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# **staying on track: a how to guide**



**The University of Sydney**

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Electronic versions of this document are available at:  
[http://www.usyd.edu.au/secretariat/students/risk\\_publications.shtml](http://www.usyd.edu.au/secretariat/students/risk_publications.shtml)

# **1. Welcome from the Chair of the Academic Board**

It is a principal concern of the Academic Board to ensure that students get the most out of their time at University. Historically, this has involved developing courses and various policies that ultimately benefited the academic wellbeing of all students across the University and enhance the student experience.

In order to help students who are experiencing difficulty in their degrees, the Academic Board has introduced the University *Policy and Procedure for Identifying and Supporting Students at Risk*. In a population of 46,000 students, the Students at Risk policy aims to ensure that individual students are part of a community that recognises their difficulties and provides the support to overcome these difficulties. One of the benefits of this program is that the onus isn't always on the student to have to ask for help.

This booklet will provide you with essential information about the Students at Risk policy and its associated four stage program and it covers frequently asked questions about the process. The booklet also contains examples of the common scenarios or events that have an impact on academic performance and therefore the wellbeing of students.

I wish you the best of luck in the program and hope that you take this opportunity to perform to your academic potential at the University of Sydney.

A handwritten signature in black ink, appearing to read 'Bruce Sutton', written in a cursive style.

Professor Bruce Sutton  
Chair, Academic Board  
March 2008

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## ***2. The Students at Risk policy & the four stage program***

The University appreciates that students may encounter a wide range of issues that can impact on their academic performance. In some cases it can be hard to recognise that students are experiencing trouble until it is too late to help them. In order to identify and assist students who are experiencing trouble in their degrees, the University has introduced the Students at Risk program for undergraduate and postgraduate coursework students.

The University of Sydney *Policy and Procedure for Identifying and Supporting Students At Risk* (2006) defines a student at risk as a student at risk of exclusion from their faculty for up to two years. This policy describes the Students at Risk program and the procedures every faculty follows as part of the program. Faculties regularly monitor student progression rates and will intervene in a timely fashion if a student isn't making adequate progress in their degree. The policy also ensures that a student's privacy is respected, that the program is procedurally fair and that faculties have transparent guidelines regarding their policies on student progression.

Every semester, faculties will identify which students are at risk by searching through information in the student system. A faculty may identify a student as at risk if the student:

- has not completed a mandatory unit of study, and/or
- has failed the same unit of study twice, and/or
- has an unsatisfactory attendance record (where attendance is mandatory), and/or
- has failed to achieve their weighted average mark, and/or
- did not successfully complete more than half the enrolled units of study for the previous semester

If a student is identified as at risk, the faculty will create a progression profile for the student and store this on the student file. This file will contain all correspondence regarding the student's at

risk status. However the file will only be accessible to those authorised staff of the University reviewing a student's progress. Faculties will continue to monitor the progression of a student at risk until they complete their degree.

There are *four* stages to the students at risk program which are measured on the length of time it takes for a student to progress through their degree. At stage *one* and *two* of the program, students are provided with opportunities to address their situation with the help of various services available in the University. If a student progresses to stage *three* of the program they will be asked to show cause as to why they should be permitted to re-enrol in their degree course. Should a student be permitted to re-enrol and their progression remains below a satisfactory level, they will proceed to stage *four* of the program. Students at stage four will be automatically excluded from their degree with the right to appeal the decision. The faculty may note whether or not the student has participated in the earlier stages of the program when making decisions about a student's enrolment.

For postgraduate students enrolled in a coursework degree of two years or less duration, there are only three stages to the students at risk program. Postgraduate students skip stage two of the program and proceed straight to stage three. Stages one and two are combined, requiring a greater degree of participation by the student in the program.

### **STAGE ONE**

- At stage one of the program students are given the opportunity to address their situation.
- Stage one students are required to:
  - i) complete a Staying on Track Survey;
  - ii) attend a Staying On Track Information Session
  - iii) postgraduate students are also required to meet with an academic adviser in their faculty.
- The Staying on Track Survey allows students to reflect on why their progression has been below a satisfactory level through questions focused on study, work, living arrangements and health. Students will return the survey to their Faculty who will record it on the students' progression profile.
- The Staying on Track Information Session will direct students to various support services within the University and offer study tips. The student will register their attendance at the Information Session and this will be noted in the student's progression profile.

### **STAGE TWO**

- At stage two of the program students are asked to participate in the program and are given further openings to plan their steps forward.
- Students are required to:
  - i) complete a Staying on Track Survey - Stage Two;
  - ii) attend a Staying On Track Information Session (if they haven't already done so); and
  - iii) meet with an academic advisor in their faculty.
- The Staying on Track Survey Stage Two allows students to demonstrate what they have done to address their situation. In the survey, students will be expected to indicate how they have taken advantage of the University services available to them and to state whether or not any new problems have arisen.
- Students will need to meet with an academic adviser to discuss their situation in further detail.
- The faculty will note the student's involvement in the program and keep a record of this on their progression profile.
- Postgraduate coursework students who are identified for a second time will skip stage two of the program and proceed directly to stage three.

## **What will happen if I do not participate in the Staying on Track Program?**

The faculty will not chase you up if you do not meet the requirements of the program. But remember, it is important that you demonstrate that you have taken your 'at risk' status seriously and that you have tried to bring about an improvement in your academic performance.

If you proceed to stage three, the faculty may consider your level of participation in the program when it comes to making decisions about your enrolment.

### **STAGE THREE**

- At stage three of the program, faculties will ask students to show cause as to why they should be permitted to re-enrol in their course and will notify the student of the outcome.
- Should a student be excluded, he or she will have the right to appeal the decision.

### **STAGE FOUR**

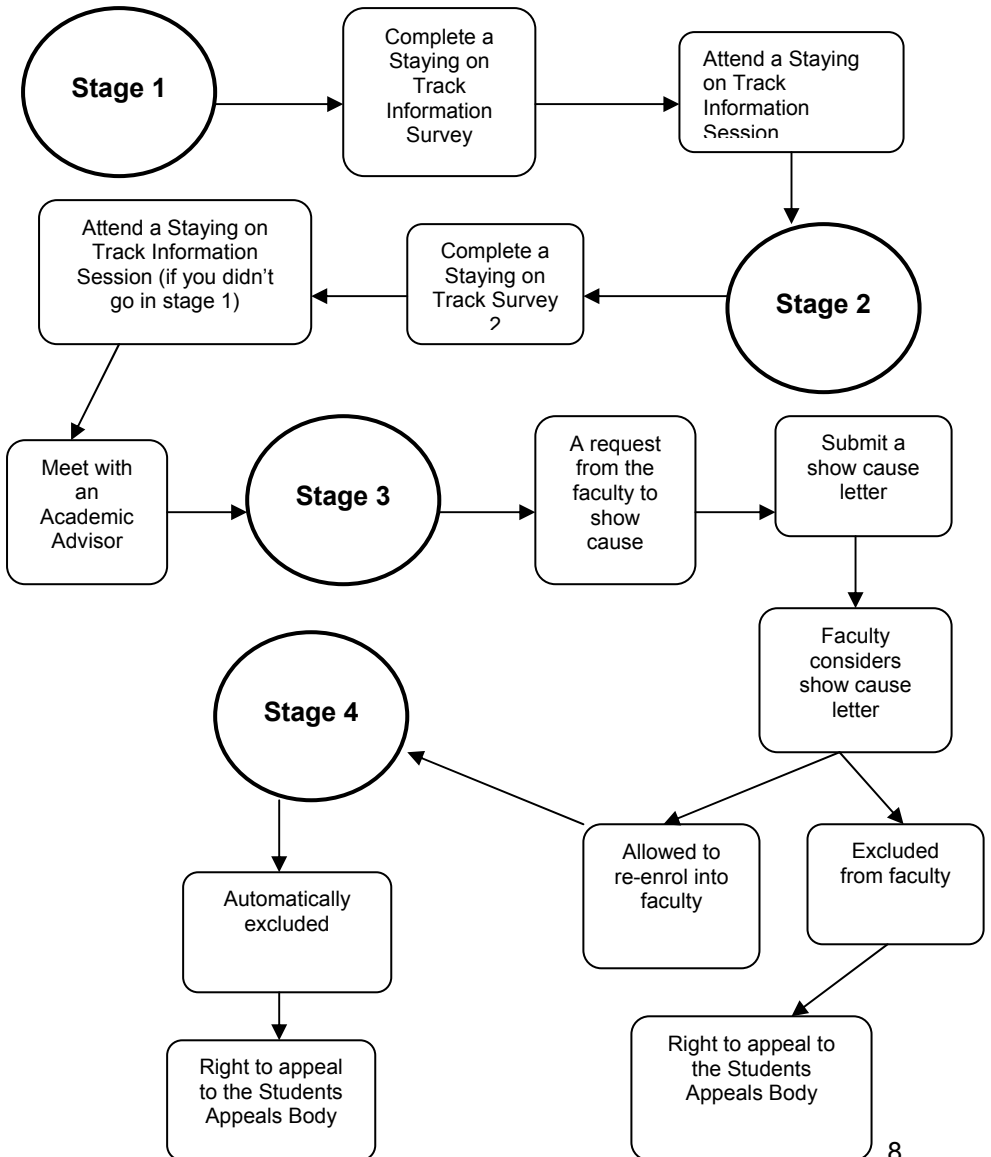
- If a faculty identifies a student for a fourth time they will proceed to stage four of the program and the student will be automatically excluded with the right to appeal the decision.

## **TRANSITIONAL ARRANGEMENTS**

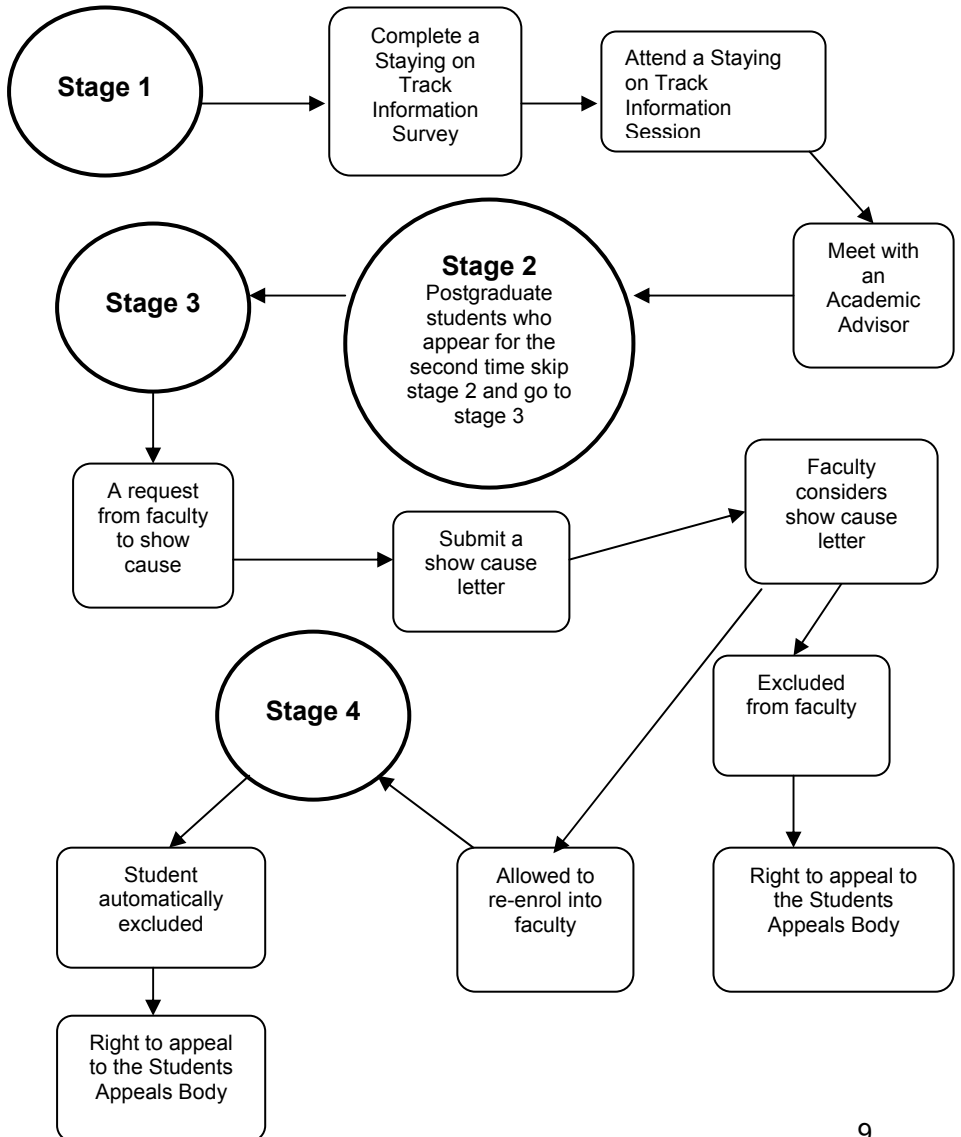
In the past, faculties may have issued warning letters to students who were not progressing through their degrees prior to the show cause process. All students identified as at risk will be deemed to be at stage one (even if they have previously received warning letters prior to the introduction of the Student At Risk program). All students who have a show cause history will proceed directly to stage three of the program.

Students of faculties that have already been running 'at risk' programs, for example, the Faculties of Economics and Business, Engineering and Information Technologies and Pharmacy, may place students at a different stage if there have been earlier interventions.

### 3. Diagram of the four stage program for undergraduate students



## 4. Diagram of the three stage program for postgraduate students



## ***5. Frequently asked questions***

### **I have received a letter notifying me that I am considered to be a student at risk. Why am I considered a student at risk?**

If you didn't complete more than half your units of study last semester; didn't attend the classes that you were required to; failed a subject for the second time, didn't complete a subject; had an unsatisfactory WAM, or are running out of time for your degree, chances are you will be considered to be at risk of not completing your degree course.

### **What is the Students at Risk program?**

The Students at Risk program targets students who are having trouble progressing through their degrees and provides them with relevant support services that will help them get through their chosen course. The program is all about early intervention, so students who are displaying signs that they are struggling to get through their degree are identified every semester and advised of their status. Students who are identified as being at risk will be monitored until they complete their degrees.

### **What should I do if I am identified as a stage one student at risk?**

Don't despair that you are considered to be 'at risk' - try and see this as a good opportunity to think about what could be causing your academic performance to fall below a satisfactory level. Are you enjoying the degree that you have chosen? Are you lacking study skills or essay writing skills? Are you experiencing difficulty adjusting to university life? Have you overloaded on the number of credit points that you are enrolled in? Does your financial situation interfere with your study time? Do you have an illness or have to care for someone who suffers from an illness? Do you experience language difficulties? Filling in the Staying on Track Survey can help you identify what may be having an impact on your results. Refer to the back pages of this booklet for a list of services available to you in the University. It may also be helpful to speak to an academic advisor in your faculty.

### **Why did the University develop the Students at Risk program?**

The University launched the Students at Risk program out of concern for the educational welfare of its students and as a way of exercising a duty of care. The program helps students find useful services within the University and it also helps the University find students who are too shy to approach their lecturers when they are having problems, or who would not think of speaking to a counsellor or faculty member about their difficulties for other reasons. The program also makes it clear to students what the requirements are for progression through a degree, and ensures that students understand where they sit in the program. The program is intended to reduce the number of students excluded from the University and complies with the recent changes to the *Education Services for Overseas Students (ESOS) Act*.

### **How was I identified as a student at risk?**

Your faculty ran a report from information in the student system and you appeared on it as not meeting the faculty's specified progression requirements.

### **When do Faculties run reports to identify students at risk?**

At risk reports are generated by the faculty at the end of every semester, once results for the semester have been processed.

### **What happens if I am identified as a student at risk and I have a show cause history?**

If you have a show cause history in your degree and you are identified as a student at risk, you will proceed to stage three of the student at risk program. The faculty will ask you to show cause again.

### **How will the information regarding my student at risk status be stored?**

If the faculty identifies you as a student at risk, the faculty will create a progression profile for you and this will be stored on your student file. All correspondence, including your status in the various stages of the program and your level of participation in the staying on track program will be documented here. You should note that this information will only be accessed by authorised staff of the University and will be treated confidentially.

If you proceed to stage three of the Students at Risk program and are asked to show cause, the faculty could use the information in your progression profile to come to decisions about your enrolment. You may also use this information to demonstrate that you have taken advice and accessed services.

**How many chances will I get before I am excluded?**

There are four stages in the program for undergraduate students and three for postgraduate coursework students. You will have opportunities to improve your academic performance throughout the program.

**I have been asked to fill in a Staying on Track Survey. Who is this for?**

The Staying on Track Survey features questions that are designed to help you reflect on issues that may be impacting on your academic performance.

**I have been asked to fill in a Staying on Track Survey, but my issues are private and confidential. I do not want anyone to know my problems. What do I do?**

If you feel that you cannot complete sections of the survey because your issues are private and confidential, you can always make an appointment with the University Counselling Service or ISSU (see the list of services at the back of the booklet). The Counsellor will discuss your situation with you and will send the faculty a certificate indicating that your issues have impacted on your academic performance without breaching your privacy or confidentiality. You are not expected to attach medical certificates or other sensitive documentation to the survey when you return it to the faculty.

**I've been asked to attend a Staying on Track Information Session, what is this about?**

The Staying on Track Information Sessions introduce students to the various support services within the University. The sessions explore some of the main issues students face during their degrees such as the range of study problems that students face and the difficulties of balancing the demands of study, work, family and relationships. Topics include: time management, essay writing, health and wellbeing, help for international students and much

more. The sessions aim to develop students' skills to successfully complete their degrees.

**Will the Staying on Track Information Sessions only be open to 'students at risk'?**

No! The Staying on Track Information Sessions are open to all students. If you have a friend who is struggling with their studies, even if they are passing most subjects, they can still benefit from attending a session.

**I didn't attend the Information Session, or fill in the Staying on Track survey. Will anything happen because I haven't done this?**

The faculty will not chase you up if you did not meet the requirements of the program. If you miss an Information Session, see an academic advisor in your faculty and they will be able to point you in the right direction of various services available to you within the University. Similarly, if you did not fill in the survey or return it to the faculty, you can always send it in late. But remember, it is important that you demonstrate that you have taken your 'at risk' status seriously and that you have tried to bring about an improvement in your academic performance. The faculty will note whether or not you have participated in the program and this information may be used to make decisions about your enrolment in the future if you proceed to a later stage of the program. If you do proceed to a show cause situation, a record of your participation in the earlier stages of the program will show the faculty that you have made active attempts to address your issues.

**I've done all I can in the Student at Risk program, but I can't change the problems that are affecting my academic performance. What else can I do?**

If University services are not helping you to address the problems and you feel as though you have done all that you really can do, remember that you can always withdraw from some units of study or defer from your degree. Taking some time out can be a helpful way of getting perspective, and could give you a chance to address your issues. It is better to withdraw from units of study, or defer for a period if you can, than to be asked to show cause.

### **How will I know what stage I am at in the program?**

Your letter from the faculty will inform you.

### **If I am identified as a student at risk and then I begin to do well, how will I know that I am no longer on the student at risk program?**

Records relating to your initial 'at risk' status will remain on your student file and your academic record but if you are doing well, you will not appear on a future 'at risk' report and therefore will not be required to participate in the program. There is no stigma to having been involved in the program. Many students will be at some stage of their degree.

### **I am a postgraduate student and recently received a letter from the faculty informing me that I have reached stage three of the student at risk program and must show good cause. The last I remembered, I was at stage one of the program. How did I skip a stage?**

As full-time postgraduate coursework degrees are usually two years or less duration, you proceed directly from stage one to stage three of the program.

### **I have been asked to show good cause to the Faculty as to why I should be permitted to re-enrol in my degree. What is good cause?**

As stated in the University (*Coursework*) Rule 2000, good cause means: 'circumstances beyond the reasonable control of a student'. What could be considered acceptable reasons for show cause include (but aren't restricted to): serious illness - properly attested; accident or misadventure - properly attested; financial difficulties; inappropriate career/study choices; unsatisfactory study conditions; family/personal relationship problems; and difficulties (for new students) adjusting to University life. You should remember that in all cases, it is your responsibility as a student to provide acceptable evidence to demonstrate good cause.

### **Does an exclusion mean that I can't study in another degree in the University?**

An exclusion means that you are excluded from the degree course in which you are enrolled. You have the right to apply to another degree course in another faculty. However admission is subject to

the dean's approval and your earlier exclusion may be taken into account.

**How does being excluded impact on my International Student Visa status?**

If you hold an Australian Student Visa, being excluded from further study constitutes a failure to meet course requirements and is a breach of Mandatory Condition 8202 of your Student Visa. This will have serious implications for your Student Visa status. If you have any queries regarding how your exclusion will impact on your Student Visa you should contact the Compliance Co-ordinator at the International Office: [compliance@io.usyd.edu.au](mailto:compliance@io.usyd.edu.au).

## **6. Frequently heard situations**

### **Getting Essays in on time**

*Sam attended all his lectures, tutorials and seminars - and kept up with all the readings and class activities he was given. But when it came to submitting work, he always found it difficult to get his essays in on time.*

If you're like Sam, prepare yourself for what is to come by planning ahead and prioritising. You can do this by developing weekly, monthly and per semester time management plans. It can be helpful to look at all the assignments you have due and write them on a wall calendar so you can see how everything falls throughout the semester. Remember that any time spent on your assignment won't be wasted - you can even use brief time slots for constructive work, such as bus or train trips for writing an essay plan. For the bigger tasks, take a look at your schedule and allocate the completion of different elements of your assignment according to your free time.

### **Living Arrangements**

*Stephanie was looking forward to moving out of home and discovering a new found independence, although living with her friends turned out to be a negative influence on her study plan.*

It is important to surround yourself with people who have the same priorities as yourself and who support your studies. Sometimes little issues like noise can be a determining factor into whether or not you feel motivated to study. It's hard to keep studying when your friends are partying. Having to manage your finances and trying to make the money last can also place extra pressures on you and compromise important aspects of being a student. You may be required to work more hours to pay for rent and food instead of using that time for study. It is important to find a middle ground and make sure you're in an environment where you can learn and have the resources to succeed at uni.

### **Just can't get on top of time**

*Tim has been having some trouble fitting in time to see his friends, job and family with his hectic uni timetable.*

Managing your time at uni can be extremely stressful and can influence both you and those around you. Even when you are studying hard you need some leisure time and time with your friends and family. It may be helpful to look at time management courses such as those on offer at the Learning Centre (see contact list in back pages) which will help you to look at your lifestyle whilst highlighting its different aspects and what can change. Time management doesn't have to be stressful, but if not properly considered it can very easily change your positive experience at uni to a negative one. Get on top of it early so you have an efficient plan for how to find balance not only with your assignments and exams, but also your job, friends and family.

### **Exam Anxiety**

*Casey thought submitting essays was a breeze but always got stumped at exam time. She would constantly find it difficult to revise a whole semester's worth of work and nerves got to her once she entered the exam room making it hard for her to organise her thoughts and use the time properly.*

Be prepared and find out about the style of exam you will be sitting. Is it an essay exam, multiple choice exam, open book exam or a combination? There are many different types of learning that can aid you in exam preparation. It's best to start at the course outline - study the main concepts and try to find details to support them. You can use flash cards to memorise the information - even carry them with you and challenge friends doing the same subject. There are lots of different study techniques and it's important to see what works best for you. For example READ, RECALL, and REVIEW. Before you do this though, it is important to organise your material subject by subject. Make sure you have all the supplementary material, and then it's easier to go through the lectures, readings etc and study by topic. It is also vital to listen to your body and work out what time of the day suits you best. If you're more alert in the morning then set aside an hour to study before you head out of the house. If late nights suit you, that's fine but make sure you get

enough sleep before morning exams or lectures. There is no point sitting at your desk for hours if you're tired - jump up and have a 30 min break in the sun! You'll feel rejuvenated and be able to take in more of what you're reading.

When it comes to the exam itself, make sure you get there early so you are not anxious and rushed. Sit outside and revise the main points and in the exam, read the paper carefully noting the questions that you can answer easily. This will settle you down and give you more time to concentrate on the more difficult questions. Half an hour before the end of the exam, look over what you have done and work out what you can comfortably do for the rest of the time. And take advantage of the Learning Centre courses on exam preparation.

If you are feeling overwhelmed or are experiencing constant anxiety, don't ignore it, seek help and advice. The Counselling Service provides professional, confidential help to students.

### **Overload**

*Jen was anxious about falling behind because she had failed some subjects last semester. So she increased the number of credit points to 60 for the year in an attempt to catch up and was struggling to get her assignments in on time.*

It's tempting to overload when you are falling behind in your studies so that you can complete your degree in the minimum time. Or graduate at the same time as your friends. But the stress this causes is not worth it and the quality of the work inevitably suffers. Before enrolling in a heavy load, talk to an academic advisor in your faculty. They will know whether your aspirations are realistic or not as they know the time that should be devoted to each assessment task and also how difficult each piece of work will be. If you fail units of study because you don't have enough time to devote to each task, it will be worse than successfully completing fewer units. More demoralising as well! It is better to do a few things well than a large number poorly. Remember, most degrees have a maximum completion time of 10 years so if you do badly one year, you should still have plenty of time to finish and to finish well.

The Summer and Winter School programs also offer a wide range of courses and may provide the opportunity for you to make up units without overloading yourself during semester.

### **A long way from home**

*Grace has never lived away from home before and now she is a long plane ride away from her family and everything that was familiar to her. She shares a house with strangers and doesn't feel connected to her new world.*

Starting uni is hard enough, finding your way around, studying new subjects, sitting in large lectures with strangers. If you are also far away from your family and looking after yourself for the first time, eating strange food and possibly studying in a second language, then the pressures can be overwhelming. If you are an international student, the International Student Support Unit (ISSU) provides a range of services including counselling and advice, social and cultural programs, trips away and other activities. The Learning Centre has a range of courses that will help your learning and your student organisation, the SRC or SUPRA, can also assist you in finding your feet. The University of Sydney Union website lists a wide range of clubs and societies (see <http://www.usydunion.com/>) and most faculties have societies too. It is a great way to meet people and who knows, you might find a mentor.

Sometimes events back home, such as a family member becoming ill or something happening to their business, can make you feel helpless. Even a positive event, such as a close friend's birthday, can make you feel isolated if you are away. Maybe you are homesick. If you do feel you need to return home for a period, make sure you withdraw from any units of study you will be missing and get permission from your faculty before you go. If you are an international student, make sure you tell the International Office that you are leaving the country.

### **For the love of money**

*Since enrolling at uni Nathan decided to look for a casual weekend job to free up his study timetable. Now he has to pay rent he finds it hard to live so he has decided to pick up any extra shifts he can get from his old pub job. This means late nights which has influenced not only his study time, but also the amount of time he shows up to uni (or the condition he shows up in!).*

Remember to choose your jobs wisely. If you've got morning classes at uni try to steer clear of late finishes at work. Look at the resources available, such as youth allowance and rent assistance and try to maintain a timetable which allows you enough time to study as well as a few free days to work. Also check if you are eligible for any prizes, bursaries or scholarships. Student loans are also available in certain circumstances. Successful time management can have an extremely positive influence on your lifestyle and remember the holidays are a good time to work the extra shifts without them having an impact on your studies.

If you have to work, the Learning Centre courses will help you to develop a flexible timetable so that you can balance work and study.

### **Father knows best**

*Henry's father is an engineer as his father was before him. So that's what the family expects Henry to be. But Henry hates maths and well, he's good at drawing, but prefers fine art to technical.*

Many students start university with the weight of parental expectations on their shoulders, doing courses that they find hard or that they are not interested in because mum and dad want them to or because they have a UAI that allows them to. You might come to like the course, even if it wasn't your choice, but what if you don't? It's hard to succeed in something that doesn't excite you and sometimes students deliberately fail so that they won't have to complete the degree. It is also hard not to succumb to family pressure, especially if the family is making sacrifices to send you to university. But remember, this is your time and what you do now may shape your entire life. If you really want to do something different from the course you are enrolled in, find out as much as you can about the course you want to do and the feasibility of being

admitted to it. Talk to the SRC or SUPRA and get their advice, or talk to a counsellor. Talk to an advisor at your current faculty and enlist their help. The most important thing is to tell your parents how much you want to do art, or teaching, or linguistics; and to be a success in your chosen degree.

### **Feeling unwell**

*Halfway through the semester, Julia got really sick with tonsillitis and couldn't get out of bed. She could not shake it off and spent weeks on medication before she was diagnosed with glandular fever. She began to fall behind at uni, missed classes, couldn't hand in her assessments and missed her exams.*

If you are unwell, or you have to care for someone in your family who suffers from a medical condition, try and think about how this will affect your study in the short and long term. It can be incredibly stressful when you go back to uni to try and catch up on the work that you missed. It can be tempting to overload yourself with work, although you might get sick again and this isn't always a good idea.

You can apply for Special Consideration but if you know that your situation isn't going to improve, you can withdraw from units of study to lighten your study load until you get better. Keep your lecturers informed about what is going on and perhaps ask them for advice. Don't think that because you've had a number of Special Consideration applications already you shouldn't apply for another one because it might look bad. If it's properly documented, your serious illness or misadventure will allow the faculty to properly assess your performance. If you are really sick don't attend exams or quizzes and hope to put in an application for Special Consideration afterwards – the expectation is that if you attend an exam, you are fit to sit the exam. Be sure to keep documentation of any illness, it will help if you need to apply for Special Consideration.

## 7. Student Services & Organisations Directory

	<b>Website Details</b>
Accommodation Services	<a href="http://www.usyd.edu.au/stuserv/accommodation/index.shtml">http://www.usyd.edu.au/stuserv/accommodation/index.shtml</a>
Careers Centre	<a href="http://www.careers.usyd.edu.au/">http://www.careers.usyd.edu.au/</a>
Casual Employment Service	<a href="http://www.usyd.edu.au/stuserv/casual_employment_service/">http://www.usyd.edu.au/stuserv/casual_employment_service/</a>
Child Care Information Officer	<a href="http://www.usyd.edu.au/stuserv/child_care/">http://www.usyd.edu.au/stuserv/child_care/</a>
Commuter Access Centres	<a href="http://itassist.usyd.edu.au/student/services/labs/index.shtml">http://itassist.usyd.edu.au/student/services/labs/index.shtml</a>
Counselling Service	<a href="http://www.usyd.edu.au/stuserv/welfare/counselling.shtml">http://www.usyd.edu.au/stuserv/welfare/counselling.shtml</a>
Cumberland Students Guild	<a href="http://www.csg.org.au/">http://www.csg.org.au/</a>
Disability Services	<a href="http://www.usyd.edu.au/stuserv/disability/index.shtml">http://www.usyd.edu.au/stuserv/disability/index.shtml</a>
Financial Assistance Office	<a href="http://www.usyd.edu.au/stuserv/financial_assistance_office/index.shtml">http://www.usyd.edu.au/stuserv/financial_assistance_office/index.shtml</a>
International Office (IO)	<a href="http://www.usyd.edu.au/internationaloffice/">http://www.usyd.edu.au/internationaloffice/</a>
International Student Support Unit (ISSU)	<a href="http://www.usyd.edu.au/stuserv/issu/index.shtml">http://www.usyd.edu.au/stuserv/issu/index.shtml</a>
Koori Centre	<a href="http://www.koori.usyd.edu.au/">http://www.koori.usyd.edu.au/</a>
Learning Centre	<a href="http://www.usyd.edu.au/stuserv/learning_centre/index.shtml">http://www.usyd.edu.au/stuserv/learning_centre/index.shtml</a>
Mathematics Learning Centre	<a href="http://www.usyd.edu.au/stuserv/maths_learning_centre/index.shtml">http://www.usyd.edu.au/stuserv/maths_learning_centre/index.shtml</a>

Multifaith Chaplaincy Centre	<a href="http://www.usyd.edu.au/chaplains/">http://www.usyd.edu.au/chaplains/</a>
Scholarships and Prize Office	<a href="http://www.usyd.edu.au/scholarships/">http://www.usyd.edu.au/scholarships/</a>
Staff and Student Equal Opportunity Unit	<a href="http://www.usyd.edu.au/eeo/home/index.shtml">http://www.usyd.edu.au/eeo/home/index.shtml</a>
Student Centre	<a href="http://www.usyd.edu.au/studentcentre/">http://www.usyd.edu.au/studentcentre/</a>
Student Association of Sydney College of the Arts (SASCA)	<a href="http://www.sasca.com.au">http://www.sasca.com.au</a>
Student Representative Council (SRC)	<a href="http://www.src.usyd.edu.au">http://www.src.usyd.edu.au</a>
Sydney University Postgraduate Representative Association (SUPRA)	<a href="http://www.usyd.edu.au/supra">http://www.usyd.edu.au/supra</a>
University Health Service	<a href="http://www.unihealth.usyd.edu.au">http://www.unihealth.usyd.edu.au</a>
The University Library	<a href="http://www.library.usyd.edu.au">http://www.library.usyd.edu.au</a>
Yooroang Garang (Cumberland Campus)	<a href="http://www3.fhs.usyd.edu.au/yg/intro.html">http://www3.fhs.usyd.edu.au/yg/intro.html</a>