of the information submitted by the program provider*
- *if the external reviewer(s) identify any further information they require from the program*
- *the dates for Accreditation Committee meetings (to be 'accredited')*
- *the dates for Pharmacy Board of Australia meetings (to be 'approved')*

The APC Accreditation Committee (AC) can choose to grant accreditation to a program for up to 6 years. The duration of accreditation is determined by the AC using a risk based framework (Accreditation Committee Decision Making Framework | Australian Pharmacy Council). The minimum period of accreditation is usually 1 year. If the AC chooses to grant accreditation for a period of less than the maximum of 6 years, the program provider will be notified of the additional reporting requirements applied to their program(s) (such as Conditions and/or Monitoring Requirements). Program providers are required to submit satisfactory reporting to the AC to maintain their accreditation, and to be eligible for an extension on their accreditation period up to the maximum of 6 years. Reporting can be submitted either by, or in advance of, the due date, and will be presented to the AC at their next meeting for an accreditation decision.

For new programs that are granted accreditation, in addition to reporting against Conditions and Monitoring Requirements that may be required, there will be a requirement for a site visit to take place in the final year of the first graduating cohort for each new program. This allows the AC to have oversight over the progress of students in each program, and their ability to meet the required competencies and graduate outcomes. For The University of Sydney this means visits in the following years (if the programs are first delivered in 2022):

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Year	*Reaccreditation*	*New exit programs (4 years)*	*New exit programs (5 years)*	*New 5 year program*	*New 6 year program*	*Site visit required*
2021	*SET for existing accredited programs*					*Yes (full SET)*
2022		*1*	*1*	*1*	*1*	
2023		*2*	*2*	*2*	*2*	
2024		*3*	*3*	*3*	*3*	
2025		*4**	*4*	*4*	*4*	*Yes*
2026			*5**	*5**	*5*	*Yes*
2027	*SET for existing accredited programs*				*6**	*Yes (full SET)*

* *final year for the first cohort of students*

You are reminded that in addition to accreditation being granted by the APC, program(s) are required to be approved by the Pharmacy Board of Australia (PharmBA). This needs to be included in the time required for final approval to be granted to programs before program delivery commences.

We are unable to guarantee that the new programs will be accredited by APC and approved by PharmBA in time for delivery from semester 1, 2022. We are able to provide updates throughout the year on the progress of the application (e.g. next steps, etc). We will facilitate prompt and effective communication between the external reviewers to allow the consideration of the application to progress.

CONSULTATION AND COMMUNICATIONS

The following have been consulted:

- The Australian Pharmacy Council
- Prof Inam Haq, Associate Dean Education, Faculty of Medicine and Health
- Wenchong Chai – Director, Admission, Sydney Future Student
- Nerida Olson – Director, Strategy and Faculty Partnerships, Sydney Future Student
- Olivia Perks – Director, Legal Services, Office of General Counsel
- Lydia Sorial – Solicitor, Corporate and Commercial, Office of General Counsel
- Mandy Baric – Director, Compliance and Student Affairs, Deputy Vice Chancellor (Education)
- Prof Pip Pattison, Deputy Vice-Chancellor (Education)
- Prof Tony Masters, Chair, Academic Board
- Laurie Guthrie; Manager, Marketing and Communications (Medicine and Health)
- Ms Louise Atkins, Head, Faculty Liaison (STEMM)
- Internally within the Sydney Pharmacy School
- FMH Curriculum team

In response to the following concerns raised:

In their submission last year, FMH made the point that the content of the legacy degrees would have to be modified to meet the new 2020 APC Standards. Understandably, Pharmacy's submission did not provide specifics on this. However, given that the UoS of Years 1 to 4 inclusive of the (e.g.) existing BPharm are all core, there may be a need to inform the Academic Board of these changes. Again, Kiuyan can advise on the requirements once the need for and nature of any changes has been determined.

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Response: At this stage, we cannot comment on the extent of the changes as we are working to ensure that the existing BPharm and BPharmMgmt units of study address the new accreditation standards so that the degrees will be reaccredited later this year (November is our APC site evaluation team visit). Once the changes have been completed, the site evaluation team visit and reviewing of degrees has been conducted, and we have received feedback and comments from the APC, we will be in a position to inform the Academic Board of all changes. We anticipate that this will be in late Dec 2021 or Jan 2022.

A final question for FMH is that, given the accreditation process has taken somewhat longer than anticipated, should the "current" changes be pushed back to 2023, or should the changes be removed, then reintroduced at a later date, when accreditation is granted, or is imminent. I think only Pharmacy can answer this question, through their knowledge of APC procedures.

Response: Based on discussions with the APC, we are completely confident that we will receive accreditation for the new vertically integrated degrees for their introduction in Semester 1, 2023, and therefore we request that the introduction of the degrees is delayed to Semester 1, 2023. As the APC has promised full transparency of the accreditation process, we will be in a better position to know exactly when we will receive accreditation, later in the year, when the APC has had the opportunity to review our submission on the new degrees. We can therefore review the decision regarding delay vs removal and reintroduction, later in the year. Any changes made after accreditation will be notified to APC, as required by the accrediting body.

Feedback from Admissions Subcommittee from meeting 7/4/21

Change Commencement of new Pharmacy Degrees to Semester 1, 2023

Resolution AB ASC 2021/04-06

The Admissions Subcommittee resolved to endorse and recommend that the Undergraduate Studies Committee and the Graduate Studies Committee endorse and recommend that the Academic Board:

1) suspend student admission for the two new Pharmacy vertically integrated masters degrees;
2) approve the continued offering of the existing Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees; and
3) amend the 2022 Senate Resolutions to remove the wording 'admission suspended from 2022 from the Bachelor of Pharmacy and Bachelor of Pharmacy and Management degrees.

Further discussions following the Admissions subcommittee are ongoing between Professors Aslani, Groundwater and Haq, and Prof Masters for the following issues that require further consultation:

- Discussions held with FMH (Inam Haq) and SPS (Andrew McLachlan and Bandana Saini) regarding the implications of the outcomes of the Admissions Subcommittee's meeting, with the following issues being addressed:
    - Compiling timelines by MARCOMMS and the APC so that SPS and FMH are in a better position to know how to proceed regarding suspension vs deferment of the new degrees.
    - Consultation with OGC/Tony Masters is also ongoing regarding the new degrees promotional approach.

RISKS / BENEFITS

Benefits of introducing the new degrees:

The new degrees will position the Sydney Pharmacy School to:

- Offer the first-of-its kind pharmacy degrees with an embedded intern training program, in Australia.
- Become a leading provider of a Doctor of Pharmacy (PharmD) degree in the Asia-Pacific region and globally (thereby increasing the attractiveness of the School to international applicants). The new degrees will be a key component of the future offering of a PharmD.

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- Prepare for changes to professional accreditation requirements and better align our graduates to the changing practice environment. Many international universities already graduate registrable, work-ready pharmacists and we anticipate that Australia will soon support integrated pharmacy degrees. The Australian Pharmacy Council has been conducting a review in this area.
- Build a stronger pipeline for research students by increasing participation in Honours.
- Give students more opportunity to become work ready via Work Integrated Learning components.
- Attract high quality domestic and international students.
- Provide a more flexible suite of degrees with pathways to higher levels of advanced pharmacy practice and facilitate transfer to postgraduate healthcare programs or higher degree research (via the Master of Advanced Studies).
- Develop comprehensive and internationally leading pharmacy curricula that appeal to future students, align with the strategic objectives of the University and produce high calibre graduates who are the preferred choice for hospital, community and primary care roles, and pharmacy sectors.
- Develop new undergraduate units of study and provide more flexible options for unit selection.
- Enhance deeper embedding and assessment of the graduate qualities.

Benefits of delaying introduction of the new degrees to Semester 1, 2023:

- After discussion with the APC, there is an exceedingly strong likelihood that the new degrees will be accredited (by the APC) and approved (by the Pharmacy Board of Australia (PharmBA)) in the first quarter of 2022, well in time for introduction in Semester 1, 2023. This will ensure that students commence accredited and approved degrees. This will also mean that we are able to advertise and market the degrees as accredited and approved.
- There are 11 international students (of which 10 are the Packaged Offer students) who have accepted the offer of a Bachelor of Pharmacy, to commence in Semester 1, 2022. It appears that the 10 students were provided, and accepted, the offer in 2019. By delaying the suspension of the existing degrees, we will honour our contract with the students and avoid TEQSA Breach notifications.
- There are also 18 domestic students who deferred their candidature in 2021. The delay in the introduction of the new courses will mean these students can commence the course in which they've enrolled, in 2022, and complete the degree and avoid TEQSA Breach notifications.
- In 2021, the Pharmacy Board of Australia will initiate a review of the requirements in terms of hours of supervised practice for the intern training year. Their aim is to publish the outcome of this review in early 2022. As the new degrees will incorporate the intern year within them, this information will be a key component and will allow us to better inform students applying for the new programs.

Risks of not delaying introduction of the new degrees to Semester 1, 2023:

- The University will be in breach of their contract with students who have accepted the offer of the existing Bachelor of Pharmacy programs to commence in Semester 1, 2022.

IMPLEMENTATION

It is intended that the suite of degrees is introduced in 2023, starting with year 1.

ATTACHMENTS

Attachment 1 2022 Senate Resolutions

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SIGNATURE OF DEAN

Date:16 April 2021

Signature of Dean

Approver	Prof Robyn Ward, FMH Executive Dean
Faculty/Proposal Sponsor	Prof Inam Haq, FMH Associate Dean

Resolutions of the Senate Faculty of Medicine and Health

Resolutions of the Senate

1 Degrees, diplomas and certificates of the University of Sydney Faculty of Medicine and Health

(1) With the exception of the Doctor of Medical Science 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 Medicine and Health. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2022. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the School at the time.

2 Degrees

Code	Course title and streams	Abbreviation	Credit points
RHDENSCI-01	Doctor of Dental Science	DDSc	Published Work
RHMEDSCI-01	Doctor of Medical Science	DMedSc	Published work
RPPHDMDH-02	Doctor of Philosophy	PhD	Research
RMPHLMDH-01	Master of Philosophy	MPhil	Research
RMPHLDNT-01	Master of Philosophy *(admission suspended from 2021)*	MPhil	Research
RMPHLMED-01	Master of Philosophy *(admission suspended from 2021)*	MPhil	Research
RMPHLNUR-01	Master of Philosophy *(admission suspended from 2021)*	MPhil	Research
RMPHLPHA-01	Master of Philosophy *(admission suspended from 2021)*	MPhil	Research
RMAPPSCI-02	Master of Applied Science *(admission suspended from 2021)*	MAppSc	Research
TCCLDORD-01	Doctor of Clinical Dentistry (Orthodontics)	DClinDent	144
TCCLDORM-01	Doctor of Clinical Dentistry (Oral Medicine)	DClinDent	144
TCCLDORS-01	Doctor of Clinical Dentistry (Oral Surgery)	DClinDent	144
TCCLDPAD-01	Doctor of Clinical Dentistry (Paediatric Dentistry)	DClinDent	144
TCCLDPER-01	Doctor of Clinical Dentistry (Periodontics)	DClinDent	144
TCCLDPRO-01	Doctor of Clinical Dentistry (Prosthodontics)	DClinDent	144
TCCLDSND-01	Doctor of Clinical Dentistry (Special Needs Dentistry)	DClinDent	144
TCCLISUR-01	Doctor of Clinical Surgery	DClinSurg	144
MADNTLMD-01	Doctor of Dental Medicine	DMD	192
MAMEDICI-06	Doctor of Medicine	MD	192
MAADNUPR-01	Master of Advanced Nursing Practice	MAdvNP	60
MAADVSUR-01	Master of Advanced Surgery		
	Breast Surgery	MAdvSurg(BreastSurg)	48
	Uro-Oncology	MAdvSurg(Uro-Oncology)	48
MABIOETI-02	Master of Bioethics	MBEth	48
	Master of Biomedical Science		
MABMDSAP-01	*Advanced Diagnostics and Prognostics*	MBiomedSci(AdvDiagnosticsPrognostics)	48
MABMDSCA-01	*Cancer*	MBiomedSci(Cancer)	48
MABMDSGM-01	*Genomics and Precisions Medicine*	MBiomedSci(GenomicsPrecisionMed)	48
MABMDSFM-01	*Infection and Immunity*	MBiomedSci(InfectionImmunity)	48
MABIOSTA-01	Master of Biostatistics	MBiostat	72
MABRMISC-01	Master of Brain and Mind Sciences	MBMSc	48
MACAHANU-01	Master of Cancer and Haematology Nursing	MCaHaemN	60
MACLITRR-01	Master of Clinical Trials Research	MClinTRes	48
MADEPUBH-01	Master of Dental Public Health	MDentPH	48
MADIARAD-01	Master of Diagnostic Radiography	MDR	96

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
MAEMENUR-02	Master of Emergency Nursing	MEmergN	60
MAEXPHYS-02	Master of Exercise Physiology	MExPhys	72
MAGLBHLT-01	Master of Global Health	M.Glob.Hlth	72
MAHEAPOL-01	Master of Health Policy	MHPol	48
MAHEASTU-01	Master of Health Studies *(exit qualification only)*	MHS	96
MAINCNUR-02	Master of Intensive Care Nursing	MIntCareN	60
MAINTOPH-01	Master of International Ophthalmology		48
	Community Ophthalmology	MIOphth(CommOphth)	48
	Post Vocational Ophthalmology	MIOphth(PostVocOphth)	48
MAMDIMGS-01	Master of Medical Imaging Science	MMIS	72
MAMEDADV-01	Master of Medicine (Advanced)		
	Clinical Neurophysiology	MMed(Adv)(ClinNeuroPhysiol)	60
	Critical Care Medicine	MMed(Adv)(CritCare)	60
	General Practice and Primary Health Care	MMed(Adv)(GP/PHC)	60
	Genomics and Precision Medicine	MMed(Adv)(GenomicsPrecisionMed)	48
	Internal Medicine	MMed(Adv)(InternalMedicine)	60
	Metabolic Health	MMed(Adv)(MetabHlth)	60
	Pharmaceutical and Medical Device Development	MMed(Adv)(PharmDev)	60
MAMDAPSR-01	*Psychiatry*	MMed(Adv)(Psychiatry)	60
	Sexual and Reproductive Health	MMed(Adv)(SRH)	60
	Sleep Medicine	MMed(Adv)(SleepMedicine)	60
	Trauma-Informed Psychotherapy	MMed(Adv)(Trauma-Informed Psychotherapy)	60
MAMEDICI-04	Master of Medicine		
	Child and Adolescent Health	MMed(ChildAdolHealth)	48
	Clinical Neurophysiology	MMed(ClinNeuroPhysiol)	48
	Critical Care Medicine	MMed(CritCare)	48
	General Practice and Primary Health Care	MMed(GP/PHC)	48
	Genomics and Precision Medicine	MMed(GenomicsPrecisionMed)	48
	Internal Medicine	MMed(InternalMedicine)	48
	Metabolic Health	MMed(MetabHlth)	48
	Pharmaceutical and Medical Device Development	MMed(PharmDev)	48
MAMEDPSR-01	*Psychiatry*	MMed(Psychiatry)	48
	Sexual and Reproductive Health	MMed(SRH)	48
	Sleep Medicine	MMed(SleepMedicine)	48
	Trauma Informed Psychotherapy	MMed (Trauma-Informed Psychotherapy)	48
MAMECARS-01	Master of Medicine (Cataract and Refractive Surgery)	MMed(RefCatSurg)	48
MAMECLEP-03	Master of Medicine (Clinical Epidemiology)	MMed(ClinEpi)	48
MAMEHNUR-02	Master of Mental Health Nursing *(admission suspended from 2021)*	MMHlthN	60
MAMEINIM-01	Master of Medicine (Infection and Immunity)	MMed(InfnImm)	48
MAMEOPSC-01	Master of Medicine (Ophthalmic Science)	MMed(OphthSc)	48
	Oculoplastic Surgery	MMed(OpthSc-OcPlasSurg)	48
MAMEPAMA-02	Master of Medicine (Pain Management)	MMed(PainMgt)	48
MANURSNG-09	Master of Nursing	MN	96
MANUNUPR-02	Master of Nursing (Nurse Practitioner)	MN(NP)	72
MAOCCTHE-02	Master of Occupational Therapy	MOT	96
MAPHARMA-01	Master of Pharmacy	MPharm	96
MAPHYSIO-01	Master of Physiotherapy	MPhty	96
MAPRHECA-01	Master of Primary Health Care Nursing *(admission suspended from 2021)*	MPHC	60
MAPUHEAL-07	Master of Public Health	MPH	72
MASCMEAD-01	Master of Science in Medicine (Advanced)		
	Clinical Neurophysiology	MScMed(Adv)(ClinNeuroPhysiol)	60
	Critical Care Medicine	MScMed(Adv)(CritCare)	60

Code	Course title and streams	Abbreviation	Credit points
	General Practice and Primary Health Care	MScMed(Adv)(GP/PHC)	60
	Metabolic Health	MScMed(Adv)(MetabHlth)	60
	Pharmaceutical and Medical Device Development	MScMed(Adv)(PharmDev)	60
	Sleep Medicine	MScMed(Adv)(SleepMedicine)	60
	Sexual and Reproductive Health	MScMed(Adv)(SRH)	60
	Trauma Informed Psychotherapy	MScMed(Adv)(Trauma-Informed Psychotherapy)	60
MASCMEDI-01	Master of Science in Medicine		
	Clinical Neurophysiology	MScMed(ClinNeuroPhysiol)	48
	Critical Care Medicine	MScMed(CritCare)	48
	General Practice and Primary Health Care	MScMed(GP/PHC)	48
	Metabolic Health	MScMed(MetabHlth)	48
	Pharmaceutical and Medical Device Development	MScMed(PharmDev)	48
	Sleep Medicine	MScMed(SleepMedicine)	48
	Sexual and Reproductive Health	MScMed(SRH)	48
	Trauma Informed Psychotherapy	MScMed (Trauma-Informed Psychotherapy)	48
MASMCLEP-03	Master of Science in Medicine (Clinical Epidemiology)	MScMed(ClinEpi)	48
MASMINIM-01	Master of Science in Medicine (Infection and Immunity) *(admission suspended from 2021)*	MScMed(InfnImm)	48
MASMOPSC-01	Master of Science in Medicine (Ophthalmic Science)	MScMed(OphthSc)	48
MASMPAMA-02	Master of Science in Medicine (Pain Management)	MScM(PainMgt)	48
MASPLAPA-01	Master of Speech Language Pathology	MSLP	96
MASURGER-03	Master of Surgery	MSurg	48
BPASEXPH-02	Bachelor of Applied Science (Exercise Physiology)	BAppSc(ExPhys)	192
BPASESSC-03	Bachelor of Applied Science (Exercise and Sport Science) *	BAppSc(Ex&SpSc)	144
BPASDRAD-01	Bachelor of Applied Science (Diagnostic Radiography)^	BAppSc(DR)	192
BPASOCTE-05	Bachelor of Applied Science (Occupational Therapy)^	BAppSc(OT)	192
BPASPHYS-06	Bachelor of Applied Science (Physiotherapy)^	BAppSc(Phty)	192
BPASSPPA-06	Bachelor of Applied Science (Speech Pathology)^	BAppSc(SpPath)	192
BHHEASCH-02	Bachelor of Health Sciences (Honours)	BHlthSci(Hons)	48
BUNUPORE-01	Bachelor of Nursing Post-registration (on-shore)	BN	144
BUNUPORE-02	Bachelor of Nursing Post-Registration (off-shore)	BN	144
BPNURADS-01	Bachelor of Nursing (Advanced Studies)	BN(Advanced Studies)	144
BHNURSIH-02	Bachelor of Nursing (Honours)(on-shore)	BN(Hons)	48
BHNURSIH-03	Bachelor of Nursing (Honours)(off-shore)	BN(Hons)	48
BUORAHEA-01	Bachelor of Oral Health	BOH	144
~~BPPHARMA-05~~	~~Bachelor of Pharmacy^~~	~~BPharm~~	~~192~~
~~BPPHAMGT-01~~	~~Bachelor of Pharmacy and Management^~~	~~BPharmMgt~~	~~240~~
BUPHARMA-01	Bachelor of Pharmacy ^	BPharm	192
BUPHAMGT-01	Bachelor of Pharmacy and Management^	BPharmMgt	240

Note: *may be awarded with honours following a further year of study
^ May be awarded with honours in an integrated program.
Note: Italicised items below degree names are streams within that degree.

3 Double degrees

Code	Course title and streams	Abbreviation	Credit points
MAMEDPHL-01	Master of Medicine / Master of Philosophy		
	Sexual and Reproductive Health	MMed(SRH)/MPhil	96

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
MASCMPHL-01	Master of Science in Medicine / Master of Philosophy		
	Sexual and Reproductive Health	MScMed(SRH)/MPhil	96
BPARTMED-01	Bachelor of Arts/Doctor of Medicine	BA/MD	336
	Dalyell		
BPSCIMED-01	Bachelor of Science/Doctor of Medicine	BSc/MD	336
	Dalyell		
	Medical Science	BSc(MedSci)/MD	
BPSCIDMD-01	Bachelor of Science/ Doctor of Dental Medicine	BSc/DMD	336

* May be awarded with honours following a further year of study.
Note: Italicised items below degree names are streams within that degree.

4 Combined degrees

Code	Course title and streams	Abbreviation	Credit points
MAGHEPHL-01	Master of Global Health and Master of Philosophy *(admission suspended from 2021)*	MGlobHlth/MPhil	96
MAHPOPHL-01	Master of Health Policy and Master of Philosophy *(admission suspended from 2021)*	MHPol/MPhil	96
MAPHEPHL-01	Master of Public Health and Master of Philosophy *(admission suspended from 2021)*	MPH/MPhil	96
BPASEAVS-01	Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science) ^	BAppSc/BAdvStudies(Ex&SpSc)	192
BPARTNUR-01	Bachelor of Arts and Master of Nursing	BA/MN	192
	Dalyell		
BPSCINUR-01	Bachelor of Science and Master of Nursing	BSc/MN	192
	Dalyell		
	Health	BSc(Hlth)/MN	
~~BHPHAPHP-01~~	~~Bachelor of Pharmacy (Honours)/Master of Pharmacy Practice~~	~~BPharm(Honours)/MPharmPrac~~	~~240~~
~~BHPHMPHP-01~~	~~Bachelor of Pharmacy and Management (Honours)/ Master of Pharmacy Practice~~	~~BPharmMgmt(Honours)/MPharmPrac~~	~~288~~

^ May be awarded with honours in an integrated program.
* May be awarded with honours following a further year of study.
Note: Italicised items below degree names are streams within that degree.

5 Graduate diplomas

CODE	Course title and streams	Abbreviation	Credit points
GNADNUPR-01	Graduate Diploma in Advanced Nursing Practice	GradDipAdvNP	48
GNADVSUR-01	Graduate Diploma in Advanced Surgery		
	Breast Surgery	GradDipAdvSurg(BreastSurg)	36
	Uro-Oncology	GradDipAdvSurg(Uro-Oncology)	36
GNBIOETI-02	Graduate Diploma in Bioethics	GradDipBioethics	36
	Graduate Diploma in Biomedical Science		
GNBMDSAP-01	- *Advanced Diagnostics and Prognostics*	GradDipBiomedSci(AdvDiagnosticsPrognostics)	36
GNBMDSCA-01	- *Cancer*	GradDipBiomedSci(Cancer)	36
GNBMDSGM-01	- *Genomics and Precision Medicine*	GradDipBiomedSci(GenomicsPrecisionMed) cisionMed)	36
GNBMDSFM-01	- *Infection and Immunity*	GradDipBiomedSci(InfectionImmunity)	36
GNBIOSTA-01	Graduate Diploma in Biostatistics	GradDipBiostat	48
GNBRMISC-01	Graduate Diploma in Brain and Mind Sciences	GradDipBMSc	36
GNCAHANU-01	Graduate Diploma in Cancer and Haematology Nursing	GradDipCaHaemN	48
GNCAREFS-01	Graduate Diploma in Cataract and Refractive Surgery	GradDipRefCatSurg	36
GNCLDARE-01	Graduate Diploma in Clinical Dentistry (Advanced Restorative)	GradDipClinDent	48
GNCLDCHH-01	Graduate Diploma in Clinical Dentistry (Child Health)	GradDipClinDent	48
GNCLDCSP-01	Graduate Diploma in Clinical Dentistry (Conscious Sedation and Pain Control)	GradDipClinDent	48

CODE	Course title and streams	Abbreviation	Credit points
GNCLDHOD-01	Graduate Diploma in Clinical Dentistry (Hospital Dentistry)	GradDipClinDent	48
GNCLDOBI-01	Graduate Diploma in Clinical Dentistry (Oral Biology)	GradDipClinDent	48
GNCLDOIM-01	Graduate Diploma in Clinical Dentistry (Oral Implants)	GradDipClinDent	48
GNCLDSUD-01	Graduate Diploma in Clinical Dentistry (Surgical Dentistry)	GradDipClinDent	48
GNCLDTOM-01	Graduate Diploma in Clinical Dentistry(Tooth Mechanics)	GradDipClinDent	48
GNCLIEPI-01	Graduate Diploma in Clinical Epidemiology	GradDipClinEpi	36
GNCLITRR-01	Graduate Diploma in Clinical Trials Research	GradDipClinTRes	36
GNCOMMDI-02	Graduate Diploma in Communication Disorders *(exit only)*	GradDipCommDis	48
GNEMENUR-02	Graduate Diploma in Emergency Nursing	GradDipEmergN	48
GNHEAPOL-01	Graduate Diploma in Health Policy	GradDipHPol	36
GNINHEPR-02	Graduate Diploma in Indigenous Health Promotion	GradDipIndigHProm	36
GNINFIMM-01	Graduate Diploma in Infection and Immunity	GradDipInfnImm	36
GNMDIMGS-01	Graduate Diploma in Medical Imaging Science	GradDipMIS	48
GNREHCOU-02	Graduate Diploma in Rehabilitation Counselling	GradDipRehabClng	48
GNINCNUR-02	Graduate Diploma in Intensive Care Nursing	GradDipIntCareN	48
GNINTOPH-01	Graduate Diploma in International Ophthalmology	GradDipIOphth	36
GNMEDICI-02	Graduate Diploma in Medicine		
	Child and Adolescent Health	GradDipMed(ChildAdolHealth)	36
	Clinical Neurophysiology	GradDipMed(ClinNeuroPhysiol)	36
	Critical Care Medicine	GradDipMed(CritCare)	36
	General Practice and Primary Health Care	GradDipMed(GP/PHC)	36
	Genomics and Precision Medicine	GradDipMed(GenomicsPrecisionMed)	36
	Internal Medicine	GradDipMed(InternalMedicine)	36
	Metabolic Health	GradDipMed(MetabHlth)	36
	Pharmaceutical and Medical Device Development	GradDipMed(PharmDev)	36
GNMEDPSR-01	*Psychiatry*	GradDipMed(Psychiatry)	36
	Sexual and Reproductive Health	GradDipMed(SRH)	36
	Sleep Medicine	GradDipMed(SleepMedicine)	36
	Trauma-Informed Psychotherapy	GradDipMed(Trauma-Informed Psychotherapy)	36
GNMEHNUR-02	Graduate Diploma in Mental Health Nursing *(admission suspended from 2021)*	GradDipMHlthN	48
GNOPHTSC-01	Graduate Diploma in Ophthalmic Science	GradDipOphthSc	36
	Oculoplastic Surgery	GradDipOpthSc(OcPlasSurg)	36
GNPAIMGT-01	Graduate Diploma in Pain Management	GradDipPainMgt	36
GNPRHECA-01	Graduate Diploma in Primary Health Care Nursing *(admission suspended from 2021)*	GradDipPHC	48
GNPUHEAL-03	Graduate Diploma in Public Health	GradDipPH	48
GNSCMEDI-01	Graduate Diploma in Science in Medicine		
	Clinical Neurophysiology	GradDipScMed(ClinNeuroPhysiol)	36
	Critical Care Medicine	GradDipScMed(CritCare)	36
	General Practice and Primary Health Care	GradDipScMed(GP/PHC)	36
	Metabolic Health	GradDipScMed(MetabHlth)	36
	Pharmaceutical & Medical Device Development	GradDipScMed(PharmDev)	36
	Sexual and Reproductive Health	GradDipScMed(SRH)	36
	Sleep Medicine	GradDipScMed(SleepMedicine)	36
	Trauma-Informed Psychotherapy	GradDipScMed(Trauma-Informed Psychotherapy)	36

CODE	Course title and streams	Abbreviation	Credit points
GNSURGER-02	Graduate Diploma in Surgery	GradDipSurg	36

Note: Italicised items below degree names are streams within that degree.

6 Graduate certificates

Code	Course title and streams	Abbreviation	Credit points
GCADCLSK-01	Graduate Certificate in Advanced Clinical Skills		
	Surgical Anatomy	GradCertAdvClinSkills(SurgAnat)	24
GCADVSUR-01	Graduate Certificate in Advanced Surgery		
	Breast Surgery	GradCertAdvSurg(BreastSurg)	24
	Uro-Oncology	GradCertAdvSurg(Uro-Oncology)	24
GCBIOETI-02	Graduate Certificate in Bioethics	GradCertBEth	24
GCBIOSTA-01	Graduate Certificate in Biostatistics	GradCertBiostat	24
GCBRMISC-01	Graduate Certificate in Brain and Mind Sciences	GradCertBMSc	24
GCCAHANU-01	Graduate Certificate in Cancer and Haematology Nursing	GradCertCaHaemN	24
GCCLDARE-01	Graduate Certificate in Clinical Dentistry (Advanced Restorative)	GradCertClinDent	24
GCCLDCHH-01	Graduate Certificate in Clinical Dentistry (Child Health)	GradCertClinDent	24
GCCLDHOD-01	Graduate Certificate in Clinical Dentistry (Hospital Dentistry)	GradCertClinDent	24
GCCLDOBI-01	Graduate Certificate in Clinical Dentistry (Oral Biology)	GradCertClinDent	24
GCCLDSUD-01	Graduate Certificate in Clinical Dentistry (Surgical Dentistry)	GradCertClinDent	24
GCCLDTOM-01	Graduate Certificate in Clinical Dentistry (Tooth Mechanics)	GradCertClinDent	24
	Graduate Certificate in Biomedical Science		
GCBMDSAP-01	*- Advanced Diagnostics and Prognostics*	GradCertBiomedSci(AdvDiagnosticsPrognostics)	24
GCBMDSCA-01	*- Cancer*	GradCertBiomedSci(Cancer)	24
GCBMDSGM-01	*- Genomics and Precision Medicine*	GradCertBiomedSci(GenomicsPrecisionMed) cisionMed)	24
GCBMDSFM-01	*- Infection and Immunity*	GradCertBiomedSci(InfectionImmunity)	24
GCCLIEPI-01	Graduate Certificate in Clinical Epidemiology	GradCertClinEpi	24
GCCLINUR-02	Graduate Certificate in Clinical Nursing	GradCertClinN	24
GCCLITRR-01	Graduate Certificate in Clinical Trials Research	GradCertClinTRes	24
GCEMENUR-02	Graduate Certificate in Emergency Nursing	GradCertEmergN	24
GCEVBSCM-01	Graduate Certificate in Evidence-Based Complementary Medicines	GCCompMed(Evidence-Based)	24
GCHEAPOL-01	Graduate Certificate in Health Policy	GradCertHPol	24
GCINFIMM-01	Graduate Certificate in Infection and Immunity	GradCertInfnImm	24
GCINCNUR-02	Graduate Certificate in Intensive Care Nursing	GradCertIntCareN	24
GCMDIMGS-01	Graduate Certificate in Medical Imaging Science	GradCertMIS	24
GCMEDICI-02	Graduate Certificate in Medicine		
	General Practice and Primary Health Care	GradCertMed(GP/PHC)	24
	Child and Adolescent Health	GradCertMed(ChildAdolHealth)	24
	Clinical Neurophysiology	GradCertMed(ClinNeuroPhysiol)	24
	Critical Care Medicine	GradCertMed(CritCare)	24
	Genomics and Precision Medicine	GradCertMed(GenomicsPrecisionMed)	24
	Internal Medicine	GradCertMed(InternalMedicine)	24
	Metabolic Health	GradCertMed(MetabHlth)	24
	Pharmaceutical and Medical Device Development	GradCertMed(PharmDev)	24
GCMEDPSR-01	*Psychiatry*	GradCertMed(Psychiatry)	24
	Sexual and Reproductive Health	GradCertMed(SRH)	24
	Sleep Medicine	GradCertMed(SleepMedicine)	24
	Trauma-Informed Psychotherapy	GradCertMed(Trauma-Informed Psychotherapy)	24

Code	Course title and streams	Abbreviation	Credit points
GCMEHNUR-02	Graduate Certificate in Mental Health Nursing *(admission suspended from 2021)*	GradCertMHlthN	24
GCPAIMGT-02	Graduate Certificate in Pain Management	GradCertPainMgt	24
GCPHAPRA-01	Graduate Certificate in Pharmacy Practice	GradCertPharmPrac	24
GCPRHECA-01	Graduate Certificate in Primary Health Care Nursing *(admission suspended from 2021)*	GradCertPHC	24
GCSCMEDI-01	Graduate Certificate in Science in Medicine		
	Clinical Neurophysiology	GradCertScMed(ClinNeuroPhysiol)	24
	Critical Care Medicine	GradCertScMed(CritCare)	24
	General Practice and Primary Health Care	GradCertScMed(GP/PHC)	24
	Metabolic Health	GradCertScMed(MetabHlth)	24
	Pharmaceutical & Medical Device Development	GradCertScMed(PharmDev)	24
	Sexual and Reproductive Health	GradCertScMed(SRH)	24
	Sleep Medicine	GradCertScMed(SleepMedicine)	24
	Trauma-Informed Psychotherapy	GradCertSciMed(Trauma-Informed Psychotherapy)	24
GCSURGER-02	Graduate Certificate in Surgery	GradCertSurg	24
GCSURGSC-01	Graduate Certificate in Surgical Sciences	GradCertSurgSc	24

Note: Italicised items below degree names are streams within that degree.

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Award Course Name	Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce, and Graduate Certificate in Commerce
Award Course Code	MACOMMEX1000; MACOMMER5000; GNCOMMER3000; GCCOMMER2000
Recommendation	*That the Graduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the University of Sydney Business School to amend the Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce and the subsequent amendments to unit of study tables and course resolutions, with effect from 1 January 2022.*
Proposed Implementation Date	1 January 2022
Proposal Presenter	Associate Professor Teresa Davis
Consultation Pipeline	Education (Programs) Committee 11/03/21 → Faculty Board 30/03/21 → GSC 20/04/21 11/05/21 01/06/21 22/06/21 → Academic Board 20/07/21
Submission Within Approval Deadlines	Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines. ☒ Yes ☐ No
AQF Compliance	Are all amended units of study valued at 6 credit points? ☒ Yes ☐ No If the proposal includes new units of study or a change to an existing unit of study, complete the following section. Is this a new unit of study or a change to an existing unit of study? ☒ New unit of study ☒ Change to an existing unit of study Does this proposal necessitate changes to the mode of delivery of the award course as already approved? ☐ Yes ☒ No What changes are involved in this proposal? Tick all that apply. ☐ Changes to core or compulsory units of study ☐ Changes to a stream ☐ Changes to a major ☐ Changes to a minor ☐ Changes to a program ☐ Changes to honours ☒ Changes to specialisation ☐ Changes to advanced coursework Does this proposal significantly alter the curriculum of any unit of study? ☐ Yes ☒ No

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	Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist. ☒ Yes ☐ No Does the delivery of any new / amended unit of study involve a third-party agreement? ☐ Yes ☒ No
Combined Courses	Does this change affect any courses that are combined with this course? If so, please list all courses. ☐ Yes ☒ No

EXECUTIVE SUMMARY

The purpose of this proposal is to make the following amendments to the Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce, with effect from 1 January 2022:

1. add six units of study, *BUSS6105 Leading in a Post-Crisis World,* BWIL6573 *Job Smart Edge* CLAW6035 *Climate Change, Business and Regulation,* INFC7000 *Inventing the Future,* INFS6077 *Digital, Data and Decisions* and WORK6030 *Performance and Rewards* to Table A-Selective units of *study;*
2. remove the unit, *ECON6034 Global Economic History* from Table A-Selective units of study;
3. add the units, ECON5050 *Communicating Economics* and ECON6035 Global Economic History for Business to Table A-Economics (selective units of study) and Table A-Elective units of study;
4. remove the units, ECON5004 *Communication in Economics* and ECMT5001 *Principles of Econometrics* from Table A-Economics (selective units of study) and Table A-Elective units of study*;*
5. amend clauses *5 Requirements for award*, *6 Specialisations, 7 Recognition of Prior Learning* and *8 Progression rules* of the course resolutions for the Master of Commerce (Extension); and
6. amend clauses 5 *Admission to Candidature, 6 Requirements for award*, 7 *Specialisations, 8 Recognition of Prior Learning* and *9 Progression rules* of the course resolutions for the Graduate Certificate, Graduate Diploma and Master of Commerce.

RATIONALE

New units for Table A-Selective units of study

BUSS6105 Leading* in a Post-Crisis *World
This unit was one of the 'agile' units created and piloted in 2020 (during the pandemic) and tailored for the circumstances. It has proved popular and has received good feedback. Hence it is proposed for delivery on an ongoing basis and is suitable to be offered to postgraduate Commerce students as a degree level selective.

BWIL6573 Job Smart Edge
This unit was created last year to help students to prepare to be job ready. Delivered as a 'bootcamp', the initiative has won awards and accolades for the industry engagement. Previously the initiative was delivered via a shell unit. It is proposed that the initiative be delivered on an ongoing basis through the WIL Hub and offered to students enrolled in various postgraduate programs offered by the Business School, including the postgraduate Commerce programs whereby students can take the unit as a degree level selective.

Departmental permission is required for enrolment in this unit as additional criteria must be met, namely, students must also be enrolled in the co-curricular Job Smart Edge program.

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CLAW6035 Climate Change, Business and Regulation (new unit of study proposal attached)
This unit has been developed in consultation with the Accounting discipline and the Coordinator of the core introductory unit BUSS5220 *Responsible Business Mindset*. It focuses in on elements of regulation around climate change that businesses need to know. It builds on the learning objectives of the core, BUSS5220, helping students understand the place of business in managing climate change and the regulation around it. For this reason, it best placed in the Table A Selectives units of study**.** (New unit of study proposal in Attachment 3).

INFS6077 Digital, Data and Decisions (new unit of study proposal attached)
This unit of study was recommended for development through the review and reform of the Master of Commerce program. It provides an introductory overview of the role of digital technology and data in business, with a focus on decision making. (New unit of study proposal attached in Attachment 4).

Existing units to be added to Table A-Selective units of study

INFC7000 Inventing in the Future.
This unit was previously approved by the Program Director, to be available to students to take as a degree level selective (Table A) for the postgraduate Commerce programs (via the Special Permission now the Enrolment Exception Request (EER) process). This proposal will formally associate the unit with the Table A Selective units of study collection in the Graduate Commerce program (diets) thus eliminating the need for students to apply through the EER process to enrol in the unit.

WORK6030 Performance and Rewards
This unit is relevant for all students in the program, helping managers understand best practice in relating work to employee performance. It is thus best placed in Table A-Selective units of study.

Existing units to be removed from Table A-Selective units of study

ECON6034 Global Economic History
The School of Economics, in consultation with the Program Director and Program Manager, have requested that ECON6034 *Global Economic History* be removed from the Table A-Selective units of study as prerequisites will be added to this unit in 2022, making it unsuitable for Commerce students.

Units to be added to Table A-Economics (selective units of study) and Table A-Elective units of study

ECON5050 Communicating Economics
The School of Economics will replace ECON5004 *Communication in Economics* with ECON5050 *Communicating Economics*, a unit which has been purposefully developed for postgraduate Commerce students (unit will be quarantined to the postgraduate Commerce courses). ECON5050 was approved in 2020 for the Commerce programs but was not associated at that time due to an administrative error.

ECON6035 Global Economic History for Business
This new unit replaces ECON6034 *Global Economic History* in the Commerce program and has been designed specifically for students who do not hold a cognate degree in Economics and who are specialising in the Commerce subject area.

Existing units to be removed from Table A-Economics (selective units of study) and Table A-Elective units of study

ECON5004 Communication in Economics
To be replaced with ECON5050.

ECMT5001 Principles of Econometrics

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The School of Economics, in consultation with the Program Director and Program Manager, Graduate Commerce wish to remove the unit ECMT5001 *Principles of Econometrics* due to the potential enrolment issues caused by its prohibition with the Commerce foundational unit, QBUS5001 *Foundation in Data Analytics for Business.*

Amendments to clauses *5 Requirements for award*, *6 Specialisations,* 7 *Recognition of Prior Learning* and *8 Progression rules* of the course resolutions for the Master of Commerce (Extension)

Amendments to clauses 5 *Admission to Candidature, 6 Requirements for award*, 7 *Specialisations, 8 Recognition of Prior Learning* and *9 Progression rules* of the course resolutions for the Graduate Certificate, Graduate Diploma and Master of Commerce.

The proposed changes to clauses pertaining to recognition of prior learning clarify the resolutions as they stand in relation to the granting of credit. The changes create consistency in granting credit and standardise the credit rules applied to applications, especially around the limits to credit granted.

The Office of General Counsel has endorsed amendments to RPL provisions and provided further clarifications (see Attachment 6). As a result of feedback provided, all references to “pass” bachelor’s degree have also been removed from course resolutions.

Changes to other clauses in the course resolutions for the postgraduate Commerce courses are proposed to better clarify course and progression requirements.

CONSULTATION AND COMMUNICATIONS

Consultee	Role	Consultation Method
Associate Professor Rachael Hains-Wesson	Director, Work Integrated Learning, Business School	Email correspondence
Kerrie Henderson	University Policy Manager, Office of General Counsel	Email correspondence; meeting
Professor Tony Masters	Chair, Academic Board	Email correspondence
Associate Professor Catherine Hardy	Associate Dean (Programs), Business School	Email correspondence; meetings
Associate Professor Teresa Davis	Program Director, Master of Commerce	Email correspondence; meetings
Kylie Wang	Program Manager Graduate Commerce	Email correspondence
Associate Professor Mark Melatos	School of Economics, Faculty of Arts and Social Sciences	Email correspondence
Dr Jan Shaw	Associate Dean, Postgraduate Coursework Programs, Faculty of Arts and Social Sciences	Email correspondence
Associate Professor Maryanne Large and Professor Leanne Cutcher	Faculty of Science and Discipline of Strategy, Innovation and Entrepreneurship	Email correspondence (INFC7000)
Dr Gaia Grant	WIL Hub	Business School proposal system (BWIL6573)
Craig Gilliver	Business School (Dean’s Unit)	Business School proposal system (BUSS6105)
Dr Cary Di Lernia	Discipline of Business Law	Business School proposal system (CLAW6035)
Dr Geoffrey Clifton	Institute of Transport and Logistics Studies	Business School proposal system (ITLS coded unit proposals)

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Professor Kai Riemer	Discipline of Business Information Systems	Business School proposal system (INFS6077)
Associate Professor Sunghoon Kim	Discipline of Work and Organisational Studies	Business School proposal system (WORK6030)
Brenden Hooke	Portfolio Manager, Faculty Services – Credit & Mobility	Email correspondence; meeting
Kate Munro and Neville Mills	Business School Curriculum Team	Emails, Teams, Business School proposal system; email correspondence; meetings

TRANSITIONAL ARRANGEMENTS

New units of study added to these tables in 2022 will be available to both commencing and continuing students. The removal of units of study from the tables will have a minimal impact on student progression as there will be a number of alternative options available – including newly added units. Resources to support transition students will be produced and published on the MCom Canvas Hub.

SIGNATURE OF DEAN

Date: 11/06/2021

Signature of Dean

Approver	Associate Professor Teresa Davis Program Director, Master of Commerce Business School
Faculty Sponsor	Associate Professor Catherine Hardy Associate Dean, Programs Business School

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	Table A units of study for Graduate Certificate, Graduate Diploma and Master of Commerce with amendments
Attachment 2	Table A units of study for Master of Commerce (Extension) with amendments.
Attachment 3	Table A units of study - Economics specialisation with amendments

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Attachment 4	Resolutions for the Graduate Certificate, Graduate Diploma and Master of Commerce with amendments
Attachment 5	Resolutions for the Master of Commerce (Extension) with amendments
Attachment 6	Correspondence with Kerrie Henderson (Office of General Counsel)

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Attachment 1. Table A for the Graduate Certificate, Graduate Diploma and Master of Commerce

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Commerce			
Award requirements			
Master of Commerce			
To qualify for the award of the Master of Commerce, a candidate must complete 72 credit points, comprising:			
(i) 12 credit points of Table A - Core units of study			
(ii) a minimum of 6 and a maximum of 12 credit points of Table A - Foundational units of study			
(iii) a specialisation selected from Table A-Commerce areas of specialisation			
(iv) 6 credit points selected from Table A - Capstone units of study			
(v) a minimum of 18 credit points selected from Table A - Selective units of study			
(vi) any additional units of study from Table A - Elective units of study required to make 72 credit points in total.			
Graduate Diploma of Commerce			
To qualify for the award of the Graduate Diploma in Commerce, a candidate must complete 48 credit points, comprising:			
(i) 12 credit points of Table A - Core units of study			
(ii) a minimum of 6 and a maximum of 12 credit points of Table A - Foundational units of study			
(iii) a minimum of 6 credit points of Table A - Selective units of study			
(iv) additional units of study selected from Table A - Elective units of study required to make 48 credit points in total.			
Graduate Certificate of Commerce			
To qualify for the award of the Graduate Certificate in Commerce, a candidate must complete 24 credit points, comprising:			
(i) 12 credit points of Table A - Core units of study			
(ii) a minimum of 6 and a maximum of 12 credit points of Table A - Foundational units of study			
(iii) any additional units of study selected from Table A - Elective units of study required to make 24 credit points in total.			
Units of study			
Table A - Core units of study			
(for all Commerce courses)			
BUSS5220 Responsible and Business Mindsets	6		Semester 1 Semester 2

BUSS5221 Analytic and Creative Mindsets	6	**C** BUSS5220 *This unit is seen as connecting with and complementary to the Responsible and Business Mindset Unit both of which are compulsory for all MCom students.*	Semester 1 Semester 2
Table A - Foundational units of study*			
* Note that foundational units count to both the Foundational units of study for the course and the specialisation for the Master of Commerce			
(for all Commerce courses)			
ACCT5001 Foundation in Accounting	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ECON5040 Microeconomics for Business	6	**N** ECON5001	Semester 1 Semester 2
FINC5001 Foundation in Finance	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive February Intensive July Semester 1 Semester 2
INFS5002 Foundation in Digital Business	6	**N** INFS6001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ITLS5250 Foundation in Global Logistics	6	**N** ITLS5000 or TPTM5001	Semester 1 Semester 2
MKTG5001 Foundation in Marketing	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS5001 Foundation in Data Analytics for Business	6	**A** Students should be capable of reading data in tabulated form and working with Microsoft EXCEL and doing High School level of mathematics **N** ECMT5001 or QBUS5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
SIEN5001 Foundation in Strategy, Innovation and Mgmt	6	**N** IBUS5002 or WORK6002	Semester 1 Semester 2
Table A - Capstone units of study			
(for Master of Commerce)			
Capstone units will be available from 2022.			
- ACCT6600 Accounting Capstone			
- ECON6600 Economics Capstone			

- FINC6600 Finance Capstone			
- INFS6600 Digital Business Capstone			
- ITLS6600 Global Logistics Capstone			
- MKTG6600 Marketing Capstone			
- QBUS6600 Data Analytics for Business Capstone			
- SIEN6600 Strategy, Innovation and Management Capstone			
Table A - Selective units of study			
(for Master's degree and Graduate Diploma)			
BUSS6104 Business Practicum	6	**A** A sound understanding of business and strong written and oral communication skills. **P** Completion of at least 48 credit points *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive July Semester 1 Semester 2
BUSS6105 Leading in a Post-Crisis World	6		Semester 1
BUSS6500 Industry Placement	6	**P** Completion of at least 48 credit points with a minimum average of 60% (WAM) **N** ECOF6500 *Note: Department permission required for enrolment Permission is required to enrol in this unit. Further information and application process is outlined at https://sydney.edu.au/students/placement-internship-opportunities.html or contact the WIL Hub Placement team: business.placements@sydney.edu.au.*	Semester 1 Semester 2
BUSS6506 China Industry Placement	6	**A** To enrol in this unit students must be Mandarin speakers and have the right to work in China. **P** Completion of at least 48 credit points with a minimum average of 60% (WAM) *Note: Department permission required for enrolment Permission is required to enrol in this unit. Further information and application process is outlined at https://sydney.edu.au/students/placement-internship-opportunities.html or contact the WIL Hub Placement team: business.placements@sydney.edu.au.*	Intensive July
BUSS6514 Industry Self-Sourced Placement	6	**A** A sound understanding of business and strong written and oral communication skills **P** Completion of at least 24 credit points. *Permission is required to enrol in this unit. Further information and application process is outlined at https://sydney.edu.au/students/placement-internship-opportunities.html or contact the WIL Hub Placement team: business.placements@sydney.edu.au.*	Semester 1 Semester 2
BWIL6573		*Permission is required to enrol in this unit.*	Intensive April

Job Smart Edge		*This unit is only available to international students who have confirmed enrolment in the co-curricular Job Smart program. Departmental Permission is required to ensure additional selection criteria is applied https://www.sydney.edu.au/business/study/careers-and-employability/job-smart-edge.html*	
CLAW6031 International Financial Crime	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
CLAW6035 Climate Change, Business and Regulation	6		TBC
CLAW6888 Regulation of Fintech and Digital Information	6	**A** This unit is designed for students with no knowledge of fintech or digital information. However, it is expected that students are familiar with many of the companies and fintech technologies that will be discussed.	Semester 2
~~**ECON6034 Global Economic History**~~	~~6~~	-	~~Semester 2~~
IBUS5003 Global Business	6	**N** IBUS5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive February Semester 1 Semester 2
IBUS6002 Cross-Cultural Management	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
IBUS6020 Enterprise Management in China	6	**N** CHSC6902 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
INFC7000 Inventing the Future	6	**A** Students are expected to be experienced in their own discipline at a postgraduate level.	Semester 2
INFS6071 Project Management in Business	6		Semester 1 Semester 2
INFS6077 Digital, Data and Decisions	6		Semester 1I
MKTG6998 Social Media Analysis	6	**N** MKTG6999 *Note. This unit does not use Python and covers marketing research and application using social media data. The unit of study MKTG6999 also covers social media and uses Python and emphasises the technical aspects of social media data processing and data analysis.*	Semester 2

QBUS5011 Introduction to Programming	6	**A** No prior knowledge of programming or coding is assumed. Some knowledge of mathematics (at a basic level) is beneficial.	Semester 1
QBUS5015 Foundations of Health and Civic Analytics	6	**A** No prior knowledge is assumed although some familiarity with mathematical and statistical concepts will be an advantage.	Semester 1
QBUS5017 People Analytics in 4th Industrial Revolution	6	**A** BUSS5220 and BUSS5221	Semester 2
QBUS6320 Management Decision Making	6	**A** Basic Algebra, Probability, and Statistics **P** QBUS5001 or QBUS5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
SIEN6006 Fundamentals of Entrepreneurship	6		Semester 1
SIEN6007 Entrepreneurship: Lean Startup	6	**N** IBUS6011	Semester 2
WORK5003 Management and Organisations	6		Semester 1 Semester 2
WORK6026 Organisational Change and Development	6		Semester 2
WORK6030 Performance and Rewards	6		Semester 1B
WORK6115 Managing Diversity and Inclusion at Work	6		Intensive September
WORK6118 Managing Communication in Organisations	6	**N** ECOF6030 or ECOF6040 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
Specialisation subject areas			
The available specialisations in the Master of Commerce are:			
(i) Accounting			
(ii) Data Analytics for Business			
(iii) Digital Business			
(iv) Economics			
(v) Finance			

(vi) Global Logistics			
(vii) Marketing			
(viii) Strategy, Innovation and Management			
The requirements for the completion of specialisations are set out in the specialisation tables, please refer the Commerce Subject Areas section in this handbook.			
Table A - Elective units of study			
(For all courses)			
ACCT6001 Intermediate Financial Reporting	6	**P** ACCT5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6002 International Accounting	6	**A** Accounting standards and their application **P** ACCT5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6003 Fundamental Analysis for Equity Investment	6	**A** QBUS5001 or QBUS5002 **P** ACCT5001 and FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6006 Advanced Managerial Accounting	6	**P** ACCT5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
ACCT6007 Contemporary Issues in Auditing	6	**P** ACCT6001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6008 Managerial Accounting and Decision Making	6	**P** ACCT5001 **N** ACCT5002	Semester 1 Semester 2
ACCT6010 Advanced Financial Reporting	6	**P** ACCT6001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6014 Designing Accounting Systems	6	**P** ACCT5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
ACCT6015 Extended Performance Reporting	6	**P** ACCT5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

BUSS6002 Data Science in Business	6	**A** Basic knowledge of probability and statistics **C** QBUS5001 or QBUS5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
~~**ECMT5001 Principles of Econometrics**~~	~~6~~	~~-~~	~~Semester 1~~ ~~Semester 2~~
ECON5002 Macroeconomic Theory	6	**N** ECON5003	Intensive February Semester 1 Semester 2
~~**ECON5004 Communication in Economics**~~	~~6~~	~~**N** ECON5050 or BUSS5020~~	~~Semester 1~~ ~~Semester 2~~
ECON5006 Economics of Law and Public Policy	6		Semester 1
ECON5007 The Economics of Financial Markets	6	**P** ECON5001 or ECON5040	Semester 2
ECON5008 Behavioural Economics	6	**P** (ECON5001 or ECON5040) and (ECMT5001 or QBUS5001)	Intensive September
ECON5026 Strategic Business Relationships	6		Semester 2
ECON5050 Communicating Economics	6	**P** ECON5040	N/A
ECON6008 International Money and Finance	6	**P** ECON5002	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
ECON6024 Private Equity	6	**P** ECON5001 or ECON5040	Semester 1
ECON6029 Health Economics and Policy Evaluation	6	**P** (ECON5001 or ECON5040) and (ECMT5001 or QBUS5001)	Semester 2
ECON6031 International Finance and Globalisation	6	**P** ECON5001 and ECON5002	Intensive April

~~**ECON6034 Global Economic History**~~	~~6~~	~~-~~	~~Semester 2~~
ECON6035 Global Economic History for Business	6	-	Semester 2
FINC5090 Finance in the Global Economy	6	**C** FINC5001	Semester 1 Semester 2
FINC6000 Quantitative Finance and Derivatives	6	**A** This unit requires students to have some background in calculus, matrices, statistics and probability. **P** FINC5001 **N** FINC5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6001 Finance: Theory to Applications	6	**P** FINC5001 *Students are strongly recommended to complete this unit before the Capstone subject for this specialisation.*	Semester 1 Semester 2
FINC6005 Advanced Asset Pricing	6	**P** FINC5001 or FINC6000 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6009 Portfolio Theory and its Applications	6	**P** FINC5001 or FINC6000 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
FINC6010 Derivative Securities	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
FINC6013 International Business Finance	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6014 Fixed Income Securities	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
FINC6015 Trading in Modern Financial Markets	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
FINC6017 Mergers and Acquisitions	6	**P** FINC5001 **N** ACCT6011 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

FINC6021 Corporate Valuation	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6023 Financial Risk Management	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6025 Entrepreneurial Finance	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
IBUS6000 Advanced International Business Strategy	6		Intensive February Semester 1 Semester 2
IBUS6004 International Business Alliances	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
IBUS6019 Strategy and Emerging Markets	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
INFS6004 Digital Business Transformation	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 options for transformation. Desirable Experience as a member of a project team. **C** INFS5002 or COMP5206 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
INFS6012 Digital Information Infrastructures	6	**C** INFS5002 or COMP5206 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
INFS6015 Business Process Management	6	**C** INFS5002 or COMP5206 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
INFS6016 Digital Business Models	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 the market is essential in order to critically analyse how and where a business can be innovative. Some knowledge of how technology can be applied in a business is also essential. Experience as a member of a project team is desirable. **C** INFS5002 or COMP5206	Semester 2

		Refer to the unit of study outline https://www.sydney.edu.au/units	
INFS6018 Managing with Information and Data	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 options for transformation. (ii) Desirable Experience as a member of a project team. **C** INFS5002 or COMP5206 or QBUS5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
INFS6023 Data Visualisation For Managers	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
INFS6024 Managing Data at Scale	6		Semester 2
INFS6032 Agile Project Methods	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
INFS6060 Digital Work Practices	6	**A** INFS5002 (or COMP5206) taken previously or concurrently **C** INFS5002	Semester 1
INFS6066 Gadgets, Gods and Godzilla	6	**C** INFS5002 or COMP5206 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
ITLS6015 Managing Supply Chain Disruption	6		Semester 1
ITLS6016 Logistics and Future Cities	6	**N** ITLS6301	Intensive February
ITLS6111 Spatial Analytics	6	**A** Basic knowledge of Excel is assumed. **N** ITLS6107 or TPTM6180 *This unit will use R programming language to perform statistical analyses and spatial analyses. No prior programming knowledge is required.*	Semester 2
ITLS6201 Global Distribution Strategy	6	**C** ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001 **N** ITLS6101 or TPTM6440	Semester 1 Semester 2
ITLS6202 Sustainable Logistics and Procurement	6	**C** ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001	Semester 1 Semester 2
ITLS6203 Analytic Methods for Logistics	6	**N** ITLS5200 or TPTM6495	Semester 1 Semester 2

MKTG6001 **Marketing Research**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
MKTG6004 **New Product Development**	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MKTG6006 **Creating Persuasive Communications**	6	**P** MKTG5001 **N** MKTG3121 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MKTG6007 **Consumer Behaviour**	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive October Semester 1 Semester 2
MKTG6010 **Machine Learning in Marketing**	6	**P** BUSS6002	Semester 1
MKTG6013 **International and Global Marketing**	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MKTG6015 **Digital and Social Media Marketing**	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MKTG6016 **Brand Management**	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MKTG6018 **Customer Analytics and Relationship Management**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
MKTG6020 **B2B Marketing**	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MKTG6023 **Marketing Performance: Analytics and Metrics**	6	**A** Students should have a top-level understanding of strategic marketing concepts and models, as well as being comfortable with financial and marketing numeracy. **P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MKTG6024 **Marketing Analytics**	6	**A** Understanding of basic marketing principles, statistics, and how to use analytic skills to solve marketing problems.	Semester 1

		P MKTG5001 *This unit provides introductory knowledge of Marketing Analytics to solve marketing problems. Students can develop a marketing strategy, exercising best practices of solving various managerial questions.*	
MKTG6104 **Psychology of Marketing Decisions**	6	**P** MKTG5001 **N** MKTG5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MKTG6998 **Social Media Analysis**	6	**N** MKTG6999 *Note. This unit does not use Python and covers marketing research and application using social media data. The unit of study MKTG6999 also covers social media and uses Python and emphasises the technical aspects of social media data processing and data analysis.*	Semester 2
MKTG6999 **Customer Social Data Analytical Tools**	6	**A** Python programming, as covered in BUSS6002. **P** BUSS6002 **N** MKTG6998 *Note. This unit uses Python programming. The related unit of study MKTG6998 will examine social media data from angles without the need for Python programming.*	Semester 2
QBUS5011 **Introduction to Programming**	6	**A** No prior knowledge of programming or coding is assumed. Some knowledge of mathematics (at a basic level) is beneficial.	Semester 1
QBUS5015 **Foundations of Health and Civic Analytics**	6	**A** No prior knowledge is assumed although some familiarity with mathematical and statistical concepts will be an advantage.	Semester 1
QBUS5017 **People Analytics in 4th Industrial Revolution**	6	**A** BUSS5220 and BUSS5221	Semester 2
QBUS6310 **Business Operations Analysis**	6	**P** ECMT5001 or QBUS5001 or QBUS5002 **N** ECMT6008 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
QBUS6810 **Statistical Learning and Data Mining**	6	**P** ECMT5001 or QBUS5001 or BUSS6002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS6820 **Business Risk Management**	6	**A** Knowledge of basic probability theory and familiarity with spreadsheet modelling **P** ECMT5001 or QBUS5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

QBUS6830 Financial Time Series and Forecasting	6	**A** Basic knowledge of quantitative methods including statistics, basic probability theory, and introductory regression analysis. **P** ECMT5001 or QBUS5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS6840 Predictive Analytics	6	**P** (QBUS5001 or ECMT5001) and BUSS6002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS6850 Machine Learning for Business	6	**P** QBUS6810 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS6860 Visual Data Analytics	6	**A** The unit assumes knowledge of statistics and confidence in working with data. **P** QBUS5001 or QBUS5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
SIEN6001 Business Negotiations	6	**N** IBUS6018	Semester 2
SIEN6002 Sustainability: Business and Climate Crisis	6	**N** WORK6033	Semester 1
SIEN6003 Management Consulting	6	**N** WORK6111	Semester 2
SIEN6004 Innovation Ecosystems	6		Semester 1 Semester 2
SIEN6005 Social Entrepreneurship	6	**N** IBUS6016	Semester 2
SIEN6006 Fundamentals of Entrepreneurship	6		Semester 1
SIEN6007 Entrepreneurship: Lean Startup	6	**N** IBUS6011	Semester 2
WORK6001 Organisational Analysis and Behaviour	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
WORK6130 Leadership in Organisations	6	**N** ECOF5807 or ECOF6090	Semester 1a

		Refer to the unit of study outline *https://www.sydney.edu.au/units*	

Attachment 2. Table A for the Master of Commerce (Extension)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Commerce			
Award requirements			
Master of Commerce (Extension)			
To qualify for the award of the Master of Commerce (Extension), a candidate must complete 96 credit points, comprising:			
(i) 12 credit points of Table A - Core units of study			
(ii) a minimum of 6 and a maximum of 12 credit points of Table A - Foundational units of study			
(iii) a specialisation (24 credit points in addition to the 6 credit point Foundational unit) selected from Table A-Commerce areas of specialisation			
(iv) 6 credit points selected from Table A - Capstone units of study			
(v) a minimum of 18 credit points selected from Table A - Selective units of study			
(vi) an additional specialisation (24 credit points) listed below and specified in Table A, dissertation (24 credit points) as specified in Table A - Research units or any additional units of study from Table A - Selective units of study or Table A - Elective units of study required to make 96 credit points in total.			
Units of study			
Table A - Core units of study			
BUSS5220 Responsible and Business Mindsets	6		Semester 1 Semester 2
BUSS5221 Analytic and Creative Mindsets	6	**C** BUSS5220 *This unit is seen as connecting with and complementary to the Responsible and Business Mindset Unit both of which are compulsory for all MCom students.*	Semester 1 Semester 2
Table A - Foundational units of study*			
* Note that foundational units count to both the Foundational units of study for the course and the specialisation for the Master of Commerce (Extension)			
ACCT5001 Foundation in Accounting	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ECON5040 Microeconomics for Business	6	**N** ECON5001	Semester 1 Semester 2
FINC5001 Foundation in Finance	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive February Intensive July

			Semester 1 Semester 2
INFS5002 **Foundation in Digital Business**	6	**N** INFS6001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ITLS5250 **Foundation in Global Logistics**	6	**N** ITLS5000 or TPTM5001	Semester 1 Semester 2
MKTG5001 **Foundation in Marketing**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS5001 **Foundation in Data Analytics for Business**	6	**A** Students should be capable of reading data in tabulated form and working with Microsoft EXCEL and doing High School level of mathematics **N** ECMT5001 or QBUS5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
SIEN5001 **Foundation in Strategy, Innovation and Mgmt**	6	**N** IBUS5002 or WORK6002	Semester 1 Semester 2
Table A - Capstone units of study			
Capstone units will be available from 2022.			
- ACCT6600 Accounting Capstone			
- ECON6600 Economics Capstone			
- FINC6600 Finance Capstone			
- INFS6600 Digital Business Capstone			
- ITLS6600 Global Logistics Capstone			
- MKTG6600 Marketing Capstone			
- QBUS6600 Data Analytics for Business Capstone			
- SIEN6600 Strategy, Innovation and Management Capstone			
Table A - Selective units of study			
BUSS6104 **Business Practicum**	6	**A** A sound understanding of business and strong written and oral communication skills. **P** Completion of at least 48 credit points *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive July Semester 1 Semester 2
BUSS6105 **Leading in a Post-Crisis World**	6		Semester 1

BUSS6500 Industry Placement	6	**P** Completion of at least 48 credit points with a minimum average of 60% (WAM) **N** ECOF6500 *Note: Department permission required for enrolment Permission is required to enrol in this unit. Further information and application process is outlined at https://sydney.edu.au/students/placement-internship-opportunities.html or contact the WIL Hub Placement team: business.placements@sydney.edu.au.*	Semester 1 Semester 2
BUSS6506 China Industry Placement	6	**A** To enrol in this unit students must be Mandarin speakers and have the right to work in China. **P** Completion of at least 48 credit points with a minimum average of 60% (WAM) *Note: Department permission required for enrolment Permission is required to enrol in this unit. Further information and application process is outlined at https://sydney.edu.au/students/placement-internship-opportunities.html or contact the WIL Hub Placement team: business.placements@sydney.edu.au.*	Intensive July
BUSS6514 Industry Self-Sourced Placement	6	**A** A sound understanding of business and strong written and oral communication skills **P** Completion of at least 24 credit points. *Permission is required to enrol in this unit. Further information and application process is outlined at https://sydney.edu.au/students/placement-internship-opportunities.html or contact the WIL Hub Placement team: business.placements@sydney.edu.au.*	Semester 1 Semester 2
BWIL6573 Job Smart Edge		*Permission is required to enrol in this unit.* *This unit is only available to international students who have confirmed enrolment in the co-curricular Job Smart program. Departmental Permission is required to ensure additional selection criteria is applied* *https://www.sydney.edu.au/business/study/careers-and-employability/job-smart-edge.html*	Intensive April
CLAW6031 International Financial Crime	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
CLAW6035 Climate Change, Business and Regulation	6		TBC
CLAW6888 Regulation of Fintech and Digital Information	6	**A** This unit is designed for students with no knowledge of fintech or digital information. However, it is expected that students are familiar with many of the companies and fintech technologies that will be discussed.	Semester 2

~~**ECON6034 Global Economic History**~~	~~6~~	-	~~Semester 2~~
IBUS5003 Global Business	6	**N** IBUS5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive February Semester 1 Semester 2
IBUS6002 Cross-Cultural Management	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
IBUS6020 Enterprise Management in China	6	**N** CHSC6902 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
INFC7000 Inventing the Future	6	**A** Students are expected to be experienced in their own discipline at a postgraduate level.	Semester 2
INFS6071 Project Management in Business	6		Semester 1 Semester 2
INFS6077 Digital, Data and Decisions	6		Semester 1
MKTG6998 Social Media Analysis	6	**N** MKTG6999 *Note. This unit does not use Python and covers marketing research and application using social media data. The unit of study MKTG6999 also covers social media and uses Python and emphasises the technical aspects of social media data processing and data analysis.*	Semester 2
QBUS5011 Introduction to Programming	6	**A** No prior knowledge of programming or coding is assumed. Some knowledge of mathematics (at a basic level) is beneficial.	Semester 1
QBUS5015 Foundations of Health and Civic Analytics	6	**A** No prior knowledge is assumed although some familiarity with mathematical and statistical concepts will be an advantage.	Semester 1
QBUS5017 People Analytics in 4th Industrial Revolution	6	**A** BUSS5220 and BUSS5221	Semester 2
QBUS6320 Management Decision Making	6	**A** Basic Algebra, Probability, and Statistics **P** QBUS5001 or QBUS5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
SIEN6006 Fundamentals of Entrepreneurship	6		Semester 1

SIEN6007 Entrepreneurship: Lean Startup	6	**N** IBUS6011	Semester 2
WORK5003 Management and Organisations	6		Semester 1 Semester 2
WORK6026 Organisational Change and Development	6		Semester 2
WORK6115 Managing Diversity and Inclusion at Work	6		Intensive September
WORK6030 Performance and Rewards	6		Semester 1a
WORK6118 Managing Communication in Organisations	6	**N** ECOF6030 or ECOF6040 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
Specialisation subject areas			
The available specialisations in the Master of Commerce (Extension) are:			
(i) Accounting			
(ii) Data Analytics for Business			
(iii) Digital Business			
(iv) Economics			
(v) Finance			
(vi) Global Logistics			
(vii) Marketing			
(viii) Strategy, Innovation and Management			
The requirements for the completion of specialisations are set out in the specialisation tables, please refer the Commerce Subject Areas section in this handbook.			
Table A - Research units of study			
BUSS7000 Business Dissertation A	12	**P** 48 credit points of prior study in the Master of Commerce program with a grade average of at least 80% and approval from the Program Director. *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2

BUSS7001 Business Dissertation B	12	**P** 48 credit points of prior study in the Master of Commerce program with a grade average of at least 80% and approval from the Program Director. *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
BUSS7002 Business Dissertation	24	**P** 48 credit points of prior study in the Master of Commerce program with a grade average of at least 80% and approval from the Program Director. *Note: Department permission required for enrolment* *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
Table A - Elective units of study			
ACCT6001 Intermediate Financial Reporting	6	**P** ACCT5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6002 International Accounting	6	**A** Accounting standards and their application **P** ACCT5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6003 Fundamental Analysis for Equity Investment	6	**A** QBUS5001 or QBUS5002 **P** ACCT5001 and FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6006 Advanced Managerial Accounting	6	**P** ACCT5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
ACCT6007 Contemporary Issues in Auditing	6	**P** ACCT6001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6008 Managerial Accounting and Decision Making	6	**P** ACCT5001 **N** ACCT5002	Semester 1 Semester 2
ACCT6010 Advanced Financial Reporting	6	**P** ACCT6001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
ACCT6014 Designing Accounting Systems	6	**P** ACCT5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1

ACCT6015 Extended Performance Reporting	6	**P** ACCT5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
BUSS6002 Data Science in Business	6	**A** Basic knowledge of probability and statistics **C** QBUS5001 or QBUS5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
~~**ECMT5001 Principles of Econometrics**~~	~~6~~	-	~~Semester 1~~ ~~Semester 2~~
ECON5002 Macroeconomic Theory	6	**N** ECON5003	Intensive February Semester 1 Semester 2
~~**ECON5004 Communication in Economics**~~	~~6~~	~~**N** ECON5050 or BUSS5020~~	~~Semester 1~~ ~~Semester 2~~
ECON5006 Economics of Law and Public Policy	6		Semester 1
ECON5007 The Economics of Financial Markets	6	**P** ECON5001 or ECON5040	Semester 2
ECON5008 Behavioural Economics	6	**P** (ECON5001 or ECON5040) and (ECMT5001 or QBUS5001)	Intensive September
ECON5026 Strategic Business Relationships	6		Semester 2
ECON5050 Communicating Economics	6	**P** ECON5040	N/A
ECON6008 International Money and Finance	6	**P** ECON5002	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
ECON6024 Private Equity	6	**P** ECON5001 or ECON5040	Semester 1

ECON6029 Health Economics and Policy Evaluation	6	**P** (ECON5001 or ECON5040) and (ECMT5001 or QBUS5001)	Semester 2
ECON6031 International Finance and Globalisation	6	**P** ECON5001 and ECON5002	Intensive April
~~**ECON6034 Global Economic History**~~	~~6~~	-	~~Semester 2~~
ECON6035 Global Economic History for Business	6	-	Semester 2
FINC5090 Finance in the Global Economy	6	**C** FINC5001	Semester 1 Semester 2
FINC6000 Quantitative Finance and Derivatives	6	**A** This unit requires students to have some background in calculus, matrices, statistics and probability. **P** FINC5001 **N** FINC5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6001 Finance: Theory to Applications	6	**P** FINC5001 *Students are strongly recommended to complete this unit before the Capstone subject for this specialisation.*	Semester 1 Semester 2
FINC6005 Advanced Asset Pricing	6	**P** FINC5001 or FINC6000 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6009 Portfolio Theory and its Applications	6	**P** FINC5001 or FINC6000 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
FINC6010 Derivative Securities	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
FINC6013 International Business Finance	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6014 Fixed Income Securities	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2

FINC6015 **Trading in Modern Financial Markets**	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
FINC6017 **Mergers and Acquisitions**	6	**P** FINC5001 **N** ACCT6011 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
FINC6021 **Corporate Valuation**	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6023 **Financial Risk Management**	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
FINC6025 **Entrepreneurial Finance**	6	**P** FINC5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
IBUS6000 **Advanced International Business Strategy**	6		Intensive February Semester 1 Semester 2
IBUS6004 **International Business Alliances**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
IBUS6019 **Strategy and Emerging Markets**	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
INFS6004 **Digital Business Transformation**	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 options for transformation. Desirable Experience as a member of a project team. **C** INFS5002 or COMP5206 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
INFS6012 **Digital Information Infrastructures**	6	**C** INFS5002 or COMP5206 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
INFS6015 **Business Process Management**	6	**C** INFS5002 or COMP5206	Semester 2

		Refer to the unit of study outline https://www.sydney.edu.au/units	
INFS6016 Digital Business Models	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 the market is essential in order to critically analyse how and where a business can be innovative. Some knowledge of how technology can be applied in a business is also essential. Experience as a member of a project team is desirable. **C** INFS5002 or COMP5206 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
INFS6018 Managing with Information and Data	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 options for transformation. (ii) Desirable Experience as a member of a project team. **C** INFS5002 or COMP5206 or QBUS5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
INFS6023 Data Visualisation For Managers	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
INFS6024 Managing Data at Scale	6		Semester 2
INFS6032 Agile Project Methods	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
INFS6060 Digital Work Practices	6	**A** INFS5002 (or COMP5206) taken previously or concurrently **C** INFS5002	Semester 1
INFS6066 Gadgets, Gods and Godzilla	6	**C** INFS5002 or COMP5206 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
ITLS6015 Managing Supply Chain Disruption	6		Semester 1
ITLS6016 Logistics and Future Cities	6	**N** ITLS6301	Intensive February
ITLS6111 Spatial Analytics	6	**A** Basic knowledge of Excel is assumed. **N** ITLS6107 or TPTM6180 *This unit will use R programming language to perform*	Semester 2

		statistical analyses and spatial analyses. No prior programming knowledge is required.	
ITLS6201 Global Distribution Strategy	6	**C** ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001 **N** ITLS6101 or TPTM6440	Semester 1 Semester 2
ITLS6202 Sustainable Logistics and Procurement	6	**C** ITLS5020 or ITLS5000 or ITLS5250 or TPTM5001	Semester 1 Semester 2
ITLS6203 Analytic Methods for Logistics	6	**N** ITLS5200 or TPTM6495	Semester 1 Semester 2
MKTG6001 Marketing Research	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
MKTG6004 New Product Development	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MKTG6006 Creating Persuasive Communications	6	**P** MKTG5001 **N** MKTG3121 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MKTG6007 Consumer Behaviour	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Intensive October Semester 1 Semester 2
MKTG6010 Machine Learning in Marketing	6	**P** BUSS6002	Semester 1
MKTG6013 International and Global Marketing	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MKTG6015 Digital and Social Media Marketing	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MKTG6016 Brand Management	6	**P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1
MKTG6018 Customer Analytics and Relationship Management	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
MKTG6020 B2B Marketing	6	**P** MKTG5001	Semester 1

		Refer to the unit of study outline https://www.sydney.edu.au/units	
MKTG6023 Marketing Performance: Analytics and Metrics	6	**A** Students should have a top-level understanding of strategic marketing concepts and models, as well as being comfortable with financial and marketing numeracy. **P** MKTG5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MKTG6024 Marketing Analytics	6	**A** Understanding of basic marketing principles, statistics, and how to use analytic skills to solve marketing problems. **P** MKTG5001 *This unit provides introductory knowledge of Marketing Analytics to solve marketing problems. Students can develop a marketing strategy, exercising best practices of solving various managerial questions.*	Semester 1
MKTG6104 Psychology of Marketing Decisions	6	**P** MKTG5001 **N** MKTG5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
MKTG6998 Social Media Analysis	6	**N** MKTG6999 *Note. This unit does not use Python and covers marketing research and application using social media data. The unit of study MKTG6999 also covers social media and uses Python and emphasises the technical aspects of social media data processing and data analysis.*	Semester 2
MKTG6999 Customer Social Data Analytical Tools	6	**A** Python programming, as covered in BUSS6002. **P** BUSS6002 **N** MKTG6998 *Note. This unit uses Python programming. The related unit of study MKTG6998 will examine social media data from angles without the need for Python programming.*	Semester 2
QBUS5011 Introduction to Programming	6	**A** No prior knowledge of programming or coding is assumed. Some knowledge of mathematics (at a basic level) is beneficial.	Semester 1
QBUS5015 Foundations of Health and Civic Analytics	6	**A** No prior knowledge is assumed although some familiarity with mathematical and statistical concepts will be an advantage.	Semester 1
QBUS5017 People Analytics in 4th Industrial Revolution	6	**A** BUSS5220 and BUSS5221	Semester 2

QBUS6310 **Business Operations Analysis**	6	**P** ECMT5001 or QBUS5001 or QBUS5002 **N** ECMT6008 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
QBUS6810 **Statistical Learning and Data Mining**	6	**P** ECMT5001 or QBUS5001 or BUSS6002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS6820 **Business Risk Management**	6	**A** Knowledge of basic probability theory and familiarity with spreadsheet modelling **P** ECMT5001 or QBUS5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
QBUS6830 **Financial Time Series and Forecasting**	6	**A** Basic knowledge of quantitative methods including statistics, basic probability theory, and introductory regression analysis. **P** ECMT5001 or QBUS5001 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS6840 **Predictive Analytics**	6	**P** (QBUS5001 or ECMT5001) and BUSS6002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS6850 **Machine Learning for Business**	6	**P** QBUS6810 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
QBUS6860 **Visual Data Analytics**	6	**A** The unit assumes knowledge of statistics and confidence in working with data. **P** QBUS5001 or QBUS5002 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1 Semester 2
SIEN6001 **Business Negotiations**	6	**N** IBUS6018	Semester 2
SIEN6002 **Sustainability: Business and Climate Crisis**	6	**N** WORK6033	Semester 1
SIEN6003 **Management Consulting**	6	**N** WORK6111	Semester 2
SIEN6004 **Innovation Ecosystems**	6		Semester 1 Semester 2

SIEN6005 Social Entrepreneurship	6	**N** IBUS6016	Semester 2
SIEN6006 Fundamentals of Entrepreneurship	6		Semester 1
SIEN6007 Entrepreneurship: Lean Startup	6	**N** IBUS6011	Semester 2
WORK6001 Organisational Analysis and Behaviour	6	*Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 2
WORK6130 Leadership in Organisations	6	**N** ECOF5807 or ECOF6090 *Refer to the unit of study outline https://www.sydney.edu.au/units*	Semester 1a

Attachment 3. Table A - Economics specialisation with amendments

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Economics			
Achievement of a specialisation in Economics requires 30 credit points from this table comprising:			
(i) 6 credit points in Table A - Foundational units of study*			
(ii) 6 credit points of Table A - Economics core units of study; and			
(iii) 18 credit points of Table A - Economics selective units of study.			
Students completing this specialisation to meet the requirements for the Master of Commerce or as their compulsory specialisation for the Master of Commerce (Extension) must complete a 6 credit point capstone unit related to the specialisation from Table A - Capstone units of study section in Table A for the Graduate Certificate, Graduate Diploma and Master of Commerce OR Table A for the Master of Commerce (Extension).			
Students completing this specialisation as an optional second specialisation for the Master of Commerce (Extension) do not need to complete a capstone unit.			
Units of study			
The units of study are listed below.			
Table A - Foundational unit of study			
* Note. Foundational units count to both the Foundational units of study for the course and the specialisation			
ECON5040 **Foundation in Economics**	6	**N** ECON5001	Semester 1 Semester 2
Table A - Economics			
Core units of study			
ECON5002 **Macroeconomic Theory**	6	**N** ECON5003	Intensive February Semester 1 Semester 2
Selective units of study			
~~**ECON5004**~~ ~~**Communication in Economics**~~	~~6~~	~~**N** ECON5050 or BUSS5020~~	~~Semester 1~~ ~~Semester 2~~
ECON5006 **Economics of Law and Public Policy**	6		Semester 1
ECON5007 **The Economics of Financial Markets**	6	**P** ECON5001 or ECON5040	Semester 2
ECON5008 **Behavioural Economics**	6	**P** (ECON5001 or ECON5040) and (ECMT5001 or QBUS5001)	Intensive September
ECON5026 **Strategic Business Relationships**	6		Semester 2

ECON5050 **Communicating Economics**	6	**P** ECON5040	N/A
ECON6008 **International Money and Finance**	6	**P** ECON5002	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
ECON6024 **Private Equity**	6	**P** ECON5001 or ECON5040	Semester 1
ECON6029 **Health Economics and Policy Evaluation**	6	**P** (ECON5001 or ECON5040) and (ECMT5001 or QBUS5001)	Semester 2
ECON6031 **International Finance and Globalisation**	6	**P** ECON5001 and ECON5002	Intensive April
~~**ECON6034**~~ ~~**Global Economic History**~~	~~6~~		~~Semester 2~~
ECON6035 **Global Economic History for Business**	6		Semester 2
~~**ECMT5001**~~ ~~**Principles of Econometrics**~~	~~6~~	~~-~~	~~Semester 1~~ ~~Semester 2~~

Master of Commerce

Graduate Certificate in Commerce

Graduate Diploma in Commerce

Master of Commerce

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2019, 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. Current versions of all policies are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

1 Course codes

Code	Course title
GCCOMMER-02	Graduate Certificate in Commerce
GNCOMMER-03	Graduate Diploma in Commerce
MACOMMER-05	Master of Commerce

2 Attendance pattern

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

3 Master's type

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

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Commerce
(b) the Graduate Diploma in Commerce
(c) the Master of Commerce
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to candidature in any of the courses in this sequence and receive full credit for work completed in the prior award. Only the longest award completed will be conferred.
(3) A candidate for the Graduate Diploma in Commerce or Master of Commerce may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Business School, and provided the requirements of the shorter award have been met.

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
(a) Graduate Certificate in Commerce
(i) a ~~pass~~ bachelor's degree or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School; or
(ii) appropriate qualifications and equivalent professional work experience of no less than three years in a relevant field, as defined by the Business School; and
(iii) satisfaction of the English language requirements; and
(iv) any other minimum standards specified by the Business School.
(b) Graduate Diploma in Commerce
(i) completion of the requirements of the Graduate Certificate in Commerce from the University of Sydney with a minimum credit average, or equivalent qualification; or
(ii) a ~~pass~~ bachelor's degree or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School; and
(iii) satisfaction of the English language requirements; and
(iv) any other minimum standards specified by the Business School.
(c) Master of Commerce
(i) completion of the requirements of either the Graduate Certificate or the Graduate Diploma in Commerce from the University of Sydney with a credit average, or equivalent qualification; or
~~(ii) a bachelor's degree with honours or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School; or~~
(ii) a ~~pass~~ bachelor's degree or higher in commerce, business or related discipline with a minimum credit average (or equivalent) at an institution approved by the Business School; or
(iii) a ~~pass~~ bachelor's degree with a minimum credit average (or equivalent) at an institution approved by the Business School and a minimum of one-year relevant work experience; or

(iv) a ~~pass~~ bachelor's degree or higher qualification in commerce, business or related discipline with a minimum pass average (or equivalent) and performance in an admissions test approved by the Business School to a standard considered satisfactory by the Business School; and
(v) satisfaction of the English language requirements; and
(vi) any other minimum standards specified by the Business School.
(2) In exceptional circumstances the Business School may admit applicants without these qualifications who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the candidature

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in Table A for the Graduate Certificate in Commerce, Graduate Diploma in Commerce and Master of Commerce.
(2) To qualify for the award of the Graduate Certificate in Commerce a candidate must complete 24 credit points, comprising:
(a) 12 credit points of degree core units of study from Table A-Core units of study; and
(b) 6 credit points of foundational units of study in the chosen specialisation area (as defined in clause 7 and specified in Table A-Commerce areas of specialisation) from Table A - Foundational units of study; and
(c) a maximum of 6 additional credit points of foundational units of study ~~from Table A-Foundational units of study in a second specialisation area~~; or
(d) any additional units of study from Table A - Elective units of study required to make 24 credit points in total.
(3) To qualify for the award of the Graduate Diploma in Commerce a candidate must complete 48 credit points, comprising:
(a) 12 credit points of degree core units of study from Table A-Core units of study; and
(b) 6 credit points of foundational units of study in the chosen specialisation area (as defined in clause 7 and specified in Table A-Commerce areas of specialisation) from Table A - Foundational units of study; and
(c) a maximum of 6 additional credit points of foundational units of study ~~from Table A - Foundational units of study in a second specialisation area~~; and
(d) a minimum of 6 credit points of selective units of study ~~from Table A~~ in the chosen specialisation area as listed for that specialisation in Table A-Commerce areas of specialisation; and
(e) additional units of study from Table A-Elective units of study required to make 48 credit points in total.
(4) To qualify for the award of the Master of Commerce a candidate must complete 72 credit points, comprising:
(a) 12 credit points of degree core units of study from Table A-Core units of study; and
(b) 6 credit points of foundational units of study in the chosen specialisation area (as defined in clause 7 and specified in Table A-Commerce areas of specialisation) from Table A-Foundational units of study; and
(c) a maximum of 6 additional credit points of units of foundational study in a second specialisation area ~~from Table A-Foundational units of study~~; and
(d) a specialisation (30 credit points, including the foundational unit of study in the chosen specialisation area) listed in clause 7 below and specified in Table A-Commerce areas of specialisation; and
(e) a 6 credit point capstone unit of study in the chosen specialisation area from Table A-Capstone units of study; and
(f) a minimum of 18 credit points of degree selective units of study from Table A-Selective units of study; and
(g) any other units of study from Table A-Selective units of study and/or Table A-Elective units of study required to make 72 credit points in total.

7 Specialisations

(1) Completion of a specialisation is a requirement of the master's degree.
(2) Candidates for the Master of Commerce may only complete one specialisation.
(3) A specialisation requires the completion of a 6 credit point foundational unit of study in the chosen specialisation area and 24 credit points from units of study as listed for that specialisation in Table A-Commerce areas of specialisation (note that foundational units count to both the foundational units of study for the course and the specialisation).
(4) The specialisations available are:
(a) Accounting
(b) Data Analytics for Business
(c) Digital Business
(d) Economics
(e) Finance
(f) Global Logistics
(g) Marketing
(h) Strategy, Innovation and Management.

8 Recognition of prior learning

~~(1) Subject to the specific provisions of this clause, prior learning may be recognised in the manner provided for in the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).~~
~~(2) For candidates for the Master of Commerce, prior learning may be recognised with reduced volume of learning of up to 12 credit points for Foundational units of study for candidates who have:~~
~~(a) completed a bachelor's degree with a minimum credit average (or equivalent) with a major relevant to the intended specialisation; and/or~~
~~(b) completed at least 2 postgraduate units of study with a minimum credit average (or equivalent) relevant to the intended specialisation.~~
~~(3) Except as provided for in subclause (4) for candidates for any of the embedded courses in this sequence:, recognition of prior learning may account for no more than 50 per cent of the course requiremen.~~
~~(a) recognition of prior learning may account for no more than 50 per cent of the course requirement and no more than 18 credit points towards the specialisation;~~
~~(b) non-specific credit will not be granted; and~~
~~(c) Reduced Volume of Learning will not be granted on the basis of work experience.~~
~~(4) At the discretion of the Business School, candidates who:~~
~~(a) satisfy the admission requirements for this award; and~~
~~(b) have completed relevant postgraduate studies as part of the Master of Commerce (Extension) at the University of Sydney;~~
~~will be eligible for full credit for those studies toward any of the embedded courses in this sequence, and the limit in subclause (3) will not apply.~~
~~(5) Except as provided for in subclause (4) no more than 12 credit points of credit will be granted to candidates admitted to the Master of Commerce on the basis of an incomplete postgraduate qualification.~~
(1) Subject to the specific provisions of this clause 8, prior learning may be recognised consistently with the requirements of the Coursework Policy.

(2) The Business School may award credit or reduced volume of learning to candidates who have completed relevant postgraduate study as part of the Master of Commerce (Extension) at the University of Sydney.
(a) Subclause 8(3) does not apply to credit or reduced volume of learning awarded under this subclause 8(2).
(3) For all other candidates for any award in this embedded sequence, recognition of prior learning may account for:
(a) a maximum of 50 percent of the course requirements for the relevant award; and
(b) a maximum of 18 credit points towards a specialisation.
(4) Candidates for the Master of Commerce may be granted a reduced volume of learning, up to a maximum of 12 credit points if they have:
(a) completed a bachelor's degree with a minimum credit average (or equivalent) with a major relevant to their intended specialisation; or
(b) completed at least two postgraduate units of study with a minimum credit average (or equivalent) relevant to their intended specialisation.
(5) Any reduced volume of learning will be applied against foundational units of study, as specified by the Business School.
(6) Reduced volume of learning on the basis of professional work experience is not available.

9 Progression rules

(1) Full time students must complete degree core units ~~of study~~ in the first semester of study.
(2) Full time students must complete foundational and any core units ~~of study~~ for the chosen specialisation in the first year of study.
(3) Full time students must complete at least one ~~non-Foundational~~ core or selective unit from the specialisations (as listed in clause 7) in the first year of study.
(4) In the Master of Commerce, degree selective units ~~of study from Table A-Selective units of study~~ must not be completed in the first semester of study.
(5) In the Master of Commerce, the capstone unit must be completed in the final semester of study.

10 Award of the graduate certificate, graduate diploma and master's degree

(1) The graduate certificate, graduate diploma and master's degree will be awarded in the pass grade.
(2) The testamur for the Master of Commerce will specify the specialisation completed.

11 Course transfer

(1) A candidate for the Graduate Diploma in Commerce may elect to transfer to the Master of Commerce upon completion of a minimum of 24 credit points and provided that a credit average is achieved.

12 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January ~~2021~~ 2022 and students who commenced their candidature prior to 1 January 2022 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2022 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Master of Commerce (Extension)

Master of Commerce (Extension)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2019, 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. Current versions of all policies are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

1 Course codes

Code	Course title
MACOMMEX-01	Master of Commerce

2 Attendance pattern

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

3 Master's type

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

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
(a) Master of Commerce (Extension)
(i) a ~~pass~~ bachelor's degree or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School; or
(ii) a ~~pass~~ bachelor's degree or higher qualification (or equivalent) and performance in an admissions test approved by the Business School to a standard considered satisfactory by the Business School; and
(iii) satisfaction of the English language requirements; and
(iv) any other minimum standards specified by the Business School.
(2) In exceptional circumstances the Business School may admit applicants without these qualifications who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the candidature.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in Table A for the Master of Commerce (Extension).
(2) To qualify for the award of the Master of Commerce (Extension) a candidate must complete 96 credit points, comprising:
(a) 12 credit points of degree core units of study from Table A-Core units of study; and
(b) 6 credit points of foundational units of study in the chosen specialisation area (as defined in clause 6 and specified in Table A-Commerce areas of specialisation) from Table A-Foundational units of study; and
(c) a maximum of 6 additional credit points of foundational units of study ~~Table A-Foundational units of study~~ in a second specialisation area; and
(d) a specialisation (30 credit points, including the foundational unit of study in the chosen specialisation area) listed in clause 6 below and specified in Table A-Commerce areas of specialisation; and
(e) a 6 credit point capstone unit of study in the chosen specialisation area from Table A-Capstone units of study; and
(f) a minimum of 18 credit points of degree selective units of study from Table A-Selective units of study; and either
(i) a second specialisation (30 credit points, including the foundational unit of study in the chosen specialisation area) listed in clause 6 and specified in Table A-Commerce areas of specialisation; or
(ii) a dissertation (24 credit points) as specified in Table A-Research units of study; or
(iii) units of study from Table A - Selective units of study and/or Table A - Elective units of study required to make 96 credit points in total.

6 Specialisations

(1) Completion of a specialisation is a requirement of the master's degree.
(2) Candidates have the option of completing up to two specialisations.
(3) A specialisation requires the completion of a 6 credit point foundational unit of study in the chosen specialisation area and 24 credit points from units of study as listed for that specialisation in Table A-Commerce areas of specialisation (note that foundational units count to both the foundational units of study for the course and the specialisation/s).
(4) Specialisation core and selective units of study can only be counted towards the requirements of one specialisation.
(5) The specialisations available are:
(a) Accounting
(b) Data Analytics for Business
(c) Digital Business
(d) Economics
(e) Finance
(f) Global Logistics
(g) Marketing
(h) Strategy, Innovation and Management.

Master of Commerce (Extension)

7 Recognition of prior learning

~~(1) Subject to the specific provisions of this clause, prior learning may be recognised in the manner provided for in the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).~~

~~(2) Subject to~~ Except as provided for in ~~subclause (3):, prior learning may be recognised by specific credit of up to 12 credit points for Foundational units of study to candidates who have:~~

~~(a) prior learning may be recognised with reduced volume of learning of up to 12 credit points for Foundational units of study to candidates who have:~~

~~(i) completed a bachelor's degree with a minimum credit average (or equivalent) with a major relevant to the intended specialisation; and/or~~

~~(ii) completed at least 2 postgraduate units of study with a minimum credit average (or equivalent) in an area relevant to the intended specialisation.~~

~~(b) non-specific credit will not be granted~~

~~(c) reduced volume of learning will not be granted on the basis of work experience.~~

~~(3) At the discretion of the Business School, candidates who have completed relevant postgraduate studies as part of the Master of Commerce (including the Graduate Diploma in Commerce and Graduate Certificate in Commerce) at the University of Sydney will be eligible for full credit to the Master of Commerce (Extension).~~

~~(4) Except as provided for in subclause (3) no more than 12 credit points of credit will be granted to candidates admitted to the Master of Commerce (Extension).~~

(1) Subject to the specific provisions of this clause 7, prior learning may be recognised consistently with the requirements of the Coursework Policy.

(2) The Business School may award credit or reduced volume of learning to candidates who have completed relevant postgraduate study as part of the Master of Commerce at the University of Sydney.

(a) Subclause 7(3) does not apply to credit or reduced volume of learning awarded under this subclause 7(2).

(3) Candidates for the Master of Commerce (Extension) may be granted a reduced volume of learning, up to a maximum of 12 credit points if they have:

(a) completed a bachelor's degree with a minimum credit average (or equivalent) with a major relevant to their intended specialisation; or

(b) completed at least two postgraduate units of study with a minimum credit average (or equivalent) relevant to their intended specialisation.

(4) Any reduced volume of learning will be applied against foundational units of study, as specified by the Business School.

(5) Reduced volume of learning on the basis of professional work experience alone is not available.

8 Progression rules

(1) Full time students must complete degree core units ~~of study~~ in the first semester of study.

(2) Full time students must complete foundational and any core units ~~of study~~ for the chosen specialisiation in the first ~~semester~~ year of study.

(3) Full time students must complete at least one ~~non-Foundational~~ core or selective unit from the specialisations (as listed in clause 6) in the first year of study.

(4) ~~Units of study from Table A~~ Degree selective units ~~of study~~ from Table A - Selective units of study must not be completed in the first semester of study.~~In the Master of Commerce, units of study from Table A - Selective units of study must not be completed in the first semester of study.~~

(5) The capstone unit must be completed in the final year of study.

9 Award of the master's degree

(1) The master's degree will be awarded in the pass grade.

(2) The testamur will specify the specialisation/s completed.

(3) Where a dissertation has been completed, the testamur will specify the specialisation completed 'with dissertation'.

10 Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January ~~2021~~ 2022 and students who commenced their candidature prior to 1 January 2022 who elect to proceed under these resolutions. Students who commenced prior to 1 January 2022 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

From: Kerrie Henderson
To: Kate Munro
Cc: Teresa Davis
Subject: RE: AB GSC 1 June 2021 - Item 3.2 Outcome Report
Date: Tuesday, 8 June 2021 3:50:09 PM

Hi Kate

I just spoke to Teresa. Standard document interpretation is that the principal numbered part is the clause and its component parts are subclauses. So, in this case the clause is clause 8, and its subsidiary parts are subclauses.

So, to be absolutely clear:

8 Recognition of prior learning

(1) Subject to the specific provisions of this clause 8, prior learning may be recognised consistently with the requirements of the Coursework Policy.
(2) The Business School may award credit or reduced volume of learning to candidates who have completed relevant postgraduate study as part of the Master of Commerce (Extension) at the University of Sydney.
(a) Subclause 8(3) does not apply to credit or reduced volume of learning awarded under this subclause 8(2).
(3) For all other candidates for any award in this embedded sequence, recognition of prior learning may account for:
(a) a maximum of 50 percent of the course requirements for the relevant award; and
(b) a maximum of 18 credit points towards a specialisation.
(4) Candidates for the Master of Commerce may be granted a reduced volume of learning, up to a maximum of 12 credit points if they have:
(a) completed a bachelor's degree with a minimum credit average (or equivalent) with a major relevant to their intended specialisation;
or
(b) completed at least two postgraduate units of study with a minimum credit average (or equivalent) relevant to their intended specialisation.
(5) Any reduced volume of learning will be applied against foundational units of study, as specified by the Business School.
(6) Reduced volume of learning on the basis of professional work experience is not available.

The reference to "pass" in relation to bachelor's degrees is redundant, but there will be no material impact from either leaving it in or removing it, so long as whatever is done is consistent throughout the document. So, either delete all the "pass" references or add in "pass" before any other reference to a bachelor's degree that is not intended to require honours (eg subclause 4(a)) above.)

Regards

Kerrie

KERRIE HENDERSON | University Policy Manager
Policy Management Unit | Office of General Counsel
THE UNIVERSITY OF SYDNEY
Lvl 5, Margaret Telfer Building K07 | The University of Sydney | NSW | 2006
T +61 2 9036 9049 | **F** +61 2 9036 7982|
E kerrie.henderson@sydney.edu.au | **W** http://sydney.edu.au
I acknowledge and pay my respects to the traditional custodians of the land on which I live and work, the Gadigal people of the Eora nation, whose sovereignty was never ceded.

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This email plus any attachments to it are confidential and may be privileged. Any unauthorised use is strictly prohibited.

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Please think of our environment and only print this e-mail if necessary

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From: Kate Munro <kate.munro@sydney.edu.au>
Sent: Tuesday, 8 June 2021 3:37 PM
To: Kerrie Henderson <kerrie.henderson@sydney.edu.au>
Cc: Teresa Davis <teresa.davis@sydney.edu.au>
Subject: FW: AB GSC 1 June 2021 - Item 3.2 Outcome Report

Hi Kerrie

We have been asked to resubmit for the GSC reserve meeting with submissions closing tomorrow – any chance you could review by then? We appreciate that you are busy!

Kind regards
Kate

KATE MUNRO | Manager, Curriculum & Quality
The University of Sydney Business School
THE UNIVERSITY OF SYDNEY
T +61 2 9036 5019 **| M** +61 435 163 387

This is a challenging time for all our staff and it's important we do what we can to maintain our balance, wellbeing, monitor stress and mental health. I wish to remind you of the University's Employee Assistance Program for professional, confidential counselling, coaching and support - which is free for you and your immediate family member. Each person is eligible for four hours of counselling, coaching and support per calendar year.

From: Kate Munro
Sent: Friday, 4 June 2021 11:23 AM
To: Kerrie Henderson <kerrie.henderson@sydney.edu.au>
Cc: Teresa Davis <teresa.davis@sydney.edu.au>
Subject: FW: AB GSC 1 June 2021 - Item 3.2 Outcome Report

Hi Kerrie

Attached are the course resolution changes (inclusive of your recommended wording) we submitted to the Graduate Studies Committee – again, we have been asked to confirm this with you, specifically:

Clarify with the Office of General Counsel whether clause 8(2)(a) of the course resolutions has the required level of specificity, or whether the term 'this clause' is ambiguous.

Michael Kertesz has provided additional context – The problem with Clause 8(2) (a) was with the wording that stated that Clause 8(3) does not apply to credit awarded under "this subclause". What exactly is "this" subclause? 8(2)? 8(2)(a)? 8(3)?. I also thought that if Peter McCallum as Registrar and Academic Director (Education) needed to have the clause carefully interpreted for him, then students may be hopelessly out of their depth! So the rephrasing that the committee asked for from OGC is not in terms of the phrase being incorrect, it's about clarity and ease of understanding.

Would appreciate your advice on re-wording.

In addition, use of the term "pass" bachelor's degree has also been queried in relation to clauses under **5 Admission to candidature**. Would be grateful if you could look at this and advise if we should remove some or all "pass" references.

Thanks again,
Kate

KATE MUNRO | Manager, Curriculum & Quality
The University of Sydney Business School
THE UNIVERSITY OF SYDNEY
T +61 2 9036 5019 **| M** +61 435 163 387

This is a challenging time for all our staff and it's important we do what we can to maintain our balance, wellbeing, monitor stress and mental health. I wish to remind you of the University's Employee Assistance Program for professional, confidential counselling, coaching and support - which is free for you and your immediate family member. Each person is eligible for four hours of counselling, coaching and support per calendar year.

From: Desiree Mulley <desiree.mulley@sydney.edu.au>
Sent: Friday, 4 June 2021 10:36 AM
To: Teresa Davis <teresa.davis@sydney.edu.au>; Kate Munro <kate.munro@sydney.edu.au>
Cc: Nadine Chilvers <nadine.chilvers@sydney.edu.au>; Catherine Hardy <catherine.hardy@sydney.edu.au>
Subject: AB GSC 1 June 2021 - Item 3.2 Outcome Report

Dear Teresa and Kate,

Please find ***attached*** the outcome report from the **1 June 2021** meeting of the **AB Graduate Studies Committee** in relation to item 3.2 BUS Master of Commerce (Extension), Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce.

Please let me know if you have any questions.

Kind regards

Desiree

Desiree Mulley | Committee Officer
The University of Sydney
University Secretariat, Office of the Vice-Chancellor and Principal
THE UNIVERSITY OF SYDNEY
Level 5 F23 Administration Building, Cnr of Eastern Avenue and City Road | The University of Sydney | NSW | 2006+61 2 9036 4303 |
desiree.mulley@sydney.edu.au | sydney.edu.au/secretariat
CRICOS 00026A
This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited.
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Submission To	
Date	
Item No	

Non-Confidential

SUBMISSION COVERSHEET

Proposal Title	Updates to Lodgement guidelines, Form and Additional Embargo Information.
Recommendation	That the AB Graduate Studies Committee endorse and recommend that Academic Board: 1. approve the updated Final Lodgement of Thesis for a Higher Degree by Research – guidelines (appendix 1.) 2. approve the updated Final Lodgement of Thesis for a Higher Degree by Research form (appendix 1.) 3. note that the copyright form has been replaced by the Sydney eScholarship Terms and Conditions form which was developed with Copyright Services and the Office of General Counsel (appendix 1.). 4. note that information about restricted access will be added to Publish and Promote Your Research webpage: https://www.sydney.edu.au/students/publish-promote-research.html (appendix 2.)
Proposal Presenter	Jennifer Stanton (Manager, Digital Collections, University Library)
Consultation Pipeline	AB Graduate Studies Committee → Academic Board

EXECUTIVE SUMMARY

The Final Lodgement of Thesis for Higher Degree by Research guidelines and form that are currently in use contain out of date information. The Director of Graduate Research and the Library made several changes to the Final Lodgement of Thesis for Higher Degree by Research guidelines and form which need approval from the Graduate Studies Committee of the Academic Board prior to implementation. Updates to the Sydney eScholarship terms and conditions form and content about restricted access to theses being added to the Publish and Promote your research page have been included for noting.

RATIONALE

The Final Lodgement of Thesis for Higher Degree by Research guidelines and form that are currently in use contain out of date information. Prior to leaving the University, the Director of Graduate Research, Ross Coleman, made several changes to the Final Lodgement of Thesis for Higher Degree by Research guidelines and form. Ross also sought feedback from the Library regarding changes to the information necessary for long-term, ongoing access to thesis files as well as any other administrative updates needed.

Summary of updates to items needing approval:

Final Lodgement of Thesis for Higher Degree by Research guidelines (attachment 1)**:**

- Administrative changes made so that information aligns with information about thesis lodgement on the current students page.
- Links updated throughout.
- Updates to format recommendations for thesis files. PDF/A is an archival file format that will enable the Library to manage the file long-term. This is preferred rather than mandatory. A link to further information on the library website has been added.
- Updates to format recommendations for supplementary materials that will enable the library to manage the files long-term. These are preferred rather than mandatory. A link to information on the library website has been added where we will shortly add additional information.

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung

THE UNIVERSITY OF SYDNEY

Submission To	
Date	
Item No	

Non-Confidential

Final Lodgement of Thesis for Higher Degree by Research form (attachment 1)**:**

- Administrative updates to enable online use.
- Example keywords added.
- Reference to Clause 3 of the Sydney eScholarship Terms and Conditions form added to the section about third-party copyright.
- Links updated throughout.
- Section about restricted access updated for readability; specific reference to the *Request for Higher Degree by Research Thesis Embargo* form has been added, a link added to the Publish and Promote your Research webpage for further information about restricted access which will include information about the specific approvals needed depending on the restricted access request.

Summary of items for noting:

The copyright form that was previously included for HDR students to sign is no longer current. The Sydney eScholarship Terms and Conditions (attachment 1), created in collaboration with Copyright Services and the Office of General Counsel, replaced this form in June 2020.

Restricted access to your thesis (attachment 2)**:**
Ross originally included additional information about restricted access to be added as part of the lodgement form. As this is a lot of information this will be made available on the Publish and Promote your Research webpage replacing the information currently available under 'Confidential material'.

CONSULTATION AND COMMUNICATIONS

Ross Coleman (Director Graduate Research)- I have included adjustments to the form made by Ross prior to leaving the university.

Kate Stanton (Senior Manager, Copyright and Information Policy) – Kate was consulted and approved any copyright changes and supported the closer link between the third-party copyright option on the lodgement form and Clause 3 of the Terms and Conditions.

Michael Kertesz (Chair of the Graduate Studies Committee of the Academic Board)- I have incorporated feedback from Michael regarding embargoes.

IMPLEMENTATION

An appropriate person from the Education Portfolio should:

1. Circulate the updated forms to the Higher Degree by Research Administration Centre
2. Store the PDF and word versions of the guidelines and forms in Records Online (final versions of these documents can be supplied by Jennifer Stanton, University Library)

Approver	(insert name and position)
Faculty/Proposal Sponsor	(insert name and position)

ATTACHMENTS

Attachment 1 Final Lodgement of Thesis for a Higher Degree by Research – guidelines, form and Sydney eScholarship Terms and Conditions

Attachment 2 Restricted access to your thesis information to be added to webpage

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung

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Final Lodgement of Thesis for a Higher Degree by Research - Guidelines

Approved by Academic Board, Resolution 31/13 [to update]

To lodge the final copy of your thesis:

1. Convert your thesis into the file format outlined in the guidelines.
2. Complete the *Final Lodgement of Thesis for a Higher Degree by Research* form, verifying that this is your final thesis and choosing the appropriate level of access regarding the public availability of your thesis.
3. Sign the *Sydney eScholarship Terms and Conditions* form
4. Submit the digital copy of your thesis and completed forms to the relevant HDRAC email.

Your thesis file/s

Front page

The very first page of your thesis must include:

- your name
- title of the thesis
- faculty name
- the University's full name – The University of Sydney
- an appropriate submission statement, for example:
  - for theses only: *A thesis submitted to fulfil requirements for the degree of Doctor/Master of Philosophy (or other higher degree by research)*
  - for theses with a creative component: *A thesis submitted in partial fulfilment of requirements for the degree of Doctor/Master of Philosophy (or other higher degree by research).*
- The year of award (that is, the date that appears on your letter of award)

Failure to add in this page may mean your thesis is not lodged with the library, which will delay your graduation.

Format

The recommended format for the text component of a thesis is PDF

- PDF/A, an archival pdf, is preferred. See details on the library website
- The PDF should be compliant with PDF version 1.4
- All fonts and images must be embedded. Any accompanying audio or video should be submitted as a separate file (see Supplementary materials and other file formats)
- Do not include any signatures in this document
- Do not use files scanned from a hard copy.

File Size

The thesis file should be no larger than 100 MB. If the file size is larger than this it should be separated into smaller file sizes in a logical manner e.g. by chapter, by part or other natural division.

File naming convention

- surname_initials_thesis.pdf

  e.g. *christensen_sp_thesis.pdf*

Where the thesis is separated into smaller file sizes:

- *christensen_sp_thesis_1.pdf*
- *christensen_sp_thesis_2.pdf*
- *christensen_sp_thesis_3.pdf*

Security settings

No security settings restricting access or other functionality should be set on the file(s) being submitted.

Supplementary materials and other file formats

Supplementary materials should be saved in non-proprietary or open-source formats that are no more than 2GB per file. More information can be found on the library website.

The following file formats are preferred:

Images:	–	TIFF or TIF (Tagged Image File Format)
Audio:	–	WAV (PCM Wave Format) – see our minimum standards
	–	BWF (Broadcast Wave Format) – see our minimum standards
Video:	–	ProRes, H.264, AVC or FFV1 (inside an MP4 or MOV file) – see further information
	–	AVI (Audio Video Interleave) – uncompressed

If a file requires special software to be usable, please provide the following information upon lodgement:

- Type of file (e.g. Architectural drawing) and file format (e.g. .cad)
- Software and software version required to use it
- Platform, Operating System or any specific equipment required to run it.

Copyright

For a comprehensive guide to copyright and your thesis see the Copyright and your thesis guide on the University's copyright website.

Final Lodgement of Thesis for a Higher Degree by Research - Form

Family name

Given name(s)

SID

Degree

Faculty

All students must complete this section of the form *(mark box to agree)*:

I certify that:

☐ I have updated my thesis title and abstract in Sydney Student. I understand that this thesis title and abstract will be used in the Sydney eScholarship repository.

☐ I have emailed the final thesis file(s) to my administrator.

☐ I would like the following keywords used in the Sydney eScholarship repository to help people find my thesis **(**maximum 6 words or short phases separated by a comma e.g. nutrition, olive oil, Mediterranean):

☐ I have signed the Sydney eScholarship repository terms and conditions form (see next page).

Access choices *(mark box to agree)*:

☑ *Mandatory*: I understand that my thesis must be lodged with the Library, in accordance with Clause 6.02 of the University of Sydney (Higher Degree by Research) Rule 2011. At minimum, all lodged theses are available for local access. **Note**: theses will not be available local access until after any approved embargo periods (see below).

☐ *Optional:* My thesis contains third-party copyright material (e.g. previously published work, copyrighted images or other media). For information about using copyright materials in your thesis, see http://sydney.edu.au/copyright. **Note**: theses containing third-party copyright may not be suitable for open access, see clause 3 of the terms and conditions form.

☐ *Optional:* I consent for my thesis to be made available for open access in the Sydney eScholarship repository. For information about making your thesis available for open access, see https://library.sydney.edu.au/research/open-access.html. **Note:** your thesis will not be made available for open access until after any approved embargo periods (see below).

☐ *Optional:* I request restricted access to my thesis for a limited period. **Note:** to complete this request you must also complete the separate *Request for Higher Degree by Research Thesis Embargo* form (request from the HDRAC), obtain the required approval and attach supporting documentation for why restricted access is necessary. At the end of the restricted access period, your thesis will become available for local use (for all theses) or open access (if you tick the open access consent above). For more information see: https://www.sydney.edu.au/students/publish-promote-research.html.

Length of requested embargo — 6 months ◯ 12 months ◯ 18 months ◯

☐ *Requires prior approval:* I have approval to submit a separate appendix volume (hard copy) containing confidential material and have attached a description of the confidential material, the reasons for requiring confidentiality (e.g. security classification, sacred indigenous knowledge, subject confidentiality, etc.) and evidence of approval.

Student's signature *(mandatory)*:

Signature Date

THE UNIVERSITY OF SYDNEY
Library

Sydney eScholarship Repository Terms and Conditions

Theses: if the document is a thesis, it must be a direct equivalent of the final thesis and no emendation of content has occurred other than minor variations in formatting that are the result of any conversion to digital format.

Published works: if the document has been submitted or accepted for publication by a publisher, please make sure the agreement with the publisher allows you to make the version of the paper you are submitting available open access through an institutional repository. If you have any questions, contact Copyright Services before making this submission.

Data: research data and materials may only be made available open access in accordance with the University's *Research Code of Conduct 2019*, *Research Data Management Policy 2014*, *Research Data Management Procedures 2015*, *Recordkeeping Policy 2017*, *Privacy Policy 2017* and *Privacy Procedures 2018*. If the document contains any data collected from humans or privately-owned animals, contact the Repository Administrators and Research Integrity and Ethics for guidance before making this submission. In addition, you must ensure the data has been de-identified so that the identities of the data subjects cannot be ascertained by others (pseudonymised or anonymised) and check the scope of the participant consent form to ensure you are entitled to make the human research data available open access.

Externally supported projects: if the document was created during an externally supported project (e.g. with funding, materials or in-kind support from a third party) then you must check the terms of the agreement to ensure you are entitled to make the document available open access. Refer to the University's *Research Agreements Policy 2011*, and contact your supervisor or Copyright Services for guidance before making a submission.

Terms and conditions

When you submit a paper, thesis, report or data (**document**) to the University's institutional repository you agree to the following terms and conditions:

1. I am the author (or co-author) of the document being deposited, it is my original work and I own all copyrights in the document other than those covered by the written permission referred to in clause 3. If I am not the author (or co-author) of the document, I am authorised in writing by the author (or co-author) to make this submission on their behalf.
2. Where the document is research data, I am the custodian of the data. If I am co-custodian, I am authorised in writing by the other custodians to make this submission.
3. I have written permission of each co-author, external sponsor, exclusive licensee, copyright owner or data custodian of the document (including any third-party material or data contained in the document) to make the material publicly available. I agree to promptly provide those consents to the University on request.
4. To the best of my knowledge, the document does not contain any defamatory, misleading or deceptive, offensive or other unlawful matter; does not disclose personal information without the written consent of the individual concerned and/or the personal information has been pseudonymised or anonymised; and does not disclose the confidential information of a third party.
5. I grant the University a perpetual, non-exclusive, sub-licensable, world-wide, free licence to reproduce, adapt, publish, communicate and distribute the document in any medium or format (now or hereafter known) and permit others to use the document (and any third-party material contained in the document) for research or study, and any other purpose permitted by an applicable exception under copyright law.
6. The University will use reasonable efforts to make the document publicly available, which it can do by any technological means whether now existing or developed in the future. In most cases, the University is not responsible for any unlawful use of the document by third parties and may elect not to take or defend a legal action.
7. The document is subject to the University's take down process set out at https://sydney.edu.au/disclaimer.html and University policies as amended from time-to-time.

I have read, understood and agree to the University of Sydney's terms and conditions. My deposit of this document complies with those terms.

Name:

Signature and date:

Appendix 2.

Information to be made available on the Publish and Promote Your Research webpage in place of the current information under "Confidential material".

Restricted access to your thesis

All candidates who are awarded an HDR degree at the University are required to lodge a copy of their final accepted thesis with the University Library where it will be made available for either local (University of Sydney staff and students) or open access. However, an embargo on release of all or part of the thesis a limited period in certain circumstance. For example, if your work:

- involves collaborating with industry partners
- is dependent on intellectual property that could be misused by others
- includes content that may put your interests at risk.

You should talk to your supervisor early in your candidature if this is the case. To order to move forward with restricted access, depending on the reason for your request, you'll need further approval from within your faculty and the Graduate Studies Committee (see details below).

Confidential material

Confidential material can be stored in an appendix separate to your main thesis file. Access to this appendix can be restricted for up to 5 years, while the main thesis is available for public use. To do this, you'll need to make a request in writing to the Dean and get approval from Chair of the Graduate Studies Committee of the Academic Board. You'll be asked about this when you complete your Notice of intent to submit form and this process must be completed prior to lodgement of your thesis with the Library. Changes can't be made after lodgement.

Intellectual property

If your thesis reports work that has been conducted collaboratively with industry, and there's a documented basis for concern that intellectual property contained in your thesis will be improperly exploited by others access, you can request an embargo of up to 18 months. To request an embargo you'll need to fill in the *Request for Higher Degree by Research Thesis Embargo* form (request this from your faculty's HDRAC contact) and get approval from the Dean and the Chair of the Graduate Studies Committee of the Academic Board. Evidence must also be presented to justify this claim, e.g. negotiations to submit a patent, or a letter requesting the restriction from the industrial partner.

Protecting the interests of the author

If there is a risk to your interests as author if your thesis is released, you can request an embargo of up to 18 months. To request an embargo you'll need to fill in the *Request for Higher Degree by Research Thesis Embargo* form (request this from your faculty's HDRAC contact) and get approval from your supervisor, Head of Department, the relevant Associate Dean and, if the requested embargo is longer than 6 months, the Chair of the Graduate Studies Committee of the Academic Board. You also must provide evidence to support your claim. Embargoes of this nature most commonly occur where material is under review for publication elsewhere and there is evidence to support this e.g. a publishing

contract. However, an embargo may also be requested for other documented cultural, legal or personal reasons. Examples could include ongoing legal proceedings, the death of a key participant in the study and a subsequent period of mourning, or the candidate applying for a job where immediate release of the thesis might be undesirable. It's important to remember that your thesis will be made available for use when the approved embargo period expires.

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Submission To	
Date	
Item No	

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Proposal Presenter	Chair, HDR Scholarships Subcommittee
Paper title	Proposed Dates for 2022 Scholarship Applications and Award
Recommendation	That the Graduate Studies Committee endorse the recommendation that Academic Board approve the scholarship applications and award dates for 2022.
Consultation Pipeline	HDR Scholarships Subcommittee *28 May 2021* → Graduate Studies Committee *22 June 2021* → Academic Board *20 July 2021*

EXECUTIVE SUMMARY

This paper presents proposed dates for 2022 scholarship applications and award.

BACKGROUND

At the meeting held on 28 May 2021, the HDR Scholarships Subcommittee resolved to endorse the following dates for 2022 scholarship applications and award and recommends them to the Graduate Studies Committee for endorsement to Academic Board:

Round Type	Application Close	Committee Date	Offer Issue	Commencement RP
International	15 Aug 2021	15 Oct 2021	18 Oct 2021	For RP1 & 2, 2022
International	3 Dec 2021	4 Feb 2022	7 Feb 2022	For RP2, 3 & 4, 2022
Domestic	3 Dec 2021	4 Feb 2022	7 Feb 2022	For RP1 &2, 2022
Domestic	30 Mar 2022	27 May 2022	1 Jun 2022	For RP3 & 4, 2022

IMPLEMENTATION

Following endorsement by the Graduate Studies this proposal will be progressed to Academic Board for approval. Following Academic Board approval, the dates will be published on the website.

Author	Michael Kusi-Appauh (Academic Governance Specialist, University Secretariat)
Requests for Further Information	Requests for further information may be directed to Desiree Mulley (University Secretariat)

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Submission To	Academic Board
Date	20 July 2021
Item No	11.1

Non-Confidential

Executive Sponsor	Chair, Board of Interdisciplinary Studies
Paper Title	Report of the Board of Interdisciplinary Studies
Recommendation	That the Academic Board note the report of the Board of Interdisciplinary Studies summarising the business undertaken during the period from 12 May 2021 – 9 July 2021 and note the Board of Interdisciplinary Studies approval of: 1. changes to the 2022 Table D unit collection endorsed by the BIS OLE Subcommittee subject to consultation with the Associate Dean (Indigenous Strategy and Services) to facilitate alignment of relevant project Units of Study within the Dalyell stream; 2. a proposal to extend the pause of the CSAM progression process for the Dalyell Stream to retain all students in the Semester 1, 2021 round of CSAM calculations; and reinstate the CSAM progression requirement for the Semester 2, 2021 round of CSAM calculations subject to the completion of an action; 3. the Extended Bachelor Programs Steering Committee Terms of Reference; 4. the full unit proposals for the 2022 Open Learning Environment; 5. the updated proposal clarifying the responsibilities of the Board of Interdisciplinary Studies; and recommendation that the Deputy Vice-Chancellor (Education) amend the *Learning and Teaching Procedures 2016* to require that majors and minors are identical irrespective of the degree or Table in which they are offered subject to the inclusion of a clear definition of the terms 'multidisciplinary majors and minors' and 'shared curriculum'; and 6. the appointment of the Chair, Academic Board (or nominee) as a co-opted member of the Board of Interdisciplinary Studies pursuant to clause 8.2(j) of the *University of Sydney (Governance of Faculties and University Schools) Rule 2016*, until 31 December 2021.
Proposal Presenter	Professor Philippa Pattison, Deputy Vice-Chancellor (Education), Chair of the Board of the Interdisciplinary Studies
Recommendation	Board of Interdisciplinary Studies → Academic Board

EXECUTIVE SUMMARY

From 12 May 2021 – 9 July 2021, the Board of Interdisciplinary Studies reviewed and resolved to approve:

1. changes to the 2022 Table D unit collection endorsed by the BIS OLE Subcommittee subject to consultation with the Associate Dean (Indigenous Strategy and Services) to facilitate alignment of relevant project Units of Study within the Dalyell stream;

2. the proposal to extend the pause of the CSAM progression process for the Dalyell Stream to retain all students in the Semester 1, 2021 round of CSAM calculations; and reinstate the CSAM progression requirement for the Semester 2, 2021 round of CSAM calculations subject to the completion of an action;

3. the Extended Bachelor Programs Steering Committee Terms of Reference;

4. the full unit proposals for the 2022 Open Learning Environment;

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5. the updated proposal clarifying the responsibilities of the Board of Interdisciplinary Studies; and recommended that the Deputy Vice-Chancellor (Education) amend the *Learning and Teaching Procedures 2016* to require that majors and minors are identical irrespective of the degree or Table in which they are offered subject to the inclusion of a clear definition of the terms 'multidisciplinary majors and minors' and 'shared curriculum'; and

6. the appointment of the Chair, Academic Board (or nominee) as a co-opted member of the Board of Interdisciplinary Studies pursuant to clause 8.2(j) of the *University of Sydney (Governance of Faculties and University Schools) Rule 2016*, until 31 December 2021.

Additionally, the Board of Interdisciplinary Studies resolved to recommend the following proposals for Undergraduate Studies Committee for endorsement:

1. a proposal from the Faculty of Medicine and Health and Faculty of Science to amend the Health stream and subsequent amendments to the unit of study tables, with effect from 1 January 2022;

2. a proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Advanced Studies (Advanced) progression requirements and subsequent amendments to the course resolutions, with effect from 1 January 2022; and

3. a proposal from the Faculty of Science to amend the Bachelor of Advanced Studies Science Table A Advanced Coursework and subsequent amendments to the unit of study tables, with effect from 1 January 2022.

Additionally, the Board of Interdisciplinary Studies resolved to recommend the following proposal to Senate:

1. an amendment to clause 8.2(g) of the *University of Sydney (Governance of Faculties and University Schools) Rule 2016* to replace the Director, Centre for Continuing Education and Sydney Learning with the Academic Director – Post Bachelor and Continuing Education in their next review of GOFUS; and

2. recommend and endorse that Senate approve an amendment to clause 8.2(g) of the *University of Sydney (Governance of Faculties and University Schools) Rule 2016* to add the Chair, Academic Board as an ex officio member of the Board of Interdisciplinary Studies.

The Board of Interdisciplinary Studies also resolved to note:

1. the final version of Table O approved for offer in 2022; and

2. the two newly assigned unit codes from the Faculty of Medicine and Health for the Disability and Participation major/minor and the Disability Participation and Health Major/minor for implementation in 1 January 2022.

FURTHER INFORMATION

Full agenda papers are available from the Board of Interdisciplinary Studies intranet site.

Author	Desiree Mulley (Committee Officer)
Requests for Further Information	Requests for further information may be directed to Michael Kusi-Appauh (Academic Governance Specialist)

THE UNIVERSITY OF SYDNEY

Submission To	Academic Board
Date	20 July 2021
Item No	11.2

Non-Confidential

Proposal Title	Academic Board Elections 2021 Schedule
Recommendation	That the Academic Board note the schedule for Semester 2 Academic Board Elections
Proposal Presenter	Senior Manager University Governance & Deputy Secretary to Senate
Consultation Pipeline	Academic Board

EXECUTIVE SUMMARY

The University is required by the *University of Sydney (Academic Board) Rule 2017* to hold elections for academic staff members, students and the Chair of Academic Board for terms commencing on 1 January 2022.

ACADEMIC STAFF

Elections are being held for Academic staff members in accordance with clause 3.3(2) of the *University of Sydney (Academic Board) Rule 2017* which states:

> *Academic staff members of faculties and University schools will be entitled to elect staff members of the Academic Board from 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.*

The University Secretariat has been advised by the Provost Office that for the 2022 term the following categories and schools are correct:

Faculty/University School	School/s	Category	Positions
The Faculty of Arts and Social Sciences	• School of Economics • School of Languages and Cultures • School of Literature, Art and Media • School of Philosophical and Historical Inquiry • School of Social and Political Sciences • Sydney School of Education and Social Work	C	12
The University of Sydney Business School	The University of Sydney Business School	B	8
The Faculty of Engineering	• School of Aerospace, Mechanical and Mechatronic Engineering • School of Chemical and Biomolecular Engineering • School of Civil Engineering	B	8

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	• School of Electrical and Information Engineering • School of Computer Science • School of Biomedical Engineering • School of Project Management		
The Faculty of Medicine and Health	• School of Medical Sciences (SOMS) • The University of Sydney School of Public Health • The University of Sydney School of Medicine • The University of Sydney Susan Wakil School of Nursing and Midwifery • The University of Sydney School of Pharmacy • The University of Sydney School of Dentistry • School of Health Sciences • Faculty of Medicine and Health Professional Health Education	D	16
The Faculty of Science	• School of Chemistry • School of Geosciences • School of Mathematics and Statistics • School of Physics • School of Psychology • School of Life and Environmental Sciences • University of Sydney School of Veterinary Science • School of History and Philosophy of Science	C	12
The University of Sydney School of Architecture, Design and Planning	The University of Sydney School of Architecture, Design and Planning	A	4
The Sydney Conservatorium of Music	Sydney Conservatorium of Music	A	4
The University of Sydney Law School	The University of Sydney Law School	A	4

STUDENTS

The University Secretariat are holding elections for Academic Board positions in accordance with clause 3.4 of the *University of Sydney (Academic Board) Rule 2017* which states:

> *Subject to subsection 3.4 (3), enrolled students in each faculty and University school will elect student members of the Academic Board from 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.*
> *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.*

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Faculty of Arts and Social Sciences	Category C	Four members each
University of Sydney Business School	Category B	Two members each
Faculty of Engineering	Category B	Two members each
Faculty of Medicine and Health	Category D	Four members each
Faculty of Science	Category C	Four members each
The University of Sydney School of Architecture, Design and Planning	Category A	Two members each
The Sydney Conservatorium of Music	Category A	Two members each
The University of Sydney Law School	Category A	Two members each

CHAIR TO ACADEMIC BOARD

The University Secretariat are holding elections for the Chair to Academic Board in accordance with clause 4.1(2)-(4) of the *University of Sydney (Academic Board) Rule 2017* which states:

(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 elected student members; and
(c) all ex officio and nominee members.

CONSULTATION AND COMMUNICATIONS

The University Secretariat will host separate staff and student webinars on Wednesday, 11 August 2021 to answer questions in relations to positions that are available. If you would like to register your interest in attending, please email secretariat.elections@sydney.edu.au for further information.

Approver	Senior Manager University Governance & Deputy Secretary to Senate
Faculty/Proposal Sponsor	Senior Manager University Governance & Deputy Secretary to Senate

ATTACHMENTS

Attachment 1 Academic Board Elections Schedule

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Attachment 1 – Student Elections Schedule

Notice for *Staff News* published	**Wednesday, 16 June 2021**
All Staff Email Circulated	**Monday, 9 August 2021 (Week 1 of Semester)**
Staff Information Webinar Scheduled	**Wednesday, 11 August 2021 (Week 1 of Semester)**
Call for Nominations for Academic and Student Positions	**Monday, 9 August 2021 (Week 1 of Semester)**
Nominations close	**Monday, 23 August 2021 (4pm) (Week 3 of Semester)**
Electoral Roll Available for Inspection	**Monday, 23 August 2021**
Eligibility Checks to Conclude	**Monday, 30 August 2021**
Notice of Candidates for Election Published	**Tuesday, 31 August 2021**
Commencement of Electronic Ballot	**Monday, 6 September 2021 (9.00am)**
Conclusion of Electronic Ballot	**Monday, 20 September 2021 (4.00pm)**
Candidates Notified	**Monday, 27 September 2021**

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Declaration of Results	**Monday, 27 September 2021**
Call for Nominations Chair to Academic Board	**Monday, 4 October 2021**
Nominations Close	**Monday, 18 October 2021**
Eligibility Checks Commence	**Monday, 18 October 2021**
Notice of Candidates for Election Published	**Monday, 25 October 2021**
Commencement of Electronic Ballot	**Monday, 1 November 2021**
Conclusion of Electronic Ballot	**Monday, 15 November 2021**
Declaration of Result	**Tuesday, 16 November 2021**
Declaration of Result to Academic Board	**Tuesday, 16 November 2021**
2-year Terms of Office Commence	**1 January 2022**

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