Meeting 6/2018 of the Academic Standards and Policy Committee will be held from 2:00pm – 4:00pm on Tuesday 6 November 2018 in Level 5 Function Room, Administration Building F23.

The Agenda for the meeting is below.

Dr Glenys Eddy
Committee Officer

**AGENDA**

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<td>Outbound Student Mobility Policy</td>
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<td>GOFUS Rule Amendment</td>
<td>Peter McCallum</td>
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<td>Learning and Teaching Policy 2015</td>
<td>Ainslie Bulmer, TBC</td>
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<td>University of Sydney (Higher Degree by Research) Rule 2011</td>
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<td>Peter McCallum</td>
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<td>Higher Degree by Research Coursework Implementation Model</td>
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<td>4.7</td>
<td>Respectful Research Supervisory Relationships</td>
<td>Ross Coleman</td>
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<td>Continuing and Extra-Curricular Education Procedures</td>
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<td>Educational Integrity Decision-Making and Penalty Guidelines 2018</td>
<td>Peter McCallum</td>
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<td>4.10</td>
<td>Student Placement and Project Policy 2015</td>
<td>Ross Coleman</td>
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</tbody>
</table>
5 ITEMS FOR NOTING

5.1 RTP Scholarships Policy 2018
   Ross Coleman attached

5.2 Annual Report of Student Misconduct 2017
   Peter McCallum attached

5.3 Annual Report of Student Appeals Body 2017
   Peter McCallum attached

6 OTHER BUSINESS

6.1 Any Other Business

Next meeting: 2:00pm – 4:00pm, Tuesday 12 February 2019
Level 5 Function Room, F23 Administration Building

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**Academic Standards and Policy Committee - Terms of Reference**

**PURPOSE**

The Academic Standards and Policy Committee assists and advises the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, scholarship and research in the University of Sydney.

**TERMS OF REFERENCE**

1. To play an active role in assuring the quality of teaching, scholarship and research in the University by ensuring the body of academic policies and degree resolutions are internally consistent, incorporate the best ideas and are aligned with the strategic goals of the University.

2. To formulate, review and, as appropriate, recommend policies, guidelines and procedures relating to academic matters, particularly with respect to academic issues that have scope across the University, including equity and access initiatives.

3. To recommend to the Academic Board policy concerning the programs of study or examinations in any Faculty, University School or Board of Studies.

4. To advise the Academic Board and Vice-Chancellor on policies concerning the academic aspects of the conditions of appointment and employment of academic staff.

5. To provide academic oversight of admissions, credit and recognition of prior learning in relation to domains 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.4, 6.3.1 (a), (b), (d), 6.3.2 (a), (d), (e), of the Higher Education Standards Framework (Threshold Standards) 2015.

6. To provide academic oversight of research training in relation to domains 4.2.1 (a) – (e), and 6.3.1 (a), (b), (d), 6.3.2 (a), (d), (e), of the Higher Education Standards Framework (Threshold Standards) 2015.

7. To actively seek and evaluate opportunities to improve the University’s pursuit of high standards in all academic activities.

8. To ensure proper communication channels are established with other committees of the Academic Board and the University Executive to promote cross-referencing and discussion of matters relating to academic standards and policy.

9. To receive reports from, and provide advice to, the Deputy Vice Chancellors relating to the operation and effectiveness of policy in the areas of teaching, scholarship and research.

10. To exercise all reasonable means to provide and receive advice from the University Executive and its relevant subcommittees.

11. To provide regular reports on its activities under its terms of reference to the Academic Board.

12. To consider and report on any matter referred to it by the Academic Board, the Vice-Chancellor or the Deputy Vice-Chancellors.
UNCONFIRMED MINUTES

1 WELCOME AND APOLOGIES
The Chair welcomed everyone to the meeting.

Resolution ASPC18/5-1
The Academic Standards and Policy Committee resolved that the

2 PROCEDURAL MATTERS
2.1 Minutes of Previous Meeting
The minutes of the previous meeting held on 17 July 2018 were approved as a true record of that meeting

Resolution ASPC18/5-2
The Academic Standards and Policy Committee resolved that the minutes of meeting 3/2018, held on 22 May 2018, be confirmed as a true record.

2.2 Business Arising
There was no business arising.

2.3 2019 Meeting Dates

Resolution ASPC18/5-3
The Academic Standards and Policy Committee noted the schedule of 2019 meeting dates.

3 STANDING ITEMS
3.1 Report of the Chair
The Chair advised that she had nothing to report.

Resolution ASPC18/5-3
The Academic Standards and Policy Committee noted the report of the Chair.

3.2 Report of Academic Board
The Chair of Academic Board advised that he had nothing to add to the written report.

Resolution ASPC18/5-4
The Academic Standards & Policy Committee noted the report of the Academic Board meeting held on 12 June 2018.

4 ITEMS FOR ACTION

4.1 Educational Services Agreements Policy 2017

The Chair opened discussion by observing that the Policy had been written to support quality assurance processes for educational services provided on the University’s behalf by other parties, and in its current form does not clearly take into account situations which have arisen recently. The agreement with Taronga Zoo is an example of such teaching agreements, where it is undertaking teaching on behalf of the University and has been certified as a suitable training site for the University by TEQSA. The Committee can make recommendations about the policy to the policy owner, the DVC Education.

Professor Fekete considered the Agreement and its Principles in Section 7 to reasonably cover the situation of another party teaching into the University’s programs, where the University sub-contracts its teaching, they do not cover those instances where the University provides teaching for another party or where the University is approached by another party to jointly develop units. Observing that the University will need agreements for some arrangements that have been suggested, for instance, with companies such as Microsoft or Cisco where students could do a module within a unit of study. Such teaching would need to meet the University’s standards, and perhaps include academic members of staff approving assessments etc. He believed that policy needs to clearly cover instances of resources supplied by external agencies: instances of funding for something existing prior to the offer of funding, and where funding is for new teaching. It was recommended that, as a matter of integrity, the source of funding should be questioned in terms of the provider’s intention.

A/Prof. Masters observed that the University has many examples of teaching which is funded externally and where the teachers are either University staff or externals. At Taronga the teachers are staff employed by the Zoo and teaching into the University’s units which have been developed jointly by Taronga and our faculty staff, although they cannot be unit-of-study coordinators; the agreements are about these people who are not University staff. He also noted the association of the University with any external teaching has implications, for instance, for its reputation and for reporting matters with TEQSA. The matter of adjunct appointments that can arise from external teaching appointments, and the University’s compliance obligations in these circumstances, was also noted.

Members made the following recommendations, to be forwarded to the DVC Education:

• The principles need clearer articulation in the current Educational Services Agreements Policy, possibly using the Research Agreements Policy as a guide.
• A statement of the principle of academic freedom needs to be included.
• The Gift Acceptance Policy states that the University will not accept a gift that compromises its academic freedom. This should be emphasised in the Educational Services Agreements Policy.
• Other policies relevant to the Educational Services Agreements Policy, such as the Gift Acceptance Policy, need to be referenced in the policy document.
• The Policy needs to contain a Conflict of Interest clause.
• The Policy needs to contain or reference guidelines for commercial activities.
• Members gave positive feedback on the statement that any agreement should not be more than five years old but can be renewed. This should be clearly stated.

Resolution ASPC18/5-5
That the Academic Standards & Policy Committee reviewed the Educational Services Agreements Policy 2017 and made the recommendations as outlined above.

4.2 Academic Promotions Normative Criteria

A/Prof. Knight gave a brief overview of the recent changes to the Academic Promotions Normative Criteria, including the responses it had elicited since the previous ASPC meeting. He outlined the purpose of the amendments as to recognise the value of applied or translational
research, which hitherto has not had much recognition, and to effect a culture change within the University concerning this.

Prior to 3pm Professor Gal indicated that he wished to comment on the promotions document, but had to leave before 3pm due to teaching commitments.

Professor Gal considered that the main business of the University is teaching and research, reflected in the promotions criteria for each, cautioned against the allowance for promotion based solely on administration and contribution to the community. The Chair noted that the governance route is not part of the new changes being considered; the changes were additions to the Procedures, and designed to recognize research more broadly than both ‘pure’ research which hitherto had been seen as superior and Category 1 research grants. The changes were meant to recognise applied or translational research and the industry relationships it fosters. As a result of the decreasing supply of Category 1 grants, other research features more prominently in the research funding policy.

The Chair relayed Professor Gal’s comments to Professor Knight and the Provost when they joined the meeting at 3pm for discussion of this item.

A/Prof. Masters noted the importance of the matters raised by Professor Gal, but observed 1), that academics involved in the Promotions Committee should have robust debates about these issues, and 2), due to the nuanced nature of applications often received by the Committee, its members need to understand the issues involved. The University needs to be in a position to identify its prior inability to acknowledge the academic output of academics who generate applied research including non-traditional outputs. The Provost added that most local promotion committees have tended to ignore or to minimize evidence for certain forms of engagement that directly pertain to scholarly research output, which works to disadvantage some applicants under the current research criteria. Forms of engagement that do not necessarily lead to teaching or research outcomes but are appropriate forms of engagement, for instance, a piece of policy research for an NGO, may be deemed not suitable for a refereed journal publication and therefore does not count as research output. There needs to be a way of including these outputs in promotions criteria.

It was observed that the goal of the Procedures was not to require academics to undertake applied research, but to allow for this to be counted in their application.

The Provost also expressed his appreciation for the quality of work being done in the education space, and wished to acknowledge this and the excellent contributions of various types that academics make to the university, as much as possible through the promotions process.

A/Prof. Peat recommended that the local promotions committees be helped to acquire the new perspective on scholarly outputs, noting that ‘policy does not change the cultural application’. It was noted that the Central Promotions Committee functions to ensure equity and consistency of the promotion process. Reports of processes to be implemented within the University included:

- a twenty-minute training session on the policy and the values it embodies;
- the introduction of appropriate material into the AP & D;
- efforts by the Research Office to elevate the regard in which this type of research is seen.

Members suggested that Heads of School be trained in providing the relevant advice to academics applying for promotion, and to encourage the fulfilment of the capabilities of the complete set of selection criteria, not limited to the publication of refereed journal papers. They also noted the need to train the committee chairs.

It was acknowledged that promotions criteria are often conveyed in terms of ‘minimums’, for instance, the minimum for service engagement, and that problems generated by this approach needed correction. The Provost observed that a more rounded, more qualitative and mentoring-oriented framework was needed. The new Vice-Provost is to explore ways of achieving this.

Resolution ASPC18/5-6

That the Academic Standards and Policy Committee noted the changes to the normative criteria as expressed in the Academic Promotions Procedures document, including the explicit acknowledgement of the work academics undertake around research engagement.
5.1 Higher Education Policy Quarterly Update, September 2018

A/Prof. Masters raised two matters of note in the update:

- With respect to the Federal Government’s review of the Higher Education Standards Framework (HESF), currently any higher education institution calling itself a University must be engaged in research, but a successful proposition for teaching-only universities will bring changes to the higher education sector.
- With respect to the AQF review, related to the different types of qualifications frameworks in different jurisdictions, A/Prof. Masters noted that in Europe, academic agencies have oversight of academic programs by external agencies.

Resolution ASPC18/5-7
That the Academic Standards and Policy Committee noted the Higher Education Policy Quarterly update for September 2018.

5.2 Educational Integrity Trend Report, Semester 1 2018

Resolution ASPC18/5-8
The Academic Standards and Policy Committee noted the Educational Integrity Trend Report for Semester 1 2018.

5.3 Educational Integrity Decision-Making and Penalty Guidelines 2018

A/Prof. Masters noted that given the lack of a precedent for this to date, that this document is extremely helpful. A set of principles is necessary for imposing consistency in the enactment of the process.

The Chair requested that any feedback on the Penalty Guidelines be emailed to the Committee Officer.

Resolution ASPC18/5-9
That the Academic Standards & Policy Committee noted the draft Educational Integrity Decision-Making and Penalty Guidelines 2018, as presented.

6 OTHER BUSINESS

6.1 Any Other Business

There being no further business, the meeting ended at 3.48pm.

Next meeting: 2:00pm – 4:00pm, Tuesday 6 November 2018
Level 5 Function Room, Administration Building F23.

**REPORT OF ACADEMIC BOARD MEETING**

**Items related to the Academic Quality Committee**
The Academic Board noted the report from the meeting of the Academic Quality Committee held on 4 September 2018 and:
- noted the Committee's discussion about course monitoring and its suggestions for quantities and values to be used to trigger additional investigation;
- noted the Committee's discussion of appeals reporting for 2017 and its observations about the process;
- noted the Committee's discussion of the Educational Integrity Trend Report for Semester 1 2018; and
- noted the Committee's discussion of the Student Experience Survey (SES): 2017 Results summary report, and its observations about the report.

**Items related to the Academic Standards and Policy Committee**
The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on 11 September 2018 and:
- noted the Committee's review of the Academic Promotions Normative Criteria as expressed in the Academic Promotions Procedures 2015; and
- noted the Committee's review of the *Educational Services Agreements Policy 2017* and the recommendations offered.

**Items related to the Graduate Studies Committee**
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 11 September 2018 and:
- approved the proposal from the Faculty of Engineering and Information Technologies to introduce a new major in the Master of Engineering, the Master of Professional Engineering, and the Master of Professional Engineering (Accelerated) and amend unit of study tables arising from this proposal, with effect from 1 January 2020;
- approved the proposal from the Sydney Conservatorium of Music to suspend entry to the Master of Music Studies (Conducting) for 2019 and agreed to recommend that Senate amend the Resolutions of the Senate arising from this proposal, with effect from 1 January 2019;
- approved the proposal as amended from the School of Architecture, Design and Planning to amend the Master of Philosophy (Architecture) and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal as amended from the Sydney School of Architecture, Design and Planning in relation to the Doctor of Philosophy and rescind the course resolutions for the Doctor of Philosophy, with effect from 1 January 2019;
Non-Confidential

- approved the introduction of the Research Training Program Scholarships Policy 2018; and
- approved the proposal from the HDR Scholarship Sub-Committee to delay the award of HDR Enhanced Scholarships.

Items related to the Undergraduate Studies Committee
The Academic Board noted the report from meeting of the Undergraduate Studies Committee held on 4 September 2018 and:

- approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and approved the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours, approved the amendment of the Course Resolutions arising from the proposal with effect from 1 January 2019, and approved the amendment of the table of Units of Study arising from these proposals, with effect from Semester 1, 2020;
- approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology) and approved the amendment of the course resolutions arising from the proposal, with effect from 1 January 2019;
- approved the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Postregistration) and approved the amendment to the course resolutions arising from the proposal, with effect from 1 January 2019; and
- approved the proposal from the Faculty of Medicine and Health to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy Management and Bachelor of Pharmacy Management (Honours) and approved the amendment to the course resolutions arising from the proposal, with effect from 1 January 2019.

Other matters
The Academic Board also:
- received a presentation from the Provost and Deputy Vice-Chancellor and discussed the University’s principles for entering into a Memorandum of Understanding with the Ramsay Centre for Western Civilisation;
- approved amended 2019 meeting dates for the Academic Board and its committees;
- received and noted the Reports of the Chair and of the Vice-Chancellor;
- received and noted reports from the student members of the Academic Board;
- noted the membership of the 2018 Level D and E Central Promotions Committees;
- approved the amendment of the Resolutions of Faculty for the Faculty of Arts & Social Sciences; and
- approved the 2019 Academic Calendars for the Faculties of Arts & Social Sciences, Medicine & Health (Dentistry) and Science (Veterinary Science).

The agenda pack for the 2 October 2018 meeting of the Academic Board is available from:

Associate Professor Tony Masters
Chair, Academic Board
MEMO IN SUPPORT OF PROPOSED OUTBOUND STUDENT MOBILITY POLICY 2018

Purpose
This Memo is aimed at supporting the adoption of the proposed Outbound Mobility Policy 2018 by providing context for the policy, highlighting key issues and provisions, and outlining the upcoming committee process.

EXECUTIVE SUMMARY

Outbound student mobility is a key pillar of the University of Sydney’s Strategic Plan 2016-2020. Pursuant to the Strategic Plan, USYD is committed to developing a distinctive educational experience that encourages students to take advantage of mobility experiences as an integral part of their study. Initiative 3 of Strategy 4 of the Strategic Plan issues an ambitious challenge: by 2020, 50% of our students should undertake a mobility experience prior to graduation (the “50:20 target”). The 50:20 Target has been set because the benefits of mobility experiences in terms of learning outcomes and the development of graduate attributes are clear and convincing.

A report published by the International Education Association of Australia (IEAA) titled *Outcomes of Learning Abroad Programs* (Potts, May 2016) documents the findings of several studies indicating that students who engage in student mobility experiences develop the following competencies as graduates: adaptability, initiative, assertiveness, persistence, problem-solving ability, analytical competencies, cultural competence, ability to manage uncertainty, communication skills and an ability to work with people from different cultural backgrounds. Many of these qualities overlap with the graduate attributes USYD will deliver in its unique transformed undergraduate education, to ensure USYD graduates have the skills, knowledge and values to lead in a rapidly changing world.

The proposed Outbound Student Mobility Policy 2018 is aimed at ensuring that the growth in outbound student mobility over the coming years is appropriately underpinned and supported by University-level policy.

The Outbound Student Mobility Policy will establish key principles and operational requirements around outbound student mobility with application to the following areas:

(a) minimum eligibility requirements;
(b) assessment of applications for exchange mobility;
(c) the application of mobility credit;
(d) the establishment and operation of a mobility credit precedent database;
(e) the establishment and operation of a University of Sydney global travel registry; and
(f) roles and responsibilities in relation to global mobility.
The Proposal for the Policy was signed by Professor Philippa Pattison, Deputy Vice-Chancellor (Education) on 20 March 2018 and was approved for development by Richard Fisher, General Counsel, on 7 May 2018.

The draft Policy has been the subject of extensive consultation. Feedback has been sought and received from across the Faculties and Schools, and well as from Faculty Services and residential colleges.

**ISSUES**

The key provisions and issues of the draft Policy are outlined below.

<table>
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<tr>
<th>Clauses 8(1), 8(2) and 8(3) – Eligibility requirements</th>
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<tr>
<td>The draft Policy provides that all USYD students who have a WAM of at least 50 and who are meeting the progression requirements of their course are eligible to undertake exchange mobility or non-exchange mobility for which mobility credit may be awarded. Additional requirements may be imposed by the host institution (see (a) and (b) below).</td>
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As outlined above, the benefits of mobility experiences are clearly understood. The 50:20 target is aimed at maximizing these opportunities, while the 50WAM threshold ensures that all students who are successfully progressing in their degree can access these transformational experiences, as part of their University of Sydney education. Note also that in 2019, the University increased its mobility scholarships budget to $2M, to improve access to mobility programs. Research into the field of student mobility confirms that students from across the academic spectrum benefit from undertaking a period of academic-related mobility. The research does not support the proposition that mobility programs are only of benefit to high achieving students.

At present, 24.7% of our students possess a WAM in the range of 50-64 and are deemed successfully progressing, but are not encouraged or supported to participate in outbound mobility. Lowering the eligibility threshold to a 50WAM for students who are successfully progressing will provide access to a further 3,991 students to pursue global opportunities.

The proposal to establish a 50WAM threshold for credit-bearing global mobility has not received broad support as part of the consultation process, although many respondents focussed solely on exchange mobility. Whilst some respondents would support a lowering of the threshold to a WAM of 60 or 55, there are concerns that too low a threshold would allow participation of a new cohort of students who would be better served by remaining at USYD for the duration of their course. This would allow such students to maintain access to the support mechanisms in place at USYD (academic and otherwise).

However, in support of a 50 WAM threshold, it is worth considering:

(a) Many of our top ranked host institutions will impose a higher grade eligibility requirement for exchange mobility, ensuring reputational risk concerns can be eliminated;
(b) Faculty-specific mobility programs (such as the Con, SCA, Law and CEMS-specific exchanges) have host partners who impose higher grade requirements or require specific pre-requisites, consistent with clause 8(c) allowing faculties to appropriately manage reputational risk;
(c) There is significant competition for popular exchange places, meaning that in order to be nominated, USYD students will very often need a higher WAM than the published minimum eligibility criteria (in practice, there will be little risk that USYD would undermine our relationship with top partners who impose higher grade requirements, instead USYD would only nominate students with a 50 WAM to select host institutions who are happy to accept them);
(d) Sydney Global Mobility will curate a stable of exchange partners whose eligibility criteria currently accept students with lower WAMs (this list will
include smaller institutions who are well placed to support this student cohort academically;

(e) At present, any student (irrespective of their WAM) can undertake non-exchange mobility, without conditional credit approval, and seek recognition of credit on their return to USYD. Consequently, what benefit is there in imposing a higher than 50WAM requirement in the Policy?

(f) It is anticipated that lowering the eligibility threshold to 50WAM will see greater participation rates in short-term exchange mobility and non-exchange mobility opportunities during the University break periods, as most short-term programs will accept students with a 50WAM. The new 6-week mid-year break commencing in 2019 will provide a longer gap that better aligns with established summer schools in the Northern Hemisphere, significantly growing the number of program opportunities students can access. Undertaking short-term exchange mobility and non-exchange mobility opportunities in the break periods enables students to gain the benefits of a mobility experience, and helps students stay on track with their degree.

**Clause 8(4) – Citizenship and Dual Nationality**

The draft Policy provides that all USYD students will be eligible to undertake global mobility of any type to a country of which they are or have been a citizen or permanent resident, provided that this is permitted by the host institution or organisation.

At present, the default position in some faculties is that students undertaking exchange mobility are prohibited from returning to their country of origin (or country where they are a dual citizen). (Note, that unless otherwise indicated by the host institution, there is no general prohibition for students undertaking non-exchange mobility).

Historically, the prohibition has been aimed at seeking to ensure that students get the maximum benefit of a new international experience. However, at present, the prohibition seems at odds with the Strategic Plan’s push to make mobility programs more accessible, and our increasingly nuanced understanding of the myriad ways in which mobility benefits students.

In support of the current drafting of the Policy, it is worth considering:

(a) Students are able to receive a culturally enriching experience in country where they are (or have been) a citizen or permanent resident. An example of this may be a student from a regional area of country returning to a major city of that country on a mobility experience;

(b) International students have already engaged in a culturally enriching experience by choosing to come to USYD to study;

(c) Such a mobility experience may offer tangible benefits to a student in terms of building networks or engaging in projects useful for graduate employment;

(d) There are concerns that the current prohibition is unfairly aimed at international students (whose nationality is known) but is not consistently applied to Australian students who are dual nationals (whose dual citizenship is not recorded in Sydney Student). Clause 8(4) of the Policy would remove this issue from USYD’s consideration (unless otherwise specified by the host institution or organisation);

(e) To the extent that USYD has concerns about students identifying non-academically rigorous overseas programs as a way of avoiding fees or academically challenging units of study at USYD, this would be better addressed from a credit approvals perspective rather than a country of origin ban.

**Clauses 9 and 10 - Application Requirements**

The Policy wording has been refreshed to reflect the same responsibilities outlined in earlier consultation drafts. However, the sequencing has been removed to allow for procedural improvements to be implemented. Degree checks for short-term non-exchange mobility was initially omitted from the draft Policy, assuming students could
self-manage that step, and reduce the administrative workload on Faculty Services. However, there was strong feedback from Faculties and Faculty Services seeking its inclusion to provide students with clear advice and remove downstream enrolment issues, so that clause has been added into the Policy.

Clause 12(8) - Mobility credit precedent database
The Policy will prompt the creation and maintenance of a database of conditional credit approval decisions. The precedent database will record all decisions made about mobility credit in the preceding three-year period and unless notified by the relevant delegate that a particular decision is not to be taken as a precedent, Faculty Services may decide to award conditional credit approval on the basis of decisions recorded in the database.

Clause 12(11) - Mobility Credit
The Policy has been amended to formalise sound current practise, that while grades achieved from global mobility will not be included in the calculation of a student's WAM, units of study undertaken overseas can be counted towards a student’s major or minor.

Clause 13 – Enrolment Requirements
The Draft policy received overwhelming support to allow student enrolment on semester exchange to sit within the range of 18-30 credit points. The Policy will now reflect that the relevant Associate Dean, in consultation with the Director, Compliance and Student Affairs, can permit enrolment variance for exchange mobility. There are student visa enrolment and ESOS implications that need consideration when an international student seeks to vary their exchange enrolment. Accordingly, the Policy confirms that the Director, Compliance and Student Affairs, can provide advice to the relevant Associate Dean on ESOS related requirements for student visa holders and the University's obligations under the ESOS Framework.

Clause 14 – Withdrawing from or deferring global mobility
Following feedback from consultation, the Policy will now include a statement that if a student who withdraws from global mobility also withdraws from a related University of Sydney unit of study, the USYD academic calendar will apply for the purposes of determining relevant deadlines and time limits, including those relating to fees and grades.

Clause 16 - Student Mobility Travel Register
The Policy will formalise the establishment of a Student Mobility Travel Register. All students undertaking global mobility will be required to record details of their overseas travel on the register prior to their departure. University-wide Audit and Risk measures are currently being explored to ensure USYD is equipped to support the growing numbers of students on mobility experiences and to respond to critical incident matters. The development of the Travel Register, as a source of truth, is the first step in that plan. In time, the establishment of the Travel Register will also reduce the burden on Faculties to maintain and collect student mobility data, as the Travel Register should be able to provide the required reports for the annual mobility audit.

Clause 18 - Roles and responsibilities
The Policy will formalise the key roles and responsibilities in relation to student mobility and contains explicit language around the roles of relevant Associate Deans in relation to decisions around mobility credit, and enrolment requirements for exchange mobility.

NEXT STEPS

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<td>1. Undergraduate Studies Committee</td>
<td>Draft Policy tabled for noting by members.</td>
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<td>2. University Executive Student Life Committee</td>
<td>Draft Policy tabled for noting by members.</td>
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<tr>
<td>3. Mobility Sydney Operation Model (SOM)</td>
<td>Draft Policy tabled for consideration by members.</td>
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<tr>
<td>4. University Executive Education Committee</td>
<td>Draft Policy tabled for consideration by members.</td>
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<tr>
<td>5. Academic Standards and Policy Committee</td>
<td>Draft Policy to be tabled for consideration by members and for recommendation to the Academic Board.</td>
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<tr>
<td>6. Graduate Studies Committee</td>
<td>Draft Policy tabled for noting by members.</td>
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<td>Item No</td>
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**ATTACHMENT:**

Attachment 1: Draft Outbound Student Mobility Policy 2018
OUTBOUND STUDENT MOBILITY POLICY
2018

The Deputy Vice-Chancellor (Education), as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: [TBC]

Signature: DRAFT ONLY – NOT FOR SIGNING

Name: Professor Philippa Pattison

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1 Name of policy

This is the Outbound Student Mobility Policy 2018.

2 Commencement

This policy commences on [date].
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) states the types of outbound student global mobility offered by the University;
(b) sets out the eligibility requirements for students participating in outbound global mobility;
(c) provides for credit to be granted for successfully completed global mobility;
(d) establishes the Student Mobility Register; and
(e) supports the University’s values of courage and creativity; inclusion and diversity; and openness and engagement.

5 Application

This policy applies to all students participating in outbound global mobility.

6 Definitions

centre has the meaning given in the Centres and Collaborative Networks Policy 2017, which at the date of this policy is:

means an academic grouping or collaborative network established by the University to add value to research or education activities, enhance collaboration and increase knowledge transfer.

conditional credit approval means a decision to award a stated amount of specific or non-specific credit for a particular global mobility study or activity, conditional upon the student successfully completing it.

credit has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

means advanced standing based on previous attainment in another award course at the University or at another institution, or in a non-award course approved by the Academic Board. The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit.
delegate means an employee, member or committee of Senate or any other person or entity to whom or to which a delegation has been made by Senate

Note: See University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

exchange mobility means overseas study completed under an exchange agreement between the University and another educational institution, as provided in clause 7.

faculty includes, where appropriate, University school.

global mobility means study or other academic activity undertaken overseas consistently with this policy.

mobility credit means specific or non-specific credit awarded to a student after successful completion of global mobility under this policy.

non-exchange mobility means overseas study or other academic activity which is not subject to an exchange agreement between the University and another educational institution, as specified in clause 7.

semester exchange mobility means exchange mobility undertaken for one or two semesters, as provided in clause 7.

short-term exchange mobility means exchange mobility undertaken in breaks between semesters or over a period of less than one semester, as provided in clause 7.

Student Mobility Register means the register established by clause 15.

weighted average mark (WAM) means the average mark obtained by a student for all units of study undertaken, weighted according to credit point value.

7 Types of outbound global mobility

(1) The University provides, and will grant credit for successful completion of, the following kinds of outbound global mobility:

(a) semester exchange mobility;

(b) short-term exchange mobility; and

(c) non-exchange mobility.

(2) Exchange mobility is undertaken at another educational institution with which the University has a formal exchange agreement.

(a) A student undertaking exchange mobility must enrol in exchange units of study at the University, and pay all necessary tuition and other fees to the University.
(b) Semester exchange mobility is undertaken during semester, for a period of one or two semesters.
(c) Short-term exchange mobility is undertaken during breaks between semesters or over a shorter period than a semester.

(3) Non-exchange mobility is undertaken at another educational institution, or through a third-party provider, in the absence of an exchange agreement.
(a) Non-exchange mobility may be taken during or between semesters.
(b) A student undertaking non-exchange mobility does not enrol in exchange units of study at the University.
(c) Types of non-exchange mobility include, but are not limited to:
   (i) fee-paying study abroad;
   (ii) fieldwork;
   (iii) internships;
   (iv) faculty-led offshore programs and competitions;
   (v) University competitions; or
   (vi) study tours.

8 Eligibility
(1) **To be eligible to undertake exchange mobility**, a student must:
   (a) be enrolled in an award course during the period of the exchange mobility;
   (b) at the time of application:
      (i) have a weighted average mark of at least 50;
      (ii) have completed a minimum of 24 credit points at the University;
      (iii) be meeting the progression requirements of the relevant course resolutions and the *Coursework Policy 2014*;
      (iv) not be the subject of any current disciplinary proceedings under the *University of Sydney (Student Discipline) Rule 2016*;
   and
   (c) meet any further requirements imposed by the host institution, including but not limited to requirements about:
      (i) grades;
      (ii) language ability;
      (iii) unit of study pre-requisites;
      (iv) course progression;
      (v) field of study;
      (vi) portfolios of work; or
      (vii) auditions.

(2) **To be eligible to undertake non-exchange mobility for which mobility credit may be awarded**, a student must:
(a) at the time of undertaking mobility:
   (i) have a weighted average mark of at least 50;
   (ii) be meeting the progression requirements of the relevant course resolutions and the Coursework Policy 2014;
   (iii) not be the subject of any current disciplinary proceedings under the University of Sydney (Student Discipline) Rule 2016;

and

(b) meet any further requirements imposed by the host institution, including but not limited to requirements about:
   (i) grades;
   (ii) language ability;
   (iii) unit of study pre-requisites;
   (iv) course progression;
   (v) field of study;
   (vi) portfolios of work; or
   (vii) auditions.

(3) To be eligible to undertake non-exchange mobility without the award of mobility credit, a student must:
   (a) meet the requirements of the host institution or organisation, including but not limited to requirements about:
       (i) grades;
       (ii) language ability;
       (iii) unit of study pre-requisites;
       (iv) course progression;
       (v) field of study;
       (vi) portfolios of work; or
       (vii) auditions.

(4) A student is eligible to undertake global mobility of any type to a country of which they are or have been a citizen or permanent resident, provided that this is permitted by the host institution or organisation.

9 Applications for global mobility

(1) For semester exchange mobility and short-term exchange mobility:
   (a) all applicants must apply to the Sydney Global Mobility unit in the manner specified in the procedures;
   (b) Sydney Global Mobility will check that the applicant meets applicable University and host institution requirements;
   (c) Faculty Services will check that the applicant will be able to continue to meet applicable degree progression requirements if they undertake the proposed mobility; and
Note: See the relevant course resolutions and the Coursework Policy 2014.

(d) Sydney Global Mobility will then either:

(i) nominate the eligible applicant to the host institution consistently with the terms of the relevant exchange agreement and inform the applicant of this in writing; or

(ii) inform the student in writing if a place is not allocated.

(2) For non-exchange mobility:

(a) If the opportunity is managed by Sydney Global Mobility, the student must apply to that unit, in the manner specified in the procedures;

(b) If the opportunity is managed by a faculty or centre, the student must apply directly to the faculty or centre;

(c) If the opportunity is not managed by Sydney Global Mobility, a faculty or a centre, the student must apply directly to the host institution or organisation.

10 Applications for conditional credit approval

(1) For semester exchange mobility and short-term exchange mobility:

(a) A student must lodge an application for conditional credit approval with Faculty Services in the manner specified in the procedures.

(b) Faculty Services will:

(i) consistently with clause 12, determine whether or not to grant conditional credit approval;

(ii) inform the student of this decision in writing; and

(iii) enrol the student in the relevant exchange units of study.

(2) For non-exchange mobility where the student wishes to obtain mobility credit:

(a) except where subclause 10(2)(c) applies, a student must lodge an application for conditional credit approval with Faculty Services in the manner specified in the procedures.

(b) Faculty Services will:

(i) check that the student will be able to continue to meet applicable degree progression requirements if they undertake the proposed mobility;

(ii) consistently with clause 12, determine whether or not to grant conditional credit approval; and

(iii) inform the student of this decision in writing.

(c) For non-exchange mobility where a student enrolls in a University unit of study which involves an overseas component:

(i) the student must follow the enrolment procedures specified by the relevant faculty; and

(ii) an application for conditional credit approval is not required.
11 Allocating exchange mobility places

(1) Where the number of applicants for exchange mobility exceeds the number of places available under the agreement with the relevant host institution, the Director, Sydney Global Mobility or their nominee will allocate the available places in the manner specified in the procedures, based on:

(a) consultation with the relevant faculty; and

(b) the following criteria:

(i) the number of available places;
(ii) the suitability of the host institution to each applicant’s area of study;
(iii) preferences expressed by the host institution in relation to student areas of study;
(iv) availability of suitable alternative host institutions which could accommodate an applicant’s study plans within the relevant period;
(v) applicants’ academic results; and
(vi) any supporting or other material which has been required as part of the application.

(2) A decision whether or not to nominate a particular applicant to a particular host institution is not an academic decision for the purposes of the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).*

Note: See clause 14 of this policy in relation to appeals and reviews of decisions.

12 Mobility credit

(1) The University is committed to providing credit for study and activities undertaken as part of global mobility, wherever it is appropriate to do so.

(2) A student who obtains a conditional credit approval from Faculty Services before departure and then successfully completes global mobility will be awarded the credit specified in the conditional approval upon return, consistently with the provisions of this clause.

Note: See clause 10.

(3) A student who successfully completes global mobility without having obtained conditional credit approval may apply to Faculty Services for mobility credit, but is not assured of credit being awarded, at all or in any particular manner or quantity.

(4) If a student proposes to make changes to their global mobility after obtaining conditional credit approval, the student must apply again and obtain conditional credit approval for the varied program.

(5) For students undertaking combined degree courses, mobility credit may be awarded towards one or both degrees.

(6) Decisions about mobility credit will be made by the relevant Associate Dean, in consultation with Faculty Services.

Note: See *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016* Part 6; *Coursework Policy 2014* Part 11.
(7) In making decisions about whether or not to award conditional credit approval, and how much credit to award, the relevant delegate must take the following matters into consideration:

(a) the requirements of applicable course resolutions;

(b) the requirements of any statutory, regulatory or professional body applicable to the relevant award course;

(c) the learning outcomes of the units of study or other activities to be undertaken;

(i) specific credit may only be awarded where learning outcomes are comparable to a University unit of study;

(ii) to count towards requirements for a curriculum component such as a major, minor, program or stream, an exchange unit of study must contribute to the prescribed learning outcomes of the relevant component;

(iii) non-specific credit may be awarded where there is no direct comparability to a University unit of study if the learning outcomes of the exchange unit of study contribute towards the learning outcomes and graduate qualities of the relevant award course;

(d) the academic standards of the study or other activities to be undertaken;

(i) the academic standard and rigour of the exchange unit of study or activity should be at least consistent with the student’s current level of study;

(e) the volume of learning of the units of study or other activities to be undertaken, as a proportion of the load normally undertaken by a full-time student.

(i) The procedures may provide for particular calculations to be applied in specified circumstances to determine equivalent study loads.

(8) The Head of Faculty Services will establish and maintain a database of conditional credit approval decisions made under this policy.

(a) The database will record all decisions made about mobility credit in the preceding three year period.

(9) Unless notified by the relevant delegate that a particular decision is not to be taken as a precedent, Faculty Services may decide to award conditional credit approval on the basis of decisions recorded in the database.

(10) As soon as possible after receiving an official transcript or equivalent from the host institution or organisation, a student who has received conditional credit approval must provide a copy of that document to Faculty Services, in the manner specified in the procedures.

(a) Faculty Services will take such steps as they consider necessary to verify or confirm the reported results.

(b) Upon confirmation of results Faculty Services will:

(i) record the results and award of mobility credit in the student’s academic record; and

(ii) inform the student in writing of having done so.
(11) Mobility credit awarded to a student, and grades achieved from global mobility, will not be included in the calculation of a student’s weighted average mark (WAM).

(12) Grades will be awarded for study undertaken as part of global mobility as follows.

(a) A student who passes an exchange mobility unit of study will receive a grade of Satisfied Requirements (SR).

(b) A student who passes an exchange mobility unit of study which is equivalent to a unit of study they have already completed at the University will receive a grade of Discontinue Not Fail (DC).

(c) A student who fails an exchange mobility unit of study will receive a grade of Failed Requirements (FR).

Note: Details of grades awarded at the University are set out in Schedule 1 to the Coursework Policy 2014.

13 Enrolment requirements

(1) Subject to subclause 13(2), and applicable award course resolutions or faculty resolutions, students undertaking semester exchange mobility must maintain full time enrolment:

(a) at the University, of 24 credit points per semester; and

(b) at the host institution, of an equivalent load.

(2) The relevant Associate Dean, in consultation with the Director, Compliance and Student Affairs, may permit a student undertaking semester exchange mobility to enrol:

(a) at the University, with a load of between 18 and 24 credit points; and

(b) at the host institution, with an equivalent load;

if satisfied that:

(c) there are documented compassionate and compelling reasons (which may include advice from a host institution) that make a 24 point credit load inadvisable; or

(d) the student requires fewer than 24 credit points to complete their award course; or

(e) the student has fewer than 24 credit points remaining in their award course available for exchange mobility.

(3) Subject to clause 13(4), the relevant Associate Dean, in consultation with the Director, Compliance and Student Affairs, may permit a student undertaking semester exchange mobility to enrol:

(a) at the University with a load of between 24 and 30 credit points; and

(b) at the host institution, with an equivalent load;

if satisfied that:

(c) the student is capable of successfully undertaking the additional study load.

(4) Unless approved by the relevant Associate Dean, in consultation with the Director, Compliance and Student Affairs, a student undertaking semester exchange mobility is not permitted to enrol in University units of study in excess of the credit points necessary to complete their award course.
14 Withdrawing from or deferring global mobility

(1) A student who has received an offer of exchange mobility for a particular semester or study period may not defer that offer for a later time. The student must withdraw, and reapply at a later time.

(2) A student who wishes to withdraw from exchange mobility must provide written notice to Sydney Global Mobility as soon as possible:
   (a) Sydney Global Mobility must inform the host institution upon receiving such notice.

(3) A student who has commenced study at a host institution and who wishes to withdraw from exchange mobility must also provide written notice to the relevant host institution.

(4) A student who wishes to withdraw from non-exchange mobility must provide written notice as soon as possible:
   (a) to Sydney Global Mobility if the opportunity is managed by Sydney Global Mobility;
   (b) to the relevant faculty or centre, if the opportunity is managed by a faculty or centre; or
   (c) to the relevant host institution or organisation, if the opportunity is not managed by Sydney Global Mobility, a faculty or centre.

(5) If a student who withdraws from global mobility also withdraws from a related University of Sydney unit of study, the University academic calendar will apply for the purposes of determining relevant deadlines and time limits, including those relating to fees and grades.

15 Review of decisions

(1) Academic decisions in relation to global mobility may be appealed under the University of Sydney (Student Appeals against Academic Decisions) Rule 2016.

(2) Applications for review of other decisions may be made to the Deputy Vice-Chancellor (Education), in the manner specified in the procedures.

16 Student Mobility Register

(1) The Director, Sydney Global Mobility will establish and maintain a register of all students undertaking global mobility.

(2) In relation to each such student, the register must record at least:
   (a) the name of the student;
   (b) the name of the host institution, conference or event;
   (c) dates of the student's travel;
   (d) the destination city and country;
   (e) contact details for the student while overseas;
(f) contact details for the student’s next of kin;
(g) contact details for a responsible person at the host institution or organisation, conference or event.

(3) All students undertaking global mobility must provide the information specified in subclause 16(2) to Sydney Global Mobility, in the manner prescribed in the procedures, before their departure.

**Note:** See the Privacy Policy 2017

### 17 Reporting

(1) The Director, Sydney Global Mobility will prepare an annual report on outbound student global mobility addressing:

(a) the number and types of global mobility activities undertaken;

(b) information on participation:
   (i) by level of course (undergraduate coursework; postgraduate coursework; higher degree by research) and
   (ii) by faculty;

(c) the destinations of participants; and

(d) an analysis of the performance of the University’s outbound student global mobility program.

(2) The annual report must be provided to each of:

(a) the Deputy Vice-Chancellor (Education);

(b) the Vice-Principal (External Relations);

(c) Executive Deans;

(d) Deans; and

(e) Head of School and Deans of University Schools.

(3) The Deputy Vice-Chancellor (Education) must consider the annual report and provide it, with recommendations as appropriate, to:

(a) the Academic Board; and

(b) the University Executive Education Committee.

### 18 Roles and responsibilities

(1) **Sydney Global Mobility** is responsible for:

(a) publicising to students opportunities for global mobility;

(b) receiving and processing applications for exchange mobility and some applications for non-exchange mobility;

(c) confirming with Faculty Services applicants’ eligibility for exchange mobility;

(d) allocating places for exchange mobility under the terms of the University’s inter-institutional exchange agreements;
(e) nominating students for exchange mobility to host institutions, under the
terms of the University’s inter-institutional exchange agreements;
(f) maintaining the Student Mobility Register; and
(g) providing annual reports as specified in clause 16.

(2) **Faculty Services** is responsible for:

(a) checking that applicants will be able to continue to meet applicable degree
progression requirements if they undertake proposed mobility;
(b) receiving and processing applications for conditional credit approval;
(c) establishing and maintaining a database of decisions about conditional credit
approval;
(d) implementing decisions to award conditional credit approval;
(e) informing students of the outcome of applications for conditional credit
approval;
(f) enrolling students in exchange units of study;
(g) verifying students’ results after global mobility; and
(h) recording students’ results and any credit awarded after global mobility.

(3) **Relevant faculties or centres** are responsible for:

(a) receiving and processing applications for non-exchange mobility managed
by them; and
(b) consulting with and providing academic advice to students in relation to
global mobility.

(4) **The relevant Associate Dean** is responsible for:

(a) making decisions about the award of mobility credit;
(b) providing information about such decisions to Faculty Services for entry into
the conditional credit approval decision database;
(c) informing Faculty Services of any decision about conditional credit approval
which is not be used as a precedent for further decision making; and
(d) determining, in consultation with the Director, Compliance and Student
Affairs, whether to permit a student undertaking semester exchange to enrol
with a reduced or increased study load.

(5) **The Director, Compliance and Student Affairs** is responsible for determining, in
consultation with the relevant Associate Dean, whether to permit a student
undertaking semester exchange to enrol with a reduced or increased study load.

(6) **The Deputy Vice-Chancellor (Education)** is responsible for considering annual
reports from the Director, Sydney Global Mobility and providing them to University
governance bodies as specified in clause 17.

(7) **Students** are responsible for:

(a) lodging applications for global mobility and providing all necessary
associated information;
(b) complying with:
   (i) the [Code of Conduct for Students](#);
(ii) the codes of conduct and other requirements of the host institution or organisation;

(iii) the laws and regulations of countries visited during global mobility, including but not limited to visa requirements;

(c) paying all required fees and participation costs for their global mobility;

(d) informing Sydney Global Mobility, and if required Faculty Services, of any changes to their proposed global mobility;

(e) meeting the requirements of their award course resolutions;

(f) attending any required pre-departure or orientation sessions associated with their global mobility;

(g) registering the required information with the Student Mobility Register;

(h) complying with advice provided by Faculty Services in relation to conditional credit approval; and

(i) providing Faculty Services with a copy of their transcript or equivalent from their global mobility study or activity.

NOTES

Outbound Student Mobility Policy 2018

Date adopted: [This is the date on which the policy is formally signed]

Date commenced: [This is the date on which the policy will commence, suggest at least two weeks from date of adoption/approval]

Administrator: Director, Sydney Global Mobility

Review date: [This date must be no more than 5 years from the date of commencement.]

Related documents:

University of Sydney (Coursework) Rule 2014

University of Sydney (Delegations of Authority – Academic Functions) Rule 2016

University of Sydney (Delegations of Authority – Administrative Functions Rule 2016

University of Sydney (Student Appeals against Academic Decisions) Rule 2006

University of Sydney (Student Discipline) Rule 2016

Coursework Policy 2014
Learning and Teaching Policy 2015
Privacy Policy 2017
Recordkeeping Policy 2017
Resolution of Complaints Policy 2015
Student Complaints Procedures 2015

**AMENDMENT HISTORY**

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RECOMMENDATION

That the Academic Standards and Policy Committee endorse the proposed changes to the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

EXECUTIVE SUMMARY

The University of Sydney (Governance of Faculties and University Schools) Rule 2016 requires faculty and University school boards to approve all units of study, curriculum components and degrees. This has created very large faculty and university school agendas, providing challenges in ensuring they are scrutinised with due diligence and at the right organisational level, and has also created problems with approval timelines. This proposal gives curriculum approval authority to one or more (up to three) standing committees nominated by faculties or university schools. Faculty boards and University school boards retain the authority to rescind or alter such decisions at its next meeting provided that, if the matter has already been sent on to the Board of Interdisciplinary Studies or Academic Board, that committee is notified of the change.

The change will facilitate proper scrutiny of creation, variation and deletion of units of study, curriculum components and degrees by the appropriate committee, and proper high-level oversight by the faculty or University school board, while also easing approval timelines.

BACKGROUND

The University of Sydney (Governance of Faculties and University Schools) Rule (the Rule) was created in 2016 to provide appropriate governance in the context of the new faculty structure approved by Senate at the end of 2015. It required faculty and University school boards to approve all units of study, curriculum components and degrees, which placed a large burden on those boards in the context of comprehensive curriculum renewal. Agendas became very large, creating considerable challenges to ensure that all proposals received appropriate scrutiny. It lengthened approval timelines and sometimes required the scheduling of faculty and University school boards at awkward times to meet approval deadlines.

An amendment requiring the creation of a Unit of Study Approval Committee in each faculty and University school was presented to the Academic Board on 6 March 2018 but was withdrawn to allow further consideration of individual faculty process.

A modified version of that proposal is presented here, taking account of the new structure of the Faculty of Medicine and Health. The proposed amendment creates new sections for faculty boards and University school boards (3.9 and 6.9 respectively), Standing committees responsible for curriculum approvals.

This change gives curriculum approval authority to one or more (up to three) standing committees nominated by faculties or university schools. A faculty or University school board may nominate a single committee such as its Education or Programs committee for this purpose, or it may allocate the work to two or three committees, such as an Undergraduate Committee, a Postgraduate Committee and a Research Education or Higher Degree by Research Committee. Given ongoing reform of committee structure within faculties and University schools, the proposal does not mandate particular committees for this purpose. Rather, faculties and University schools will be asked to nominate the relevant committees responsible for curriculum approval and will be able to amend their designated approval committees in line with ongoing reform without changing the Rule itself.
Non-Confidential
Faculty boards and University school boards retain the authority to rescind or alter curriculum decisions at their next meeting provided that, if the matter has already been sent on to the Board of Interdisciplinary Studies or Academic Board, that committee is notified of the rescission or alteration.

Provision is also made for attendance at relevant standing committees by representatives of faculty or University schools offering units into a degree administered by another faculty.

ATTACHMENTS

Attachment 1 – Amendments to the University of Sydney (Governance of Facuties and University Schools) Rule 2016
UNIVERSITY OF SYDNEY (GOVERNANCE OF FACULTIES AND UNIVERSITY SCHOOLS) RULE 2016

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

Adopted on: 12 December 2016
Amended on: 5 July 2017
Amended on: 14 July 2017 (administrative amendment only)
24 March 2018
Effective from: 1 January 2017
12 July 2017
30 April 2018

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PART 1 – PRELIMINARY

1.1 Name of Rule

This is the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

1.2 Commencement

This Rule commences on 1 January 2017.

1.3 Application

This Rule applies to all faculties, University schools and the Board of Interdisciplinary Studies.

1.4 Statement of intent

(1) This Rule stipulates the requirements for operational governance within faculties, University schools and the Board of Interdisciplinary Studies.

(2) This Rule binds:
(a) Executive Deans, Deans, Heads of School, Heads of Clinical School, and Head of School and Deans (University schools);
(b) Deputy Executive Deans, Deputy Deans, Deputy Head of School and Deputy Deans (University schools), Associate Deans;
(c) all members of faculty, school and University school committees, including faculty boards, University school boards, executive committees, leadership groups, sub-committees, working parties and advisory committees; and
(d) all members of the Board of Interdisciplinary Studies.

1.5 Interpretation

(1) In this Rule:

academic affairs means the teaching and research activities of a faculty or University school, including award courses, honours, higher degrees by research, quality improvement and educational integrity.

academic staff member means a person who:

- has been employed by the University as a member of its academic staff, other than as a casual member; or
- is an affiliate who holds an approved leadership position and who is not a member of the University’s professional staff.

administrative, strategic and operational affairs means financial, human resources, fundraising, marketing, communications and other activities relating to the administration and operation of a faculty or University school.

affiliate has the meaning given in the Code of Conduct – Staff and Affiliates, which at the date of this Rule is:

clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of Boards of University Foundations, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf.

allocated position means a position allocated to be filled by a member of a particular group, as provided in sections 3.4, 3.7(3), 3.7(5), 4.4(2), 6.4 and 6.7(2).

approved leadership position means a position designated as such by the Provost.

award course means a course approved by the Academic Board and endorsed by the Senate on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate.
Board of Interdisciplinary Studies means the board of that name established by, and with the responsibilities and functions specified in, Part 8 of this Rule.

Centre for Continuing Education has the meaning given in the Continuing and Extra-curricular Education Policy 2017, which at the date of this Rule is:

the unit of that name within the portfolio of the Provost and Deputy Vice-Chancellor.

clinical school means a clinical school in the Faculty of Medicine and Health, established consistently with Part 5 of this Rule.

continuing education has the meaning given in the Continuing and Extra-curricular Education Policy 2017, which at the date of this Rule is:

any formal or informal learning, which is not part of a course of study for a qualification approved by the Academic Board. This includes but is not limited to:

- continuing professional development courses
- corporate training courses
- executive education courses
- open courses
- pathway courses
- personal interest courses
- professional development courses
- staff development and support courses
- continuing education courses offered together with other providers

core Associate Dean means an Associate Dean whose area of accountability corresponds to a committee of the University Executive. At the date of this Rule these are:

- Associate Dean (Research)
- Associate Dean (Research Education)
- Associate Dean (Education)
- Associate Dean (Indigenous Strategy and Services)
- Associate Dean (Student Life)

Dalyell Stream means the stream for high achieving students, specified in the relevant award course resolutions and governed by the Board of Interdisciplinary Studies.

day means calendar day.

Dean means the Dean of the relevant faculty.

Deputy Dean means the Deputy Dean of a faculty.
Deputy Executive Dean means a Deputy Executive Dean of the Faculty of Medicine and Health.

discipline means an intellectual community within a faculty, responsible for curriculum development and research endeavour within an internationally recognised field of inquiry. In this Rule, this term does not refer to sub-units within schools, even if named or described as disciplines.

Executive Committee means an executive committee established by either a Dean or a Head of School and Dean (University school) in accordance with section 3.11 or 6.11 of this Rule, to deal with administrative, strategic and operational matters.

Executive Dean means the Executive Dean of the Faculty of Medicine and Health.

Executive Dean’s Committee means an executive committee established by an Executive Dean in accordance with section 3.11 of this Rule, to deal with administrative, strategic and operational matters.

extra-curricular education has the meaning given in the Continuing and Extra-curricular Education Policy 2017, which at the date of this Rule is:

- means education provided to students of the University which is not an approved component of an award course (whether credit-bearing or given a zero-credit point weighting). This includes but is not limited to:
  - student support courses
  - compliance courses.

Faculty means a faculty constituted in accordance with this Rule.

faculty board means a board established in accordance with section 3.7 of this Rule, to address academic matters.

Head of Clinical School means the head of a clinical school in the Faculty of Medicine and Health.

Head of School means the head of a school within a faculty, including a Head of School and Dean.

Head of School and Dean (University school) means a Head of School and Dean of a University school.

interdisciplinary means involving more than one faculty or University school.

Leadership Group means a group established by an Executive Dean, Dean, or Head of School and Dean (University school), in accordance with section 3.14 or 6.14 of this Rule.

Liberal Studies bachelor degree has the meaning given to it in the Coursework Policy 2014, which at the date of this Rule is:
means a degree of study at bachelor level of three years
duration (or part-time equivalent) that provides students
with a broad multi-disciplinary education that develops
disciplinary expertise and graduate qualities.

Open Learning
Environment has the meaning given to it in the Coursework Policy 2014,
which at the date of this Rule is:

- a shared pool of units of study which are:
  - of zero, two or six credit points value;
  - approved by the Board of Interdisciplinary Studies; and
  - available to all students according to the award course
    resolutions applicable to the award course in which they
    are enrolled.

professional staff
member means a person who has been employed by the University as a
member of its professional staff, and who is not a member of
the University’s academic staff.

program has the meaning given to it in the Coursework Policy 2014,
which at the date of this Rule is:

means a combination of units of study that develops
expertise in a multi-disciplinary domain or a professional
or specialist field and includes at least one recognised
major.

Note: See also Learning and Teaching Policy 2015.

Returning Officer means the Secretary to Senate, or their nominee.

School means a school within a faculty established and constituted in
accordance with this Rule.

school manager means a person formally appointed to that position in a school
within a faculty.

Shared Pool has the meaning given to it in the Learning and Teaching Policy
2015, which at the date of this Rule is:

the list of majors, minors and units of study (including
units in the open learning environment or Sydney
Research Seminars) that are available to students
enrolled in all Liberal Studies Bachelor degrees
(including combined degrees with the Bachelor of
Advanced Studies).

significant
component of an
award course means any of a stream, program, major, minor, degree core or
capstone experience.

Note: See the Learning and Teaching Policy 2015

student means a person who is currently admitted to candidacy in an
award course of the University.
temporary staff member means an academic staff member or a professional staff member who has been employed by the University in a fixed term or contract position, but not a casual position.

Note: Not all temporary staff members are eligible to vote in faculty board elections or to become members of a faculty board or a University school board. See sections 3.7(3), 3.7(4), 6.7(1) and 9.6(2).

University Executive means the committee of that name, which comprises members of the University’s senior leadership team.

University school means a University school that is not within a faculty and is constituted in accordance with Part 6 of this Rule.

University school board means a board established in accordance with section 6.7 of this Rule, to address academic matters.

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

(3) A note, marginal note, footnote or endnote is not a provision of this Rule.

(4) A reference to a rule (other than this Rule) or policy is a reference to the rule or policy as amended or replaced by the University from time to time.

PART 2 - ESTABLISHMENT OF FACULTIES AND UNIVERSITY SCHOOLS

2.1 Application This Part applies to all:
(a) faculties; and
(b) University schools.

2.2 Establishment of faculties
(1) There will be the following faculties, however named:
(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences;
(e) the Faculty of Medicine and Health; and
(f) the Faculty of Science.
(2) The Faculty of Health Sciences will, on a future date to be determined by the Vice-Chancellor, be consolidated into the Faculty of Medicine and Health.

2.3 Establishment of University schools

There will be the following University schools, however named:

(a) The University of Sydney School of Architecture, Design and Planning;
(b) The Sydney Conservatorium of Music; and
(c) The University of Sydney Law School.

PART 3 - FACULTIES

3.1 Application

This Part applies to:

(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences;
(e) the Faculty of Medicine and Health; and
(f) the Faculty of Science.

3.2 Faculty leadership

(1) The Faculty of Medicine and Health will have:
   (a) an Executive Dean; and
   (b) up to three Deputy Executive Deans.

(2) Each other faculty will have:
   (a) a Dean; and
   (b) up to two Deputy Deans.

(3) Every faculty will have:
   (a) a number of core Associate Deans, each aligned with one of the portfolio committees of the University Executive and with responsibilities outlined in the terms of reference for that committee; and
   (b) a Faculty General Manager.

(4) Each faculty may have one or more non-core Associate Deans, as approved by the Provost on the recommendation of the Executive Dean or Dean.

(5) Faculties may create faculty leadership positions other than those prescribed in subsections (1) to (4), with the approval of the Provost.
3.3 Faculty governance

(1) The academic affairs of each faculty will be governed by:
   (a) the faculty;
   (b) the faculty board; and
   (c) sub-committees, working parties and advisory committees established by
       the faculty board in accordance with subsection 3.8(6).

(2) The administrative, strategic and operational affairs of each faculty will be
    governed by:
   (a) the Executive Dean’s or Dean’s Executive Committee; and
   (b) the Leadership Group.

3.4 Membership of faculties

(1) Each faculty will comprise:
   (a) all full time and part time permanent and temporary members of the
       academic and professional staff of the faculty; and
   (b) at least 10 members elected by the students of the faculty in accordance
       with this Rule.

(2) The faculty board will allocate a specified number of elected student positions for
    each of the following groups:
   (a) undergraduate students;
   (b) postgraduate coursework students; and
   (c) higher degree by research students.

3.5 Responsibilities and functions of faculties

(1) The faculty will receive and consider reports on academic matters from the faculty
    board at least once per semester.

(2) The faculty may make such recommendations to the faculty board as it thinks fit,
    about the affairs and concerns of the faculty.

3.6 Faculty meetings

(1) The Executive Dean or Dean, or their nominee, will convene and chair a meeting of
    the faculty at least once per semester.

(2) The Executive Dean or Dean, or their nominee, will convene and chair such other
    meetings of the faculty as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) faculty board.
(3) The Executive Dean or Dean or their nominee will, at least two weeks before the date fixed for the holding of a faculty meeting, give notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 40 members of the faculty, or one eighth of the membership (calculated to the nearest whole number), will constitute a quorum for the transaction of business at a faculty meeting.

(5) No business may be transacted at a meeting of the faculty unless a quorum is present.

(6) Affiliates may attend faculty meetings, but only those holding approved leadership positions may vote.

(7) A recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A recommendation will be carried if a majority of the votes cast on the recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

(11) A meeting of the faculty may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

3.7 Membership of faculty boards

(1) Each faculty board will comprise:

(a) the ex-officio members:

(i) the Executive Dean or Dean, or their nominee, who will perform the role of Chair;

(ii) the Deputy Executive Deans or Deputy Deans;

(iii) the Associate Deans;

(iv) the Heads of School (where applicable);

(v) the Heads of Clinical School (where applicable);

(vi) the Heads of Disciplines (where applicable);

(vii) the Faculty General Manager;

(viii) subject to the approval of the Executive Dean or Dean, all School Managers;

(ix) the Provost or their nominee;

(b) the elected academic staff members;

(c) the elected professional staff members; and

(d) the elected student members.

(2) The Executive Dean or Dean may decide whether to have all or no School Managers as ex officio members of the faculty board. It is not permitted to have only some School Managers serve in this capacity.
(3) The total number of elected academic staff members must be no fewer than 25 individuals, and no more than the number equivalent to 20% of the faculty’s full-time equivalent academic staff.

(a) In faculties containing schools, clinical schools or disciplines, the faculty board will allocate a specified number of elected academic staff positions to each school, clinical school or discipline, provided that there must be at least one elected academic staff member position per school, clinical school or discipline.

(b) Elected academic staff members will be elected by the permanent and eligible temporary academic staff members of the faculty in accordance with this Rule.

Note: See section 9.6(2) in relation to temporary staff voting entitlements. Temporary staff members are only eligible to vote for or become members of a faculty board if they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run), as at the date on which notice of the election is given.

(4) There will be seven professional staff members elected by the full-time and part-time permanent and eligible temporary members of the professional staff of the faculty in accordance with this Rule.

Note: See section 9.6(2) in relation to temporary staff voting entitlements. Temporary staff members are only eligible to vote for or become members of a faculty board if they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run), as at the date on which notice of the election is given.

(5) There will be at least four and no more than eight student members of the faculty board elected in accordance with this Rule.

(a) Individuals elected as student members may also be members of the faculty.

(b) The faculty board will allocate a specified number of elected student positions for each of the following groups:

   (i) undergraduate students;
   (ii) postgraduate coursework students; and
   (iii) higher degree by research students.

3.8 Responsibilities and functions of the faculty board

(1) Subject to the requirements of applicable University rules, policies and procedures, the faculty board will oversee the academic affairs of the faculty.

(2) A reference in rules, policies or procedures to a decision of a faculty is a reference to a decision of the faculty board, unless otherwise specified.

(3) The faculty board will exercise its responsibilities and functions subject to:

   (a) the authority of the Senate and the Academic Board; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.

(4) The faculty board will:

   (a) make recommendations to the Academic Board on proposals for new award courses;
(b) make recommendations to the Academic Board on revisions to award courses;

(c) make resolutions for the coursework award courses offered by the faculty including, as appropriate:
   (i) admission;
   (ii) enrolment restrictions;
   (iii) time limits;
   (iv) suspension, discontinuation and lapse of candidature;
   (v) recognition of prior learning;
   (vi) attendance;
   (vii) cross-institutional study;
   (viii) international exchange;
   (ix) assessment;
   (x) late submission of assessments;
   (xi) satisfactory progress;
   (xii) admission to honours; and
   (xiii) the award of honours and the levels at which honours is awarded;

(d) make resolutions for each degree, diploma and certificate offered by the faculty including, as appropriate:
   (i) admission;
   (ii) attendance;
   (iii) majors;
   (iv) recognition of prior learning;
   (v) progression;
   (vi) requirements for the award;
   (vii) requirements for the award of honours;
   (viii) award of the degree; and
   (ix) award of honours;

(e) monitor and maintain quality, standards and excellence in education and research;

(f) report to the faculty at least once per semester;

(g) consider and report to the faculty on recommendations made by the faculty;

(h) report to the Academic Board at least once per year on quality and educational integrity standards; and

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

(5) The faculty board may, of its own motion, report to the Academic Board on all matters relating to research, studies, lectures, examinations, degrees, diplomas and certificates offered by the faculty.
(6) In addition to the standing committee responsible for curriculum approvals required by section 3.8A, the faculty board may establish sub-committees, working parties and advisory committees to:

(a) facilitate the conduct of its business; and

(b) make recommendations, on matters other than curriculum approvals, to the faculty board for decision.

(7) Except for a standing committee responsible for curriculum approvals, a sub-committee, working party or advisory committee established in accordance with subsection (6) must not make decisions on behalf of the faculty board.

3.8A Standing committees responsible for curriculum approvals

(1) Each faculty must have at least one standing committee with responsibility for making recommendations, on behalf of the faculty board, in relation to approval of units of study, curriculum components and award courses.

Note: See subclauses 3.8(4)(b) and (c).

(2) A faculty may have up to three such committees, respectively with responsibility for any of:

(a) undergraduate coursework;

(b) postgraduate coursework; or

(c) higher degrees by research.

(3) These committees will make recommendations about:

(a) the addition, variation and deletion of:

(i) units of study;

(ii) curriculum components; and

(iii) award courses;

(b) the addition and deletion of:

(i) units of study; and

(ii) curriculum components within the award courses for which the faculty is responsible, but which are delivered by another faculty or University school;

and

(c) will report these recommendations to the faculty board.

(4) The committees’ recommendations will be made directly to the Academic Board or Board of Interdisciplinary Studies, as appropriate, but must also be reported to the University school board.

(5) The committees will:

(a) be chaired by the relevant Associate Dean, or their nominee; and

(b) consist of members appointed by the Dean on the basis of their relevant expertise.

Commented [KH1]: This makes the former subclause about getting AB or BIS approval redundant, since it is only ever a recommendation that goes to them. I have therefore deleted it.
(6) Members of these committees need not themselves be members of the faculty board.

(7) Where a faculty or University school ("the delivering faculty or University school") delivers units of study as part of an award course administered by another faculty or University school ("the owning faculty or University school"), the delivering faculty or University school may nominate up to two representatives, who may:
   (a) attend and speak at relevant meetings of the committee responsible for curriculum approvals of the owning faculty or University school; and
   (b) vote at such meetings on matters relating to the relevant units of study.

(8) The decisions of a committee responsible for curriculum approvals must be reported to the next meeting of the faculty board.

(9) At that meeting, the faculty board may amend or rescind a decision of a committee responsible for curriculum approvals.
   (a) If the original decision has already been notified to the Academic Board, Board of Interdisciplinary Studies, or any committee of either board, the faculty board must immediately notify the relevant board or committee of any amendment or rescission.

3.9 Faculty board meetings

(1) The Executive Dean or Dean, or their nominee, will convene and chair a meeting of the faculty board at least twice a year.

(2) The Executive Dean or Dean, or their nominee, will convene and chair such other faculty board meetings as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) faculty.

(3) The Executive Dean or Dean or their nominee will, at least two weeks before the date fixed for the holding of a faculty board meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.

(4) Fifty per cent of members will constitute a quorum for the transaction of business at a faculty board meeting.

(5) Where a faculty or University school ("the delivering faculty or University school") delivers a program on behalf of another faculty or University school ("the owning faculty or University school"), the delivering faculty or University school may nominate up to five representatives who may:
   (a) attend and speak at relevant board meetings of the owning faculty or University school; and
   (b) vote at such meetings on matters relating to the relevant program.

(6) No business may be transacted at a faculty board meeting unless a quorum is present.
(7) A faculty board meeting may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate. A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

(11) In exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost), the faculty board may make decisions by circulation.

(12) The Chair may determine the appropriate processes for decision by circulation, provided that:
  
  (a) any item of business for decision by circulation must be circulated to all members of the faculty board; and
  
  (b) no resolution or recommendation may be approved by circulation unless the majority of the required quorum for the transaction of business is in favour of it.

3.10 Membership of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean or Dean will appoint members to their Committee or Executive Committee.

3.11 Responsibilities and functions of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean’s or Dean’s Executive Committee will advise the Executive Dean or Dean on the administrative, strategic and operational affairs of the faculty.

3.12 Meetings of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean or Dean, or their nominee, will convene and chair meetings of their Committee or Executive Committee as required.

3.13 Membership of the Leadership Group

(1) The Executive Dean or Dean will appoint members to the Leadership Group, in consultation with the Provost.

(2) The Leadership Group should include:
  
  (a) Deputy Executive Deans or Deputy Deans;
  
  (b) Associate Deans;
  
  (c) Heads of School (where applicable);
(d) Heads of Clinical Schools (where applicable);
(e) Heads of Discipline (where applicable);
(f) heads of central units, as appropriate; and
(g) the Faculty General Manager.

3.14 Responsibilities and functions of the Leadership Group

The Leadership Group will collaborate and provide strategic advice to the Executive Dean’s or Dean’s Executive Committee.

3.15 Meetings of the Leadership Group

The Executive Dean or Dean, or their nominee, will convene and chair meetings of the Leadership Group as required.

PART 4 – SCHOOLS (WITHIN A FACULTY)

4.1 Application

(1) This Part applies to any school within:
   (a) the Faculty of Arts and Social Sciences;
   (b) the Faculty of Business;
   (c) the Faculty of Engineering and Information Technologies;
   (d) the Faculty of Health Sciences;
   (e) the Faculty of Medicine and Health, except for a clinical school; and
   (f) the Faculty of Science.

(2) This part does not apply to clinical schools in the Faculty of Medicine and Health.

4.2 Establishment of schools

Schools will be established by the Vice-Chancellor, on the recommendation of the Provost.

4.3 School leadership

(1) Each school will have:
   (a) a Head of School; and
   (b) a School Manager.

(2) Each school may also have a Deputy Head.
(3) Schools may create leadership positions other than those prescribed in subsections (1) and (2) with the approval of the Provost, and Executive Dean or Dean.

4.4 Membership of schools

(1) Each school will comprise:
   (a) all full time and part time permanent and temporary members of the academic and professional staff of the school; and
   (b) between four and six student members selected in a manner to be determined by the Head of School.

(2) The Head of School will allocate at least one of the student member positions for each of the following groups.
   (a) undergraduate students;
   (b) postgraduate coursework students; and
   (c) higher degree by research students.

(3) Students being supervised by a member of the school or taking units of study administered by the school are eligible for selection.

(4) Student members may also be members of the faculty or faculty board, or both.

(5) The Head of School will report at least once every two years to the faculty on the processes that have been adopted for the selection of student members of the school.

4.5 Responsibilities and functions of schools

(1) Schools operate under the supervision of a Head of School and are part of a faculty.

(2) Schools will exercise their responsibilities and functions subject to:
   (a) the authority of the Senate, the Academic Board and the relevant faculty; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.

(3) Schools will:
   (a) encourage and facilitate teaching, scholarship and research; and
   (b) coordinate the teaching and examination duties of staff; for the units of study and award courses that they oversee.

(4) Schools may establish sub-committees, working parties and advisory committees to facilitate the conduct of their business.

4.6 School meetings

(1) The Head of School or their nominee will convene and chair a meeting of the school at least twice a year.
(2) The Head of School or their nominee will convene and chair such other meetings of the school as they consider necessary or as required by the:

   (a) Vice-Chancellor;
   (b) Provost; or
   (c) the Executive Dean or Dean.

(3) The Head of School or their nominee will, at least two weeks before the date fixed for the holding of a school meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

   (a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 20 members of the school, or one eighth of the membership of the school (calculated to the nearest whole number) will constitute a quorum for the transaction of business at a school meeting.

(5) Affiliates may attend school meetings, but only those who hold approved leadership positions may vote.

(6) No business may be transacted at a school meeting unless a quorum is present.

(7) A meeting of a school may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(8) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(9) Every member will have one vote on a show of hands and on a poll.

(10) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(11) If the number of votes is equal, the Chair will have the casting vote.

PART 5 – CLINICAL SCHOOLS

5.1 Application

This Part applies to all clinical schools.

5.2 Establishment of clinical schools

Clinical schools will be established by the Vice-Chancellor on the recommendation of the Provost.

5.3 Clinical school leadership

(1) Each clinical school will have a Head of Clinical School.

(2) A clinical school may also have one or more Deputy Heads, with the approval of each of the Provost, the Executive Dean and the Deputy Executive Dean (Health and Community).
(3) Clinical schools may create leadership positions other than those prescribed in subsections (1) and (2), with the approval of each of the Provost, the Executive Dean and the Deputy Executive Dean (Health and Community).

5.4 Responsibilities and functions of clinical schools

(1) Clinical schools operate under the supervision of a Head of Clinical School and are part of the Faculty of Medicine and Health.

(2) Clinical schools will exercise their responsibilities and functions subject to:
   (a) the authority of the Senate, the Academic Board and the Faculty of Medicine and Health; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.

5.5 Governance of clinical schools

The internal governance structures and processes of each clinical school will be determined by the relevant Head of Clinical School, after consultation with the Executive Dean and the Deputy Executive Dean (Health and Community).

PART 6 – UNIVERSITY SCHOOLS

6.1 Application

This Part applies to all University schools.

6.2 University school leadership

(1) Each University school will have:
   (a) a Head of School and Dean;
   (b) up to two Deputy Head of School and Deputy Deans;
   (c) a number of core Associate Deans, each aligned with one of the portfolio committees of the University Executive and with responsibilities outlined in the terms of reference for that committee; and
   (d) a School General Manager.

(2) Each University school may have one or more non-core Associate Deans, as approved by the Provost on the recommendation of the Head of School and Dean.

(3) University schools may create leadership positions other than those prescribed in subsections (1) and (2) with the approval of the Provost

6.3 University school governance

(1) The academic affairs of each University school will be governed by:
(a) the University school;
(b) the University school board; and
(c) sub-committees, working parties and advisory committees established by the University school in accordance with subsection 6.8(6).

(2) The administrative, strategic and operational affairs of each University school will be governed by:
   (a) the Head of School and Dean’s Executive Committee; and
   (b) the Leadership Group.

6.4 Membership of University schools

(1) Each University school will comprise:
   (a) all full time and part time permanent and temporary members of the academic and professional staff of the University school; and
   (b) at least four student members elected by the students of the University school in accordance with this Rule.

(2) The University school board will allocate a specified number of elected student positions for each of the following groups.
   (a) undergraduate students;
   (b) postgraduate coursework students; and
   (c) higher degree by research students.

6.5 Responsibilities and functions of University schools

(1) The University school will receive and consider reports on academic matters from the University school board at least once per semester.

(2) The University school may make such recommendations to the University school board as it thinks fit, in respect of the affairs and concerns of the University school.

6.6 University school meetings

(1) The Head of School and Dean or their nominee will convene and chair a University school meeting at least once per semester.

(2) The Head of School and Dean or their nominee will convene and chair such other meetings of the University school as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) University school board.

(3) The Head of School and Dean or their nominee will, at least two weeks before the date fixed for the holding of a University school meeting, give notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
(a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 20 members of the University school, or one eighth of the membership (calculated to the nearest whole number), will constitute a quorum for the transaction of business at a University school meeting.

(5) No business may be transacted at a meeting of the University school unless a quorum is present.

(6) A recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(7) Every member will have one vote on a show of hands and on a poll.

(8) Affiliates may attend University school meetings, but only those who hold approved leadership positions may vote.

(9) A recommendation will be carried if a majority of the votes cast on the recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

6.7 Membership of University school boards

(1) Each University school board will comprise:

(a) the ex-officio members:
   (i) the Head of School and Dean or their nominee, who will perform the role of Chair;
   (ii) the Deputy Head of School and Deputy Deans;
   (iii) the Associate Deans;
   (iv) the School General Manager;
   (v) the Provost or their nominee;

(b) all full-time and part-time permanent members of the academic staff of the University school;

(c) all full-time and part-time temporary members of the academic staff of the University school who hold a current employment contract with the University with a term of two years or longer (regardless of the amount of time the contract still has to run);

(d) between one and four permanent or temporary members of the professional staff of the University school, who will be appointed by the Head of School and Dean, provided that:
   (i) any temporary member of the professional staff appointed to the University school board must, at the date of appointment, hold a current employment contract with the University with a term of two years or longer (regardless of the amount of time the contract still has to run);

(e) between two and five elected student members, who may also be members of the University school.

(2) The University school board will allocate a specified number of elected student positions for each of the following groups:
undergraduate students;
(b) postgraduate coursework students; and
(c) higher degree by research students.

(3) Student members will be elected by the students of the University school in accordance with this Rule

6.8 Responsibilities and functions of University school boards

(1) The University school board will oversee the academic affairs of the University school.

(2) A reference in rules, policies or procedures to a decision of a University school is a reference to a decision of the University school board, unless otherwise specified.

(3) The University school board will exercise its responsibilities and functions subject to:
(a) the authority of the Senate and the Academic Board; and
(b) the Act, the By-law, and relevant rules, policies and procedures.

(4) Subject to the requirements of applicable University rules, policies and procedures, the University school board will:
(a) make recommendations to the Academic Board on proposals for new award courses;
(b) make recommendations to the Academic Board on revisions to award courses;
(c) make resolutions for the coursework award courses offered by the University school including, as appropriate:
   (i) admission;
   (ii) enrolment restrictions;
   (iii) time limits;
   (iv) suspension, discontinuation and lapse of candidature;
   (v) recognition of prior learning;
   (vi) attendance;
   (vii) cross-institutional study;
   (viii) international exchange;
   (ix) assessment;
   (x) late submission of assessments;
   (xi) satisfactory progress;
   (xii) admission to honours; and
   (xiii) the award of honours and the levels at which honours is awarded;
(d) make resolutions for each degree, diploma and certificate offered by the University school including, as appropriate:
   (i) admission;
(ii) attendance;
(iii) majors;
(iv) recognition of prior learning;
(v) progression;
(vi) requirements for the award;
(vii) requirements for the award of honours;
(viii) award of the degree; and
(ix) award of honours;
(e) monitor and maintain quality, standards and excellence in education and research;
(f) report to the University school at least once per semester;
(g) consider and report to the University school on recommendations made by the University school;
(h) report to the Academic Board at least once per year on quality and educational integrity standards; and
(i) consider and report on all matters referred to it by the Vice-Chancellor, the Provost or the Academic Board.

(5) The University school board may, of its own motion, report to the Academic Board on all matters relating to research, studies, lectures, examinations, degrees, diplomas and certificates offered by the University school.

(6) In addition to the standing committee responsible for curriculum approvals required by section 6.8A, the University school board may establish sub-committees, working parties and advisory committees to:
(a) facilitate the conduct of its business; and
(b) make recommendations, on matters other than curriculum approvals, to the University school board for decision.

(7) Except for a standing committee responsible for curriculum approvals, a sub-committee, working party or advisory committee established in accordance with subsection (6) must not make decisions on behalf of the University school board.

6.8A Standing committees responsible for curriculum approvals

(1) Each University school must have at least one standing committee with responsibility for making recommendations, on behalf of the University school board, in relation to approval of units of study, curriculum components and award courses.

Note: See subclauses 6.8(4)(b) and (c).

(2) A University school may have up to three such committees, respectively with responsibility for any of:
(a) undergraduate coursework;
(b) postgraduate coursework; or
(c) higher degrees by research.
(3) These committees will make recommendations about:

(a) the addition, variation and deletion of:
   (i) units of study;
   (ii) curriculum components; and
   (iii) award courses;
   delivered by the University school;

(b) the addition and deletion of:
   (i) units of study; and
   (ii) curriculum components
   within the award courses for which the University school is responsible, but which are delivered by another faculty or University school.

(4) The committees’ recommendations will be made directly to the Academic Board or Board of Interdisciplinary Studies, as appropriate, but must also be reported to the University school board.

(5) The committees will:

(a) be chaired by the relevant Associate Dean, or their nominee; and

(b) consist of members appointed by the Head of School and Dean on the basis of their relevant expertise.

(6) Members of these committees need not themselves be members of the University school board.

(7) Where a faculty or University school (“the delivering faculty or University school”) delivers units of study as part of an award course administered by another faculty or University school (“the owning faculty or University school”), the delivering faculty or University school may nominate up to two representatives, who may:

(a) attend and speak at relevant meetings of the committee responsible for curriculum approvals of the owning faculty or University school; and

(b) vote at such meetings on matters relating to the relevant units of study.

(8) The decisions of a committee responsible for curriculum approvals must be reported to the next meeting of the University school board.

(9) At that meeting, the University school board may amend or rescind a decision of a committee responsible for curriculum approvals.

(a) If the original decision has already been notified to the Academic Board, Board of Interdisciplinary Studies, or any committee of either board, the University school board must immediately notify the relevant board or committee of any amendment or rescission.

6.9 University school board meetings

(1) The Head of School and Dean, or their nominee, will convene and chair a meeting of the University school board at least twice a year.
(2) The Head of School and Dean, or their nominee, will convene and chair such other meetings of the University school board as they consider necessary or as required by the:
   (a) Vice-Chancellor; or
   (b) Provost.

(3) The Head of School and Dean or their nominee will, at least two weeks before the date fixed for the holding of a University school board meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 20 members of the University school board, or one eighth of the membership (calculated to the nearest whole number) will constitute a quorum for the transaction of business at a University school board meeting.

(5) Where a faculty or University school ("the delivering faculty or University school") delivers a program on behalf of another faculty or University school ("the owning faculty or University school"), the delivering faculty or University school may nominate up to five representatives who may:
   (a) attend and speak at relevant board meetings of the owning faculty or University school; and
   (b) vote at such meetings on matters relating to the relevant program.

(6) No business may be transacted at a meeting of a University school board unless a quorum is present.

(7) A meeting of the University school board may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(8) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(9) Every member will have one vote on a show of hands and on a poll.

(10) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(11) If the number of votes is equal, the Chair will have the casting vote.

(12) In exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost), the University school board may make decisions by circulation.

(13) The Chair may determine the appropriate processes for decision by circulation, provided that:
   (a) any item of business for decision by circulation must be circulated to all members of the University school board; and
   (b) no resolution or recommendation may be approved by circulation unless the majority of the required quorum for the transaction of business is in favour of it.
6.10 Membership of the Head of School and Dean’s Executive Committee

The Head of School and Dean will appoint members to the Executive Committee.

6.11 Responsibilities and functions of the Head of School and Dean’s Executive Committee

The Head of School and Dean’s Executive Committee will advise the Head of School and Dean on the administrative, strategic and operational affairs of the University school.

6.12 Meetings of the Head of School and Dean’s Executive Committee

The Head of School and Dean or their nominee will convene and chair meetings of the Executive Committee as required.

6.13 Membership of the Leadership Group

(1) The Head of School and Dean will appoint members to the Leadership Group, in consultation with the Provost.

(2) The Leadership Group should include:

(a) the Deputy Head of School and Deputy Deans;
(b) Associate Deans;
(c) heads of central units, as appropriate; and
(d) the School General Manager.

6.14 Responsibilities and functions of the Leadership Group

The leadership group will collaborate and provide strategic advice to the Head of School and Dean’s Executive Committee.

6.15 Meetings of the Leadership Group

The Head of School and Dean or their nominee will convene and chair meetings of the Leadership Group as required.

PART 7 – RESPONSIBILITIES AND FUNCTIONS

7.1 Introduction

(1) This part sets out the specific responsibilities and functions of academic leaders.
(2) All academic leaders must exercise these responsibilities and functions with particular attention to:

(a) responsibilities relating to the safety and wellbeing of people in their academic units, beyond management of the work health and safety framework;

(b) acting as exemplars of University culture; and

(c) responsibilities relating to securing compliance with the University’s statutory and other legal obligations, as far as these matters may be under their control.

7.2 Responsibilities and functions of the Executive Dean

(1) The Executive Dean may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.

(2) The Executive Dean will be responsible for strategic leadership and planning, including:

(a) planning, setting and communicating the vision of the faculty;

(b) leading and demonstrating the values of the faculty, particularly in relation to culture and people, and enabling the desired culture;

(c) with input from the Leadership Group, setting, communicating and achieving the overarching faculty strategic plans and goals, especially in a health and community environment;

(d) overseeing the development and implementation of school strategies to align with the faculty and University strategies and, as appropriate, health partners’ strategies;

(e) leading the Leadership Group;

(f) participating in whole-of-University decision-making, and having input into the University strategic plan and governance, and communicating these to faculty staff;

(g) implementing the agreed faculty governance framework;

(h) managing key stakeholders and communications to relevant University entities and within the broader health sector, particularly the Local Health Districts, other health and community partners and government; and

(i) monitoring and maintaining quality, standards and excellence in education and research in clinical practice.

(3) The Executive Dean will be responsible for academic leadership including:

(a) aligning strategic curriculum design with the faculty mission and distinctiveness;

(b) recognising and supporting the essential relationships between the University and its external health partners in the delivery of education programs, research and clinical practice;

(c) pursuing and managing strategically aligned funding and grants opportunities;
(d) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students, and which supports excellence in health and clinical practice; and

(e) overseeing the faculty’s research profile, including reporting requirements.

(4) The Executive Dean will be responsible for financial management, including:

(a) overseeing and having final responsibility for proposing (subject to review by the University Budget Review Team), and controlling budget expenditure;

(b) leading development of the financial strategy and framework for the faculty;

(c) with the Leadership Group, being accountable for the efficient operations of schools, clinical schools and internal centres and institutes; and

(d) with the relevant Deputy Executive Deans, ensuring financial collaboration with external health partners as appropriate.

(5) The Executive Dean will be responsible for operational management, including:

(a) being accountable for all aspects of faculty operations;

(b) providing support to Heads of School and Heads of Clinical School to ensure that they have appropriate resources and established processes to implement efficient operations, particularly in the external environment that interfaces with the faculty’s health and community partners and other health providers;

(c) as appropriate, ensuring coherence and consistency of operational frameworks:

   (i) within the faculty, including between the faculty and its schools and clinical schools;

   (ii) between the faculty and other faculties and University schools; and

   (iii) where possible, with the faculty’s health and community partners and other external health providers;

(d) overseeing school and clinical school resource management, including ensuring consistency of systems, processes and procedures.

(6) The Executive Dean will be responsible for people leadership and management, including:

(a) providing strong people leadership and management to all staff, including culture, mission, workforce planning, workload allocation and compliance;

(b) developing strategies to attract, engage and retain outstanding talent and for integrating University-wide workforce strategies and initiatives into the faculty;

(c) determining accountabilities and responsibilities within the Leadership Group to ensure effective leadership at both the faculty and school level;

(d) mentoring and supporting direct reports to instil similar leadership and management guidance for staff across the faculty;

(e) strategically overseeing talent management including recruitment, monitoring, promotion, performance management, retention and remuneration; and

(f) managing the performance and development targets for all direct reports.

(7) The Executive Dean will be responsible for community engagement including:
(a) identifying development opportunities;
(b) ensuring and enabling a coherent philanthropic fundraising strategy;
(c) engaging with the profession or sector on a large scale, particularly at the global level;
(d) enabling processes and systems to support delivery;
(e) enabling deep engagement with leaders in Local Health Districts, private hospitals and other health and community settings, and industry more broadly;
(f) overseeing ongoing successful engagement with accreditation, professional bodies and with the profession or sector; and
(g) overseeing continuing and deep engagement with the alumni community.

(8) The Executive Dean will be responsible for risk management, including:
(a) identifying and managing relevant risks;
(b) establishing contingency plans to support the ongoing supply of critical resources needed to maintain business-as-usual activity and service delivery to the University;
(c) ensuring and verifying that there are appropriate resources and processes in place to achieve work health and safety compliance;
(d) ensuring the risks specific to hospital, health, clinical and other placement settings are identified and monitored, and appropriate risk mitigation strategies implemented; and
(e) ensuring compliance with the University’s work health and safety management system and, where applicable, health partner requirements, policies and procedures.

7.3 Responsibilities and functions of Deans

(1) Deans may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.

(2) Deans will be responsible for strategic leadership and planning, including:
   (a) planning, setting and communicating the vision of the faculty;
   (b) leading and demonstrating the values of the faculty, particularly in relation to culture and people, and enabling the desired culture;
   (c) with input from the Leadership Group, setting, communicating and achieving the overarching faculty strategic plan and goals;
   (d) leading the Leadership Group;
   (e) participating in whole-of-University decision making;
   (f) having input into the University’s strategic plan and governance and communicating these to faculty staff;
   (g) implementing the agreed faculty governance framework;
   (h) managing key stakeholders and communications to relevant University entities; and
(i) monitoring and maintaining quality, standards and excellence in education and research.

(3) Deans will be responsible for academic leadership, including:
   (a) aligning strategic curriculum design with the faculty mission and distinctiveness;
   (b) pursuing and managing strategically aligned funding and grants opportunities;
   (c) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students; and
   (d) overseeing the faculty’s research profile, including reporting requirements.

(4) Deans will be responsible for financial management, including:
   (a) overseeing, and having final responsibility for proposing (subject to University Budget Review Team Review) and controlling budget expenditure;
   (b) leading development of the financial strategy and framework for the faculty; and
   (c) with the Leadership Group, being accountable for the efficient operations of schools and internal centres and institutes.

(5) Deans will be responsible for operational management, including:
   (a) being accountable for all aspects of faculty operations;
   (b) providing support to Heads of School to ensure that they have appropriate resources and established processes to implement efficient operations;
   (c) as appropriate, ensuring and overseeing coherence and consistency of operational frameworks within and between other faculties and University schools; and
   (d) overseeing school resource management, including ensuring consistency of systems, processes and practices.

(6) Deans will be responsible for people leadership and management, including:
   (a) providing strong people leadership and management to all staff, including culture, mission, workforce planning, work load allocation and compliance;
   (b) developing strategies to attract, engage and retain outstanding talent and for integrating University-wide workforce strategies and initiatives into the faculty;
   (c) determining accountabilities and responsibilities within the Leadership Group to ensure effective leadership at both the faculty and school level;
   (d) mentoring and supporting direct reports to instil leadership and management guidance and support for staff across the faculty;
   (e) strategically overseeing talent management including recruitment, monitoring, promotion, performance management, retention and remuneration; and
   (f) managing the performance and development targets of all direct reports.

(7) Deans will be responsible for external community engagement, including:
   (a) identifying development opportunities;
(b) ensuring and enabling a coherent fundraising strategy;
(c) engaging externally with the profession or sector on a large scale, particularly at the global level;
(d) enabling processes and systems to support delivery;
(e) overseeing ongoing successful engagement with accreditation and professional bodies, and with the profession or sector; and
(f) overseeing continuing and deep engagement with the alumni community.

(8) Deans will be responsible for risk management, including:
(a) identifying and managing relevant risks;
(b) establishing contingency plans to support the ongoing supply of critical resources for maintaining business-as-usual activity and service delivery to the University;
(c) ensuring and verifying that there are appropriate resources and processes in place to achieve work health and safety compliance; and
(d) ensuring compliance with the University’s work health and safety management system.

Note: See Work Health and Safety Policy 2016.

7.4 Responsibilities and functions of Deputy Executive Deans and Deputy Deans

(1) The relevant Executive Dean or Dean will determine the full scope of responsibilities for Deputy Executive Deans or Deputy Deans reporting to them, in addition to responsibilities and functions specified in this Rule.

(2) Deputy Executive Deans and Deputy Deans will contribute to strategic leadership and planning by:
(a) serving as members of the Leadership Group;
(b) contributing to the development and implementation of the overall faculty strategy;
(c) performing the role of the Executive Dean or Dean when that person is absent;
(d) in some circumstances, participating in whole-of-University decision-making, through the same fora as Heads of School;
(e) having input into, and communicating to staff, the University strategic plan and governance; and
(f) in some circumstances, monitoring and maintaining quality, standards and excellence in education and research.

(3) Deputy Executive Deans and Deputy Deans will contribute to academic leadership by providing strategic input into the academic management of the faculty.

(4) Deputy Executive Deans and Deputy Deans will contribute to financial management by:
(a) serving as members of the Leadership Group;
(b) contributing to the development of the faculty budget and financial strategy; and
(c) providing input into management of financial matters for the faculty.

(5) Deputy Executive Deans and Deputy Deans will contribute to operational management by:
(a) providing strategic input into the operational management of the faculty; and
(b) as appropriate, ensuring coherence and consistency of operational frameworks within and between faculties.

(6) Deputy Executive Deans and Deputy Deans will contribute to people leadership and management as appropriate within the faculty.

(7) Deputy Executive Deans and Deputy Deans will contribute to external community engagement, consistently with the faculty strategy and their position accountabilities.

(8) Deputy Executive Deans and Deputy Deans will contribute to risk management as directed by the Executive Dean or Dean, consistently with their position accountabilities.

### 7.5 Responsibilities and functions of Heads of School

(1) Heads of School will contribute to strategic leadership and planning by:
(a) serving as a member of the Leadership Group;
(b) contributing to the development of the overall faculty strategy;
(c) developing and deploying research and education strategies at school level in line with faculty strategy;
(d) ensuring, on behalf of the faculty, that requirements for monitoring, reporting and compliance with national standards of professional practice, regulation and course accreditation, are met;
(e) planning and leading curriculum design and delivery;
(f) participating in faculty committees as appropriate;
(g) leading any school leadership team;
(h) participating in, and communicating to school staff, whole-of-University decision making, at school level; and
(i) monitoring and maintaining quality, standards and excellence in education, research, policy and professional practice.

(2) Heads of School will contribute to academic leadership by:
(a) being responsible for curriculum (learning and teaching), design and delivery;
(b) for professional schools, ensuring accreditation standards are maintained;
(c) where appropriate, developing the clinical practice framework;
(d) providing leadership in all academic fields of endeavour of the school;
(e) ensuring the faculty education, research and research education strategies are resourced and achieved at school level;
(f) managing talent at the school level within priorities, processes and strategies set by the faculty; and
(g) liaising with the relevant Associate Deans in relation to delivery of strategies.

(3) Heads of School will contribute to financial management by:
(a) serving as a member of the Leadership Group;
(b) contributing to the development of the overall faculty budget and financial strategy;
(c) implementing the faculty financial strategy at the school level;
(d) being accountable for financial management of the school and for achieving financial targets; and
(e) making decisions at the school level.

(4) Heads of School will contribute to operational management by:
(a) ensuring that there are appropriate resources and University-consistent processes for effective operational management in the school;
(b) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the school;
(c) managing resources appropriately, including ensuring consistency of systems, processes and practices; and
(d) ensuring coherence and consistency of operational processes within the faculty.

(5) Heads of School will contribute to people leadership and management by:
(a) attracting and recruiting outstanding talent and making appointment decisions for the school, within the overall faculty strategy;
(b) determining whether there is a need to appoint a Deputy Head and, if required, establishing the position requirements;
(c) providing leadership through mentoring and nurturing of talent and ensuring staff development opportunities (professional and academic) are part of the school culture;
(d) being responsible for performance management and development targets for all direct reports and affiliates (jointly with partner organisations where appropriate) including:
   (i) performance review;
   (ii) coaching; and
   (iii) feedback for professional development;
(e) promoting and leading strategies designed to ensure an inclusive workplace; and
(f) implementing workforce planning, recruitment and resources strategies to ensure that the school’s future staffing needs are met.

(6) Heads of School will contribute to external community engagement by:
(a) supporting the Executive Dean or Dean in implementing external engagement strategies;
(b) identifying strategic opportunities within external communities;
(c) for professional schools, ensuring deep engagement with accreditation, professional bodies, industry and the sector; and
(d) together with the Executive Dean or Dean and the Leadership Group, ensuring continuing and deep engagement with the alumni community.

(7) Heads of School will contribute to risk management by:

(a) identifying and managing relevant risks;
(b) ensuring and verifying that appropriate resources and processes are in place to achieve work health and safety compliance; and
(c) ensuring compliance with the University’s work health and safety management system.

Note: See Work Health and Safety Policy 2016.

7.6 Responsibilities and functions of Heads of Clinical School

(1) Heads of Clinical School will contribute to strategic leadership and planning by:

(a) serving as a member of the Leadership Group;
(b) contributing to the development of the overall faculty strategy;
(c) developing and deploying strategies within the clinical school which are consistent with faculty strategy and, as appropriate, with health partner and community strategies;
(d) planning and leading delivery of curriculum and research initiatives in the clinical school, together with schools as appropriate;
(e) participating in faculty committees as appropriate;
(f) monitoring and maintaining quality, standards and excellence in education, research, and health and clinical practice and training.

(2) Heads of Clinical School will contribute to academic leadership by:

(a) being responsible for curriculum (learning and teaching) delivery in the clinical school;
(b) being responsible for delivery of the clinical practice framework and complex clinical examination requirements as necessary;
(c) being responsible for delivery of programs according to accreditation standards;
(d) providing leadership in all academic fields of endeavour in the clinical school;
(e) ensuring the faculty education, research and research education strategies are resourced and achieved at the clinical school level;
(f) being responsible for talent management at the clinical school level:
   (i) within the priorities, processes and strategies set by the faculty and schools, as appropriate; and
   (ii) in the context of the faculty’s health and community partners; and
(g) liaising with faculty Associate Deans in relation to delivery of relevant strategies.

(3) Heads of Clinical School will contribute to financial management by:
   (a) serving as a member of the Leadership Group;
   (b) implementing the faculty financial strategy at the clinical school level;
   (c) being accountable for financial management of the clinical school and for achieving financial targets; and
   (d) making decisions at the clinical school level.

(4) Heads of Clinical School will contribute to operational management by:
   (a) ensuring that there are appropriate resources and effective, University-consistent processes, including within the health and clinical environment where applicable;
   (b) ensuring that policies and procedures are implemented, understood and complied with in the clinical school, including in relation to:
      (i) financial matters;
      (ii) research;
      (iii) clinical activities; and
      (iv) teaching;
   (c) managing resources appropriately (with regard to both University and health partner requirements), including ensuring consistency of systems, processes and practices;
   (d) ensuring that clinical school’s operational processes are coherent, internally consistent and consistent with those of the faculty.

(5) Heads of Clinical School will contribute to people leadership and management by:
   (a) attracting and recruiting outstanding talent and making appointment decisions for the clinical school, in partnership with schools and consistently with the overall faculty strategy;
   (b) determining whether there is a need to appoint a Deputy Head, and if so establishing the position requirements at a local level;
   (c) being responsible for performance management and development targets for all direct reports and affiliates (jointly with partner organisations where appropriate), including:
      (i) performance review;
      (ii) coaching; and
      (iii) feedback for professional development;
   (d) promoting and leading strategies designed to ensure an inclusive workplace; and
   (e) implementing workforce planning, recruitment and resources strategies to ensure that the clinical school’s future staffing needs are met.

(6) Heads of Clinical School will contribute to external community engagement by:
   (a) supporting the Executive Dean and other members of the Leadership Group in implementing external engagement strategies;
(b) identifying strategic opportunities with external communities;
(c) developing and maintaining ongoing essential relationships with Local Health Districts, health partners, other health and clinical settings and local communities;
(d) managing industry engagement and partnerships in a clinical setting including with Local Health Districts, medical research institutes, and broader health and community settings; and
(e) together with the Executive Dean and the Leadership Group, ensuring continuing and deep engagement with the alumni community.

(7) Heads of Clinical School will contribute to risk management by:
(a) identifying and managing relevant risks;
(b) ensuring and verifying that appropriate resources and processes are in place to achieve work health and safety compliance;
(c) ensuring that risks in hospital, health and clinical settings are identified and monitored, and that appropriate risk mitigation strategies are implemented;
(d) managing University work health and safety compliance and requirements and, where applicable, health partner requirements.

7.7 Responsibilities and functions of Head of School and Deans of University schools

(1) Head of School and Deans will contribute to strategic leadership and planning by:
(a) planning, setting and communicating the vision of the University school;
(b) leading and living the values of the University school, particularly in relation to culture and people, and enabling the desired culture;
(c) with input from the Leadership Group, setting, communicating and achieving the University school strategic plan and goals aligned with overall University strategies;
(d) leading the Leadership Group;
(e) planning and leading curriculum initiatives and delivery;
(f) participating in, and communicating to University school staff, whole-of-University decision-making, at the University school level; and
(g) monitoring and maintaining quality, standards and excellence in education and research.

(2) Head of School and Deans will contribute to academic leadership by:
(a) aligning strategic curriculum design with the University school mission;
(b) pursuing and managing strategically aligned funding and grants opportunities;
(c) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students;
(d) overseeing the research profile, including reporting requirements;
(e) managing curriculum (teaching and learning) delivery;
(f) for professional University schools, ensuring accreditation standards are maintained;

(g) providing leadership in all academic fields of endeavour of the University school;

(h) ensuring the University school’s research strategy is resourced and achieved;

(i) managing talent, including recruitment, monitoring, promotion, performance management, retention and remuneration; and

(j) liaising with the Deputy Vice-Chancellor portfolios in relation to delivery of relevant strategies.

(3) Head of School and Deans will contribute to financial management by:

(a) proposing and controlling budget expenditure;

(b) leading development of the financial strategy and framework for the University school;

(c) with the Leadership Group, ensuring that the University school is working as efficiently as possible; and

(d) being accountable for financial management of the University school and for achieving financial targets.

(4) Head of School and Deans will contribute to operational management by:

(a) working with the Leadership Group to oversee and manage all aspects of the University school’s operations;

(b) ensuring there are appropriate resources and University-consistent processes for effective operational management;

(c) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the University school;

(d) managing resources appropriately, including ensuring consistency of systems, processes and practices usage and application; and

(e) ensuring coherence and consistency of operational processes with other faculties and University schools.

(5) Head of School and Deans will contribute to people leadership and management by:

(a) establishing the position requirements for the Deputy Head of School and Deputy Dean;

(b) providing people leadership and management to all staff, including culture, mission, workforce planning, work load allocation and compliance;

(c) developing strategies to attract and retain outstanding talent and integrating University-wide workforce strategies into the University school;

(d) making appointment decisions for the University school;

(e) managing staff performance and development targets for all direct reports, including:

   (i) performance reviews;

   (ii) coaching and
(iii) feedback;

(f) promoting and leading strategies designed to ensure an inclusive workplace.

(6) Head of School and Deans will contribute to external community engagement by:

(a) identifying development opportunities;

(b) ensuring and enabling a coherent fundraising strategy;

(c) promoting external engagement with the profession or sector, particularly at the global level;

(d) enabling processes and systems to support delivery;

(e) ensuring deep engagement with accreditation and professional bodies, industry and the relevant professional sector; and

(f) ensuring continuing and deep engagement with the alumni community.

(7) Head of School and Deans will be responsible for risk management, including:

(a) identifying and managing relevant risks;

(b) establishing contingency plans to support the ongoing supply of critical resources needed to maintain business-as-usual activity and service delivery to the University;

(c) ensuring and verifying that appropriate resources and processes are in place to achieve work health and safety compliance; and

(d) ensuring compliance with the University work health and safety management system.

Note: See Work Health and Safety Policy 2016.

7.8 Responsibilities and functions of Associate Deans

(1) Associate Deans will contribute to strategic leadership and planning by:

(a) contributing to planning, setting, communicating and achieving the faculty or University school strategic plan and goals, aligned with overall University strategies;

(b) providing a strategic conduit and feedback loop between the faculty or University school and its portfolio-aligned Deputy Vice-Chancellor and University Executive committee;

(c) working to harness ideas and activities to support the academic distinctiveness of the faculty or University school;

(d) ensuring consistency with central portfolio services;

(e) modelling and leading with behaviours that enable a culture where people, diverse ideas and collaboration are valued and thrive; and

(f) monitoring and maintaining quality, standards and excellence in education and research.

(2) Associate Deans will contribute to academic leadership by:

(a) leading the implementation, relevant to their portfolio, of agreed strategies across all academic units with the faculty or University school, in the context of its academic distinctiveness;
(b) contributing to the development and promotion of quality research and teaching strategies and practices that will attract and retain excellent researchers and research students;

(c) participating in decisions on behalf of the faculty or University school at their respective University Executive committee;

(d) consulting across all academic units within the faculty or University school to provide feedback at the University Executive committee level prior to decision making, and then communicating within and across the faculty or University school to ensure effective implementation and delivery;

(e) communicating and managing interdependencies with other Associate Dean positions within the faculty or University school, to ensure opportunities and efficiencies are identified and leveraged in strategies, operational processes, communication and promotion practices; and

(f) implementing University policy in relation to their portfolio.

(3) Associate Deans will contribute to financial management by:

(a) contributing to the establishment of the faculty’s or University school’s strategic financial goals and operational financial management practices to contribute to financial sustainability; and

(b) working as part of the academic and operational leadership team to ensure efficiency and effectiveness of financial management practices.

(4) Associate Deans will contribute to operational management by:

(a) supporting the smooth operation of the faculty or University school;

(b) identifying portfolio related infrastructure requirements and resourcing needs; and

(c) meeting governance and compliance requirements in relation to their portfolio.

(5) Associate Deans will contribute to people leadership and management by:

(a) contributing to people leadership practices and processes to deliver a positive working culture in which people can develop their best potential and helping deliver the faculty or University school’s strategies and goals; and

(b) contributing to people management and engagement practices to support a workplace culture in which diversity of thought and contribution, collaboration, excellence and achieving outcomes are encouraged, enabled and valued.

(6) Associate Deans will contribute to external community engagement by:

(a) contributing in the relevant area of expertise to the faculty or University school’s strategies in relation to alumni, fundraising, and community and industry engagement being cohesive and aligned with overall University strategies;

(b) identifying strategic opportunities within external communities, so that the faculty or University school has a strong and effective external engagement profile at the national and global level; and

(c) managing external accreditation processes as relevant to the portfolio.
PART 8 – BOARD OF INTERDISCIPLINARY STUDIES

8.1 Application
This Part applies to all:
(a) faculties; and
(b) University schools

8.2 Membership of Board of Interdisciplinary Studies
(1) There will be a Board of Interdisciplinary Studies.
(2) The Board of Interdisciplinary Studies will consist of:
   (a) the Provost and Deputy Vice-Chancellor or their nominee, who will perform the role of Chair;
   (b) the Deputy Vice-Chancellor (Education) or their nominee;
   (c) the Executive Dean, Deans, Head of School and Deans, or their nominees, of faculties and University schools that offer Liberal Studies degrees;
   (d) the Executive Dean, Deans, Head of School and Deans, or their nominees, of two other faculties or University schools that offer majors, minors or units of study in the Bachelor of Advanced Studies;
   (e) the course coordinators of the cross-faculty and University school degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies;
   (f) the directors or their nominees of the:
      (i) Charles Perkins Centre;
      (ii) China Studies Centre; and
      (iii) Sydney Southeast Asia Centre;
   (g) the Director of the Centre for Continuing Education;
   (h) the Head of the Open Learning Environment;
   (i) not more than two students enrolled in interdisciplinary degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies, who are appointed by the Academic Board on the nomination of the Chair of the Academic Board in consultation with student members of the Academic Board and the relevant student organisations; and
   (j) co-opted members appointed by resolution of the Board of Interdisciplinary Studies.
(3) The members appointed in accordance with subsections (2)(d), (2)(i) and (2)(j) will hold office for a period of two years from 1 January of the year following their appointment.
(4) Members will be eligible for reappointment.
(5) A person will cease to be a member if they cease to hold the title or qualifications in respect of which they were eligible to be a member.
(6) If a vacancy occurs in the office of a member appointed in accordance with subsections (2)(d), 2(i) and 2(j):
   (a) the vacancy may be filled in the same manner as the appointment; and
   (b) the person appointed to fill the vacancy will hold office for the balance of the term of the person being replaced.

(7) The members of the Board of Interdisciplinary Studies may elect a Deputy Chair from among its members.

(8) The Deputy Chair will assume the powers and duties of the Chair if the Provost is absent or unable to perform the role.

8.3 Board of Interdisciplinary Studies meetings

(1) The Chair or their nominee will convene a meeting of the Board of Interdisciplinary Studies at least twice per year.

(2) The Chair or their nominee will convene such other meetings of the Board of Interdisciplinary Studies as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Academic Board; or
   (c) Senate.

(3) The Chair or their nominee will, at least two weeks before the date fixed for the holding of a meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.

(4) Six members will constitute a quorum for the transaction of business at a meeting.

(5) No business may be transacted at a meeting unless a quorum is present.

(6) A meeting may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(7) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

8.4 Responsibilities and functions of the Board of Interdisciplinary Studies

(1) The Board of Interdisciplinary Studies will exercise its responsibilities and functions subject to:
   (a) the authority of the Senate and the Academic Board; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.
(2) The Board of Interdisciplinary Studies will provide interdisciplinary supervision of
the award of the interdisciplinary qualifications listed in the resolutions of Senate
relating to degrees, diplomas and certificates of the Board of Interdisciplinary
Studies, and will:
(a) provide academic oversight for the quality and outcomes of the teaching,
curriculum, supervision, progression and assessment in those
interdisciplinary degrees, diplomas and certificates;
(b) ensure that:
(i) appointment of supervisors and examiners of higher degree by
research candidatures;
(ii) course and candidature management; and
(iii) student support and advice;
are appropriately provided consistently with the applicable course
resolutions and University policy and procedures;
(c) make recommendations to the Academic Board on matters relating to the
interdisciplinary degrees, diplomas and certificates; and
(d) consider and report on all matters referred to it by Senate, the Academic
Board or Vice-Chancellor.

(3) In relation to the Shared Pool, Dalyell Stream, Open Learning Environment,
Bachelor of Advanced Studies and the Master of Advanced Studies, the Board of
Interdisciplinary Studies will:
(a) recommend to the Academic Board resolutions for the Bachelor of Advanced
Studies and Master of Advanced Studies degrees;
(b) recommend to the Academic Board resolutions for combined degrees with
the Bachelor of Advanced Studies and Master of Advanced Studies;
(c) provide academic oversight for the quality and outcomes of the teaching,
curriculum, supervision, progression and assessment in the Bachelor of
Advanced Studies and Master of Advanced Studies by augmenting the
faculty and University school based supervision of their constituent
academic components wherever interdisciplinary consideration is required;
(d) approve, on the advice of the relevant faculty or University school and
subject to relevant policy, the listing as available for credit of elective units of
study, majors and minors for the Shared Pool, the Dalyell Stream, the
Bachelor of Advanced Studies, and specialisations in the Master of
Advanced Studies;
(e) approve the listing of units of study in the Open Learning Environment;
(f) provide academic oversight for the quality and outcomes of the teaching,
curriculum and assessment of units offered via the Open Learning
Environment;
(g) ensure that appropriate course and candidature management, student
support and advice is provided to students enrolled in the degree, through
the office of the relevant faculty or University school or academic units; and
(h) make recommendations to the Academic Board on:
(i) the curriculum;
(ii) course resolutions for the Bachelor of Advanced Studies, Master of Advanced Studies and combined degrees with either of these; and

(iii) any other matter relating to these degrees.

(4) In relation to other interdisciplinary qualifications, the Board of Interdisciplinary Studies will:

(a) approve, on the advice of the relevant faculty or University school and subject to relevant policy, the listing of units of study, majors and minors to be made available in the shared pool for all Liberal Studies bachelor degrees; and

(b) report to the Deputy Vice-Chancellor (Education) on non-award courses approved by the Board of Interdisciplinary Studies.

(5) In relation to continuing and extra-curricular education courses the Board of Interdisciplinary Studies will:

(a) approve interdisciplinary continuing education courses on the recommendation of the relevant Executive Dean, Deans or Head of School and Deans;

(b) approve continuing education courses offered by the Centre for Continuing Education that have not been approved by:

(i) the Executive Dean, Dean, Head of School and Dean; or

(ii) a process within a faculty or University school which has been so approved;

(c) monitor the quality and strategic alignment of continuing and extra-curricular education;

(d) receive reports on quality strategic alignment and sustainability of continuing and extra-curricular education from:

(i) faculties;

(ii) University schools;

(iii) centres; and

(iv) academic and specialist units as described in the Continuing and Extra-Curricular Education Policy 2017;

(e) report to the Deputy Vice-Chancellor (Education) on the quality and strategic alignment of continuing and extra-curricular education; and

(f) report to the Provost on the sustainability of continuing and extra-curricular education.

(6) The Board of Interdisciplinary Studies may:

(a) establish sub-committees to facilitate the conduct of its business; and

(b) delegate to those sub-committees the authority to make recommendations to the Academic Board, as prescribed in subsection 3(h).
PART 9 – STAFF ELECTIONS TO FACULTY BOARDS

9.1 Application
This Part applies to:

(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences;
(e) the Faculty of Medicine and Health; and
(f) the Faculty of Science.

9.2 Timing of elections
(1) The election of staff members for each faculty board will be held in Semester 2 of every second year.
(2) Notice of the election will be given no later than 28 days before the commencement of voting.

9.3 Term of office
(1) The term of office of a staff member elected to a faculty board will be two years, commencing on 1 January of the year following the election.
(2) Staff members will be eligible for reappointment or re-election.
(3) A staff member will cease to hold office if they cease to be:
   (a) a member of the faculty; or
   (b) a permanent or temporary member of the academic or professional staff of the University.

9.4 Nominations
(1) Staff who wish to stand as candidates for election as members of a faculty board must nominate themselves in accordance with the relevant University procedures.
(2) If insufficient nominations are received to fill staff member positions on the faculty board, whether allocated positions or other positions:
   (a) the candidates nominated will be taken to be elected; and
   (b) the Executive Dean or Dean will consult with the remaining academic or professional staff members, and appoint academic staff members or professional staff members as required to fill the vacancies.
(3) If the number of nominations received is equal to the number of vacancies to be filled, the persons nominated will be taken to be elected.
(4) If the number of nominations exceeds the number of vacancies to be filled, a ballot will be held.

9.5 Filling casual vacancies

(1) A casual vacancy will be caused by the resignation, disqualification or death of an elected staff member.

(2) Where possible, a casual vacancy will be filled by the staff member who, in the immediately preceding election, polled the next highest number of votes to the staff member to be replaced.

(3) Otherwise, the Executive Dean or Dean will consult with the remaining academic or professional staff members, and appoint an academic staff member or professional staff member, as required to fill the vacancy.

9.6 Electorates

(1) The electorate for the election of:
   (a) academic staff members will comprise all full-time and part-time permanent and eligible temporary academic staff of the faculty;
   (b) professional staff members will comprise all full-time and part-time permanent and temporary professional staff of the faculty;
   as at the date on which notice of the election is given.

(2) Temporary staff members may vote in an election only if, as at the date on which notice of the election is given, they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract has still to run).

PART 10 – STUDENT ELECTIONS

10.1 Application

This part applies to all:
   (a) faculties;
   (b) faculty boards;
   (c) University schools;
   (d) University school boards.

10.2 Timing of elections

(1) The election of student members for each faculty, faculty board, University school and University school board, as applicable, will be held in Semester 2 of each year.
(2) Notice of the election will be given no later than 28 days before the commencement of voting.

10.3 Term of office

(1) The term of office of a student elected to a faculty, faculty board, University school or University school board, as applicable, will be one year, commencing on 1 January of the year following the election.

(2) Student members will be eligible for reappointment or re-election.

(3) A student member will cease to hold office if the student:
   (a) ceases to be enrolled in a course offered by the faculty, or University school, as applicable; or
   (b) becomes a permanent or temporary member of the academic or professional staff of the faculty or University school, as applicable.

10.4 Nominations

(1) Students who wish to stand as candidates for election as members of a faculty, faculty board, University school or University school board must nominate themselves in accordance with the relevant University procedures.

(2) If insufficient nominations are received to fill all student positions (whether allocated positions or other positions):
   (a) the candidates nominated will be taken to be elected; and
   (b) the Executive Dean, Dean or Head of School and Dean (as appropriate) will consult with any other student members and the leaders of any relevant student representative body and appoint student members as required to fill the vacancy.

(3) If the number of nominations received is equal to the number of vacancies to be filled, the persons nominated will be taken to be elected.

(4) If the number of nominations exceeds the number of vacancies to be filled, a ballot will be held.

10.5 Filling casual vacancies

(1) A casual vacancy will be caused by the resignation, disqualification or death of an elected student member.

(2) Where possible, a casual vacancy will be filled by the student who, in the immediately preceding election, polled the next highest number of votes to the student member to be replaced.

(3) Otherwise, the Chair will:
   (a) consult with the remaining student members and the leaders of any relevant student representative body, and appoint a student member as required to fill the vacancy; or
   (b) direct that a by-election be held.
10.6 Electorates

The electorate for the election of student members will comprise all full-time and part-time students enrolled in an undergraduate or postgraduate award course offered by the faculty or University school.

PART 11 – STUDENT PARTICIPATION IN MEETINGS

11.1 Application

This Part applies to all:

(a) faculties;
(b) schools;
(c) departments; and
(d) University schools.

11.2 Faculty and University school meetings

(1) A person who is a student in a faculty or University school must not:

(a) be present at or participate in any discussion at a meeting of the faculty, faculty board, University school, or any faculty or University school committee;
(b) access any confidential material, including material produced for the purpose of examination or assessment; or
(c) participate in any decision;
relating to their own candidature.

(2) A person, other than a member of the academic staff, who is a student in a faculty or University school must not:

(a) be present at or participate in any discussion at a meeting of the faculty, faculty board, University school, or any faculty or University school committee;
(b) access any confidential material, including material produced for the purpose of examination or assessment; or
(c) participate in any decision;
relating to any other student’s candidature.

11.3 Other internal meetings

(1) A person who is a candidate for a degree, diploma or certificate of the University must not:

(a) be present at or participate in any discussion at a meeting;
(b) access any confidential material, including material produced for the purpose of examination or assessment; or
(c) participate in any decision;
relating to their own candidature.

(2) A person, other than a member of the academic staff, who is a candidate for a degree, diploma or certificate of the University must not:
(a) be present at or participate in any discussion at a meeting;
(b) access any confidential material, including material produced for the purpose of examination or assessment; or
(c) participate in any decision;
relating to any other student’s candidature for a degree, diploma or certificate that is the same as or considered to be of a standing equivalent to or higher than the degree, diploma or certificate for which the person is a candidate.

PART 12 - PROCEDURES

12.1 Elections
The Returning Officer may determine procedures for the conduct of elections under this Rule.

12.2 Behaviour of election participants
(1) The Returning Officer may determine conduct rules regulating the behaviour of candidates for, and other participants in, elections under this Rule.
(2) A breach of any such conduct rules may constitute, as appropriate, a breach of the Code of Conduct for Students or Code of Conduct – Staff and Affiliates.

PART 13 – TRANSITIONAL PROVISIONS – FACULTY OF MEDICINE AND HEALTH

13.1 Application
This Part applies only to the Faculty of Medicine and Health.

13.2 Faculty and faculty board meetings
(1) The first faculty and faculty board meetings of the Faculty of Medicine and Health will be held in semester 2 of 2018, or such earlier time as the Executive Dean determines.
(2) Sections 3.5(1), 3.6(1), 3.8(4)(f), 3.8(4)(h) and 3.9(1) will not apply to the Faculty of Medicine and Health until 1 January 2019.

13.3 Membership of Sydney Medical School

In addition to the requirements of section 4.4, staff and student members of the following will be members of the Sydney Medical School for the purpose of school meetings until 31 December 2018, or such other date determined by the Provost after consultation with the Executive Dean:

(a) the School of Medical Sciences;
(b) the Sydney School of Public Health; and
(c) all clinical schools.

13.4 Staff elections

(1) The Executive Dean will appoint academic staff (including staff in clinical schools and affiliates in approved leadership positions) and professional staff to serve as members of the faculty board from the date of establishment of the Faculty of Medicine and Health until 31 December 2018.

(2) The Executive Dean will arrange for elections for members of the faculty board to be held in Semester 2, 2018.

(a) Members elected at these elections will hold office for one year from 1 January 2019 to 31 December 2019.

(3) From 2019, staff elections for the Faculty of Medicine and Health will be held at the same time as elections for other faculties and University schools.

13.5 Student elections

(1) From the date of establishment of the Faculty of Medicine and Health, students who were elected as members of the faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy will be members of the Faculty of Medicine and Health.

(2) As soon as possible after the establishment of the Faculty of Medicine and Health the Executive Dean will appoint eight interim student members of the faculty board.

(3) The interim student members of the faculty board:

(a) must be selected from among the student members of the faculty; and
(b) must comprise two representatives from each of the former faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy.

(4) The student members of the faculty and of the faculty board will hold office from the date of their appointment until 31 December 2018.

(5) Elections for student members will take place in Semester 2, 2018, for a one year term from 1 January to 31 December 2019.
PART 14 – RESCISSIONS AND REPLACEMENTS

14.1 Application
This Part applies to all:
   (a) faculties; and
   (b) University schools.

14.2 Rescissions and replacements
From the date of commencement of this Rule, any reference to a faculty constitution in any other rule, policy, procedures, guidelines or local provisions document is to be read as a reference:
   (a) in the case of a faculty, to Part 3 of this Rule; and
   (b) in the case of a University school, to Part 6 of this Rule.

NOTES
University of Sydney (Governance of Faculties and University Schools) Rule 2016 (as amended)
Date adopted: 12 December 2016
Date amended: 24 March 2018
Date commenced: 1 January 2017
Administrator: Deputy Vice-Chancellor and Provost
Review date: 12 December 2021
Rescinded documents:
   University of Sydney (Authority within Academic Units) Rule 2003;
   Senate resolution Appointment and Roles of Pro-Deans, Deputy Deans, Associate Deans and Sub-Deans, which commenced on 25 November 2008;
   Senate resolution Governance of Faculties, Colleges, College Boards, Boards of Studies, Departments, Schools and Committees, which was last amended on 4 February 2014;
The constitutions of Faculties, Colleges and Boards of Studies as at 1 January 2017, other than the constitutions for:

the Faculty of Dentistry;

the Faculty of Medicine;

the Faculty of Nursing and Midwifery; and

the Faculty of Pharmacy.

The constitution of the Sydney College of the Arts, as from 1 July 2017.

The constitutions of the Faculty of Dentistry, the Faculty of Medicine, the Faculty of Nursing and Midwifery and the Faculty of Pharmacy as at 30 April 2018.

Related documents:

University of Sydney (Coursework) Rule 2014

Coursework Policy 2014

Learning and Teaching Policy 2015

Learning and Teaching Procedures 2016

University of Sydney Act 1989 (as amended) (NSW)

University of Sydney By Law 1999 (as amended) (NSW)

University of Sydney (Coursework) Rule 2014

University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended)

University of Sydney (Delegations of Authority – Academic Functions) Rule 2016

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

University of Sydney (Higher Degree by Research) Rule 2011 (as amended)

Coursework Policy 2014

Policies Development and Review Procedures

**AMENDMENT HISTORY**

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<tr>
<th>Provision</th>
<th>Amendment</th>
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<td>22 May 2017</td>
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<td>22 May 2017</td>
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<tr>
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<td>New clause</td>
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<td>“and” added to end of subclause</td>
<td>12 July 2017</td>
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<td>Various amendments for clarification. New clauses (10) and (11) added</td>
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<td>12 July 2017</td>
</tr>
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<td>Various amendments for clarification</td>
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<td>Various amendments for clarification. New subclauses (3)(a) added.</td>
<td>12 July 2017</td>
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<td>Various amendments for clarification. New subclause (1)(c), (1)(d)(i) and (3) added.</td>
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<td>12 July 2017</td>
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<td>12 July 2017</td>
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<td>9.7, 9.8, 9.9</td>
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<td>New part, subsequent parts renumbered</td>
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<td>12 July 2017</td>
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<td>Minor typographical amendment</td>
<td>17 July 2017</td>
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<td>1.3</td>
<td>Subsection (1) amended. Subsections (2) – (4) deleted</td>
<td>24 March 2018</td>
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<td>1.4(1)</td>
<td>Reference to Board of Interdisciplinary Studies added</td>
<td>24 March 2018</td>
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<td>1.4(2)(a)</td>
<td>References to Executive Deans, and Heads of Clinical School added</td>
<td>24 March 2018</td>
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<td>1.4(2)(b)</td>
<td>Reference to Deputy Executive Dean added</td>
<td>24 March 2018</td>
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<td>1.4(2)(d)</td>
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<td>24 March 2018</td>
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<td>1.5</td>
<td>Definitions amended: academic staff member; administrative, strategic and operational affairs; Executive Committee; faculty; Leadership Group; Liberal Studies Bachelor degree; Open Learning Environment; Definitions added: affiliate; approved leadership position; Board of Interdisciplinary Studies; Centre for Continuing Education; Clinical School; continuing education; core Associate Dean; Dalyell stream; Deputy Dean; Deputy Executive Dean; Executive Dean; Executive Dean’s Committee; extra-curricular education; Head of Clinical School; program; school manager; Shared Pool; significant component of an award course; Definitions deleted: constitution; department; Head of Department;</td>
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<tr>
<td>Provision</td>
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<td>2.2</td>
<td>Subsections (1)(d) and (e) added; Subsection 2.2(2) deleted and subsequent clauses renumbered</td>
<td>24 March 2018</td>
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<td>3.1</td>
<td>Subsection (e) added</td>
<td>24 March 2018</td>
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<td>3.2</td>
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<td>24 March 2018</td>
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<tr>
<td>3.3</td>
<td>References to “strategic” and Executive Dean added</td>
<td>24 March 2018</td>
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<tr>
<td>3.5(2)</td>
<td>Typographical correction</td>
<td>24 March 2018</td>
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<td>3.6</td>
<td>References to Executive Dean added. New subclause (6) added and subsequent clauses renumbered.</td>
<td>24 March 2018</td>
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<td>3.7(1)</td>
<td>References to Executive Dean, Deputy Executive Dean and Heads of Clinical School added. New subclause (a)(viii) added.</td>
<td>24 March 2018</td>
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<td>3.7(2)</td>
<td>New subclause added and subsequent clauses renumbered</td>
<td>24 March 2018</td>
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<td>3.7(3)</td>
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<td>24 March 2018</td>
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<td>3.7(4)</td>
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<td>24 March 2018</td>
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<td>3.9(1)-(3)</td>
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<td>24 March 2018</td>
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<tr>
<td>3.9(5)</td>
<td>Subclause added and subsequent clauses renumbered</td>
<td>24 March 2018</td>
</tr>
<tr>
<td>3.10</td>
<td>Reference to Executive Dean’s or Dean’s Executive Committee added</td>
<td>24 March 2018</td>
</tr>
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<td>3.11</td>
<td>Reference to Executive Dean’s or Dean’s Executive Committee added. Reference to ‘strategic and operational affairs’ added.</td>
<td>24 March 2018</td>
</tr>
<tr>
<td>3.12</td>
<td>Reference to Executive Dean and the Executive Dean’s or Dean’s Executive Committee added</td>
<td>24 March 2018</td>
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<td>3.13</td>
<td>Reference to Executive Dean, Deputy Executive Deans and Heads of Clinical Schools added</td>
<td>24 March 2018</td>
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<tr>
<td>3.14</td>
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<td>24 March 2018</td>
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<td>24 March 2018</td>
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<td>Reference to the Faculty of Medicine and Health (excluding clinical schools) added</td>
<td>24 March 2018</td>
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<td>24 March 2018</td>
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<td>6.2(2)</td>
<td>Reference to ‘optional’ Associate Deans replaced by ‘non-core’.</td>
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<td>6.3(2)</td>
<td>Addition of word ‘strategic’</td>
<td>24 March 2018</td>
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<td>Addition of word ‘student’ before ‘members’</td>
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<td>Subclause added and subsequent clauses renumbered</td>
<td>24 March 2018</td>
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<td>24 March 2018</td>
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<td>7</td>
<td>New Part 7 (Responsibilities and Functions) added and subsequent parts renumbered</td>
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<td>7.1</td>
<td>Section added.</td>
<td>24 March 2018</td>
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<td>Responsibilities and functions of the Executive Dean added</td>
<td>24 March 2018</td>
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<td>Responsibilities and functions of Deans moved from former s3.16 into Part 7</td>
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<td>7.4</td>
<td>Responsibilities and functions of Deputy Executive Deans and Deputy Deans moved from former s3.17 into Part 7. Reference to Deputy Executive Deans added.</td>
<td>24 March 2018</td>
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<td>24 March 2018</td>
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<td>7.9</td>
<td>Addition of section 7.9 (Responsibilities and functions of Heads of Clinical School)</td>
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<td>7.10</td>
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<td>24 March 2018</td>
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<td>7.11</td>
<td>Responsibilities and functions of Associate Deans moved from former 3.1 into Part 7. Reference to ‘Deputy Executive Dean’ added.</td>
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<td>8.2</td>
<td>Reference to Executive Dean added</td>
<td>24 March 2018</td>
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<td>8.2(i)</td>
<td>Clause deleted and subsequent clauses renumbered; minor typographical corrections</td>
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<td>9.6(1)(a)</td>
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<td>24 March 2018</td>
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<td>11.3</td>
<td>Reference to ‘Other internal meetings’ added. References to ‘school or department’ in subclauses 11.3(1)(a) and 11.3(2)(a) deleted.</td>
<td>24 March 2018</td>
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<td>24 March 2018</td>
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<td>3.8 (6) and (7)</td>
<td>References to standing committees on curriculum approvals added</td>
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<td>3.8A, 6.9A</td>
<td>Sections added – Standing committees responsible for curriculum approvals</td>
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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Hugh O'Dwyer, Policy and Project Officer</th>
</tr>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Ainslie Bulmer, Executive Director, DVC (Education) Portfolio</td>
</tr>
<tr>
<td>Paper title</td>
<td>Availability of unit of study materials and Canvas sites</td>
</tr>
<tr>
<td>Purpose</td>
<td>To propose an amendment to the Learning and Teaching Policy 2015 that would require Unit of Study materials to be available to students two weeks prior to the commencement of study.</td>
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**RECOMMENDATION**

That the Academic Standards and Policy Committee endorses the amendment to the Learning and Teaching Policy 2015.

**EXECUTIVE SUMMARY**

An outcome of work conducted to improve the student experience was the focus on ensuring students are adequately prepared for the commencement of studies. Ensuring the timely availability of unit of study outlines and Canvas materials prior to the beginning of the course was identified as part of this work. Clause 24(3) of the Learning and Teaching Policy 2015 requires unit of study outlines and the LMS to ‘be available to students enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered.’ It is proposed that this clause is amended to state that the outlines and LMS website must be available to students ‘no later than two weeks prior to the commencement of the teaching session in which the unit is offered.’ This change would not only benefit students by ensuring early access to unit of study information and materials, but also allow faculties to better plan for transition activities.

**CONTEXT**

In March 2018, the University Executive endorsed a program of work focused on the student experience at the University. As part of this program, the Transition, Advising and Careers (TAC) Steering Group was established to develop proposals for improving the student experience in the in the three domains of the steering group title. Under the remit of this Steering Group, three work streams focused on each aspect of the student journey, identifying issues and recommending solutions aimed at improving the student experience in their respective domain. The TAC considered the advice of the work streams and formalised a number of recommendations. As part of this process, the Transition and Orientation Work Stream identified the availability of unit materials and Canvas sites prior to the commencement of study as an area of improvement for the University. Following this, the Interim Report of the TAC Steering Group, endorsed by the Education and Student Life committees of the University Executive, recommended that Canvas sites for units of study should be made available by the Friday before Orientation Week.

This adjustment was proposed to support the transition process of new students, ensuring they are aware in advance of relevant unit of study information and can adequately prepare for University studies, including the procurement of reading materials prior to class. The TAC Interim Report noted that Orientation Week can seem overwhelming and chaotic for many student and is particularly challenging for those who respond better to a more structured experience, especially in a new environment. New students, particularly those from overseas or regional areas, have little opportunity to build a sense of familiarity with the University. Given the non-curricular challenges many students face at the beginning of Semester, such as securing accommodation or part time work, the added difficulties created by a limited window between availability of unit materials and commencement of study should be addressed.

Recommendation 6(e) of the TAC report states that the University should ‘ensure that Canvas sites are available no later than the Friday before O-week.’ To implement this recommendation, an amendment to the Learning and Teaching Policy 2015 is required, as it currently states that ‘[u]nit of study outlines and the LMS website must be available to students enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered.’ It is proposed that this clause, 24(3), is amended to state...
that the outlines and LMS website must be available to students ‘no later than two weeks prior to the commencement of the teaching session in which the unit is offered.’ This change would ensure that the latest class in Week One would align with the minimum requirement originally proposed, while providing a consistent two week period for student access to Canvas and unit materials. Improvements in availability timeframes for Canvas sites would support earlier preparation of classes, time-management planning, and access to relevant reading materials. It would also support faculties in developing transition activities ahead of Orientation Week.

CONSULTATION

The proposal to extend the unit of study materials and Canvas availability was developed by the membership of the Transition and Orientation Work Stream, which included:

- Professor Adam Bridgeman, Director, Education Innovation (Chair)
- Professor Peter Bryant, Associate Dean (Education), USBS
- Dr Carolyn Stott, Associate Dean Student Life, FASS
- Professor Phil McManus HOS, Geosciences, Faculty of Science
- Ms Lisa Carrick Faculty General Manager, FHS
- Dr Sophia Barnes Manager, Student Transition and Recruitment
- Dr Bronwyn James, Head, Academic Enrichment
- Dr Arlene Harvey, Learning Centre
- Ms Angela Watkins, Director, Student Recruitment
- Dr Sarah Jones, Deputy Registrar nominee
- Mr Chris Beaumont, SRC Representative
- Mr Kiriti Mortha, SUPRA Representative
- Ms Helen Ash (Project Coordinator)

The proposal was subsequently endorsed and made a final recommendation of the TAC Steering Group, the membership of which included:

- Chair, Professor Pip Pattison, DVC (Education) (Chair)
- Professor Adam Bridgeman (Chair, Student Transition Work Stream)
- Professor Colm Harmon (Chair, Academic Advising Work Stream)
- Professor Richard Miles (Chair, Careers Development and Transition Work Stream)
- Jordi Austin, Director, Student Support Services
- Chief Information Officer, Mike Day
- Director, Marketing and Communications, Johanna Lowe
- SRC Representative, Imogen Grant
- SUPRA Representative, Kiriti Mortha
- Ms Ainslie Bulmer, Executive Director

The policy amendment will be provided to Academic Standards and Policy Committee, University Executive Education Committee, Faculty General Managers Committee, and the Academic Board.

ATTACHMENTS

Attachment 1: *Learning and Teaching Policy 2015* excerpts
LEARNING AND TEACHING POLICY 2015

24 Documentation and communication

(1) This part of the policy sets out appropriate standards for:
   (a) communicating with students and staff;
   (b) managing the development of units of study, curricula and award courses; and
   (c) institutional record keeping.
   
   Note: See Recordkeeping Policy 2017 and Recordkeeping Manual

(2) Unit of study co-ordinators, together with the faculty, must provide a unit of study website on the LMS which contains, at a minimum:
   (a) the unit of study outline;
   (b) relevant curriculum resources; and
   (c) any other material specified in the Learning and Teaching Procedures 2016.
   
   Note: See clause 11 of those procedures.

(3) Unit of study outlines and the LMS website must be available to students enrolled in the unit no later than one week, two weeks prior to the commencement of the teaching session in which the unit is offered.

(4) After publication of the unit of study outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances.

(5) Each faculty must publish an annual handbook, containing the minimum information specified in the Learning and Teaching Procedures 2016.
   
   Note: See clause 9 of those procedures.

(6) The Academic Board may make award course resolutions, which must contain at least the minimum information specified in the Learning and Teaching Procedures 2016.
   
   Note: See clause 8 of those procedures.

(7) Subject to Academic Board approval, faculties may make resolutions applying to all degrees within a certain category awarded by the faculty.

(8) Upon each student's graduation the University will provide each of the following documents, which will provide the information required by the Learning and Teaching Procedures 2016:
   (a) a transcript;
   (b) a certificate of graduate status; and
   (c) a testamur.
   
   Note: See clause 12 of those procedures.

(9) Information other than that specified in the Learning and Teaching Procedures 2016 may only be included on an academic transcript with the approval of the Deputy Vice-Chancellor (Registrar), after consultation with:
(a) the chair of the Academic Board or nominee;
(b) the Deputy Vice-Chancellor (Education) or nominee;
(c) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Registrar);
(d) the Head, of the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Registrar);

(10) In deciding whether to approve the inclusion of such information the Deputy Vice-Chancellor (Registrar) must be satisfied that the additional information:
(a) appropriately represents educational achievement;
(b) can be verified by the University; and
(c) can be collected in a timely and efficient manner.

(11) Graduation statements may only be issued with the approval of the Deputy Vice-Chancellor (Registrar), after consultation with:
(a) the chair of the Academic Board or nominee;
(b) the Deputy Vice-Chancellor (Education) or nominee;
(c) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Registrar);
the Head, of the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Registrar).
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**RECOMMENDATION**

That the Academic Standards and Policy Committee endorse changes to the University of Sydney (Higher Degree by Research) Rule 2011 (attachment 1) to:

1. require full-time PhD and other Doctorates by Research candidates to complete within 16 research periods and part-time candidates to complete within 32 research periods;

2. require full-time PhD and other Doctorates by Research candidates to submit their thesis within 14 research periods and part-time candidates to submit their thesis within 28 research periods;

3. require full-time Master’s by Research candidates to complete within eight research periods and part-time candidates to complete within 16 research periods;

4. require full-time Master’s by Research candidates to submit their thesis within seven research periods and part-time candidates to submit their thesis within 14 research periods;

5. establish an overall candidature time limit of 12 years;

6. remove reference to specific English Language Proficiency requirements and relocate to Admission Standards document; and

7. reference Academic Board policies applicable to HDR candidates undertaking coursework.

**EXECUTIVE SUMMARY**

Timely higher degree by research (HDR) completions are both a driver of funding efficiency success and a proxy for the quality of a university’s PhD program. An ‘on-time completion’ occurs when a candidate has satisfied the requirements of their degree and lodged a final copy of the thesis to the University Library within four years (16 research periods) for full-time doctorates and two years (eight research periods) for full-time master’s by research. Increasing the University’s share of on-time HDR completions is increasingly important due to Commonwealth funding and reporting requirement changes initiated in 2017 and 2018. While initiatives are being developed by the DVC (Education) Portfolio and the University Executive Research Education Committee to address this issue, the University’s policy framework could be better structured to support an increase in timely HDR completions. Despite the importance of on-time completions, the University does not formally require HDR candidates to complete their degree within 16 or eight research periods (for doctorates and master’s respectively). Rather, the University of Sydney (Higher Degree by Research) Rule 2011 (HDR Rule) requires candidates to submit their thesis within this timeframe, which does not allow for the examination process, corrections, and resubmittals of the thesis. Therefore, amendments to the HDR Rule are proposed to ensure that a completions requirement is specified in the rule. If approved, these changes will take effect from 1 January 2019, applying to students who enrol after this date. Due to significant anticipated reductions in RTP funding in the 2020 and 2021 grant years (resulting from a reporting date realignment of 2018 completions figures), it is critical that these changes to the HDR Rule are implemented prior to research period 1 2019 to provide policy support for initiatives to increase on-time thesis submissions and HDR completions (to support an increase in the University’s share of RTP from 2022).
CONTEXT

The *University of Sydney 2016-20 Strategic Plan* highlights ‘improved completion rates’ as part of its KPI for the ‘attract and invest in the best PhD students’ initiative, reflecting the emerging challenge the University faces in ensuring HDR candidates complete on-time. Pressure to improve HDR completions has also been exacerbated by the Federal Government’s adjustments to higher education research funding policies, as annual RTP returns are impacted (the over-time completion will eventually contribute to the RTP completions share, but not until the following year). Additionally, a lag in the University’s completions reporting to the Commonwealth will be caused by a reporting realignment resulting from the introduction of two new Higher Education Information Management System (HEIMS) data reporting elements (591 and 592). The University will need to improve the timeliness of completions to potentially increase RTP funding following the two year completions reporting transition from submission date to award date (during this time it is anticipated that there will be a significant reduction in Commonwealth RTP receipts). This need to increase timely completions will be emphasised further as the Commonwealth’s transitional funding arrangements for RBG will cease from 2021.

The numbers of over-time HDR candidatures are quite significant. As of May 2018, 12% (517) of HDR candidates students were over-time, while an additional 25.8% (1113) were highly likely (85% confidence) to go over-time. The majority of over-time HDR students are over-time by two or less research periods, highlighting the importance of allowing sufficient examination time by moving the thesis submission date forward. For instance, the graphs in attachment 2 highlight that if the University were to improve the completion times by two research periods during the window identified, 365 additional HDR completions (290 PhD and 75 research master’s) would be gained.

There are three main costs to faculties in supporting over-time candidates: the first are the direct project/academic costs of supporting the supervision of a student (an average of approximately $20,000 per student in 2018 for candidates without a scholarship), the second are the opportunity costs arising from students not being supervised as over-time students are using some of the available supervisory capacity, and the third is the direct University Economic Model (UEM) charge ($4,600 per annum) for an enrolled HDR student. Whilst this casts the student-supervisor relationship in a purely financial frame, we need to accept that our investment in HDR activities should be sustainable. These impacts will be felt by faculties as the financial consequences of over-time completions are not funded centrally. Expenditure of RTP income on over-time students is not permitted under RTP requirements, as the maximum of four years for full-time doctorates and two years for full-time research masters as specified in 1.6.5 of the *Commonwealth Scholarships Guidelines (Research)* 2017. It should also be noted that HEPs, if asked by the Department of Education and Training, should be able to demonstrate that over-time candidates are not supported by RTP funds.

The *HDR rule* states that a full-time HDR thesis candidate must submit their thesis for examination after no more than 8 research periods of enrolled candidature for master’s (clause 2.20(2)) and 16 research periods for research doctorates (clauses 3.20(1)(a) and 4.19(2)). It is proposed that these timeframes are altered from ‘submission’ to ‘completion’ to ensure the expectation of completing within four years (full time) is specified in the rule from 2019, by inserting new clauses at 2.18A, 3.18A, and 4.17A. This change is necessary to provide policy support for initiatives to improve completion times and to formalise the ‘on-time’ completion requirement of four years within the University’s HDR governance provisions. Following consultation at the 3 October 2018 meeting of the University Executive Research Education Committee, the proposed amendment has been altered to ‘candidature for the full-time Doctor of Philosophy should be completed by the end of the 16th research period after the research period in which they first enrolled’. Similar provisions are established in in Part 2 and Part 3. The primary change is from ‘must’ to ‘should’ and ‘student’ to ‘candidature’. The inclusion of ‘should’ establishes an expectation of completing on-time (i.e. within four or two years full-time), while allowing for situations where a completion has been delayed due to circumstances outside of the student’s control (such as a significantly delay in an examination). The committee also proposed extending the completion time to four and a half years. However, now that the completion component has been realigned to an expectation (‘should’ rather than ‘must’), it is appropriate for the completion window to remain at four years (16 research periods) for Doctorates and two years (eight research periods) for Master’s by research as this is the timeframe for an on-time completion (and the University cannot establish an expectation that HDR candidatures are over-time).
Additionally, a requirement that a thesis is submitted by seven or 14 research periods (for masters and doctorates respectively) should also be formalised in the rule to ensure a shift toward on-time completions. The requirement to submit earlier would be required to complement the introduction of a completion time-limit in the HDR Rule to allow sufficient time for the examination process. This amendment would require an effective communications strategy to support a shift in the culture of research thesis submission by 14 research periods for full time students and 28 research periods for part time candidates.

Furthermore, the HDR Rule does not specify a time limit for completing a research degree. It is recommended that a new subclause (1.7A) is inserted in the HDR Rule that mandates an overall candidature time limit of 12 years for all RTP funded degrees. This requirement aligns with the maximum time limit established in 4.2 of the University of Sydney (Coursework) Rule 2014, however it will be 12 rather than 10 years. This maximum time limit is considered to be appropriate as research is unlikely to be current after this period.

The amendments to the HDR Rule complement work that is already in progress to increase the proportion of timely HDR completions across the University. The University Executive Research Education Committee is working on initiatives for increasing HDR completions and will develop a list of actions for each faculty to implement that is aimed at improving the rates of timely completions by HDR students. This will be achieved through focusing on the range of possible causes at a faculty level and how different interventions can be applied. IAP and the DVC (Education) portfolio have also delivered an HDR predictive model to faculties, which has a high confidence in identifying students with a probability of going over-time (with various risk levels). Resulting in a two-pronged approach – working with faculties to deliver cohort based improvements, while empowering faculties to address individual cases through the provision of predictive HDR completions data.

Additionally, an HDR examination times paper that identifies delays in the examination process has also been provided to the UE Research Committee and the Academic Board (and its relevant committees). This paper identifies both significant delays in the examiner approval process and explores turnaround times in the thesis examination. As such, initiatives to ensure supervisors submit an examiner nomination form at least a month prior to the thesis submission are required, as a thesis cannot be distributed until confirmation of all three examiners has been provided. Work to improve examination times will not only have a positive impact on the student experience (through a reduction of examination waiting times), but will also ensure earlier RTP returns in future as well as earlier realisation of capacity for further HDR enrolments.

Furthermore, it is proposed that English language proficiency requirements are removed from the rule and placed in an Admissions Standard. The criteria and wording established in clauses 7.1 and 7.2 would remain unchanged. This is proposed to provide a clear location for all English language admissions requirements at the University. Currently this information is listed (with various scores for the same test) in two parts of the Coursework Policy, the HDR Rule, the Admissions website, the Admissions Concordance Table document, and the Faculty-specific English Language Requirements document. This has resulted in discrepancies across documents. For instance, English Language Proficiency test score conversions are not aligned between the various documents detailing admissions requirements. The HDR Rule and postgraduate subclause of the Coursework Policy set the minimum IELTS score at 6.5 and specifies a TOEFL paper-based score of 577, the Admissions Concordance Table sets the equivalent of an IELTS 6.5 as a TOEFL paper-based score of 565, while the undergraduate admissions subclause of the Coursework Policy lists this equivalent TOEFL score as 550. As such, these three different scores will need to be aligned to ensure consistency across degree-types. Removing the test results from the rule would support administrative simplification by making test conversions a procedural matter, as these scores are subject to change. Under this process, approval of the Academic Board would still be required to adjust any test score, however a change to the rule would not be required. These amendments would be accompanied by similar changes to the Coursework Policy, to align all equivalent test scores. Faculties would still be able to set higher test scores as required. The Deans Waiver in clause 7.2 would also be moved to the Academic Board’s Admissions Standard. Again, the current wording and requirements detailed in the clause would remain unchanged.

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities for HDR students to develop the graduate qualities. Under the new coursework requirement, candidates admitted to degrees governed by Parts 2, 3, or 4 of the HDR Rule will be required to complete a minimum number of credit points of coursework. The HDR coursework requirement will
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not apply to higher doctorates governed by Part 5 of the HDR Rule. Each PhD or other Doctorate by research student will be required to complete a minimum of 12 credit points of coursework, and each Masters by research student a minimum of 6 credit points. Minor amendments have been made to the HDR Rule to reflect applicability of provisions in Academic Board policies (in particular the Progress Planning and Review for Higher Degree by Research Students Policy 2015 and the Coursework Policy 2014) that apply to coursework undertaken as part of completion of a research degree. These amendments have been made to clauses 2.9, 3.9, 4.8, and 8.1 of the HDR Rule.

CONSULTATION

The proposal to realign the University’s submission and completion timeframes was included in the HDR Examination Times discussion paper that went to:

• HDR Examinations Subcommittee (1 May meeting);
• Academic Quality Committee (8 May meeting);
• University Executive Research Education Committee (9 May meeting);
• Graduate Studies Committee (22 May meeting); and
• University Executive Committee (as an attachment to the Completions Reporting paper) (14 June meeting).

The proposed amendments in attachment 1 will be provided to the University Executive Research and Research Education Committees, HDR Examinations Subcommittee, Academic Quality Committee, Graduate Studies Committee, the University Executive, the Academic Board, and the Senate.

ATTACHMENTS

Attachment 1: University of Sydney (Higher Degree by Research) Rule 2011
Attachment 2: EFTSL Consumption by over-time HDR Students
UNIVERSITY OF SYDNEY (HIGHER DEGREE BY RESEARCH) RULE 2011

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

Adopted on: 21 March 2011
Amended on:
5 November 2012
3 December 2012
6 May 2013
2 June 2014
11 February 2015 (administrative amendments only)
14 December 2015
13 December 2017
Amendment effective from:
9 November 2012
7 December 2012
10 May 2013
6 June 2014
11 February 2015
1 January 2016
1 January 2018

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PART 1 PRELIMINARY

1.1 Name of Rule

This is the University of Sydney (Higher Degree by Research) Rule 2011.
1.2 Commencement

This Rule commences on 25 March 2011.

1.3 Statement of intent

This Rule deals with all higher degrees by research offered at the University. These are:

(a) Master’s degrees by research;
(b) Doctorates by research; and
(c) Higher Doctorates by research.

Note: This Rule should be read in conjunction with, but not subject to, any course resolutions applying to the degree.

1.4 Interpretation

(1) In this Rule:

- **applicant** means an applicant for admission as a candidate for a higher degree by research.
- **Associate Dean** means the Associate Dean of a Faculty with authority for matters relating to higher degrees by research within the Faculty or the Deputy Chairperson of a Board of Studies or a person appointed by the Dean to have authority for matters relating to higher degrees by research within the Faculty.
- **Board of Studies** means an academic body with the same authority in relation to the supervision of an award course or courses as a Faculty, except that it is headed by a Chair rather than a Dean.
- **candidate** means a candidate for a higher degree by research.
- **completion** occurs when:
  - the Faculty is satisfied that the final version of the thesis meets the requirements arising from the examination; and
  - the candidate complies with any conditions to which certification is subject, including but not limited to the requirement to lodge a copy of the final thesis with the University Library.

Note: See Thesis and Examination of Higher Degrees by Research Policy 2015, particularly clause 23.
### cotutelle agreement

Means an agreement between the University and another university or institution that:

- permits joint candidature in the Doctor of Philosophy; and
- allows a candidate to receive a doctorate from the University and from the other university or institution, each testamur acknowledging the circumstances under which the award was made.

### course resolutions

Means resolutions made by the Academic Board in accordance with clauses 2.1 and 3.1

**Note:** The Doctor of Philosophy is offered by the University, not by individual faculties. Accordingly, there is no power for faculties or the Academic Board to make course resolutions for the Doctor of Philosophy.

### Dean

Means the Dean of a Faculty, the Head of School and Dean (University school) of a University school or the Chair of a Board of Studies.

### delegate

Means an officer, employee or committee of the University, or any other person or entity to whom or to which, Senate has made a delegation of power.

### Doctorate by research

Means a degree with the word “doctor” in the title comprising a minimum of two-thirds research that is approved by the Academic Board.

**Note:** The Academic Board will not approve a Doctorate by research unless it complies with the Australian Qualifications Framework.

### English Language Proficiency Standards

Means the Admissions Standards – English Language Proficiency, as determined by the Academic Board from time to time.

### Faculty

Means the relevant Faculty, University school or Board of Studies.

### full-time candidature

Means a candidature in which the student works on the requirements for the degree for a minimum of 35 – 40 hours per week for 48 weeks per year or as stipulated by the Faculty.

### good cause

Means circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure.

### higher doctorate

Has the meaning given to it by clause 5.1 of this Rule.

### Master’s by research

Means a degree with the word “Master” in the title comprising a minimum of two-thirds research that is approved by the Academic Board.

**Note:** The Academic Board will not approve a Master’s by research unless it complies with the Australian Qualifications Framework.
part-time candidature means a candidature in which the student works on the requirements for the degree for a proportion of the period specified for a full-time candidature over a proportionately longer time.

Postgraduate Coordinator means the member of academic staff with overall responsibility for the planning and coordination of postgraduate research studies within a faculty, school or University school.

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

progress plan means a progress plan developed in accordance with the Progress Policy.

research period means an enrolment period set by the University and published on its website.

Note: Research periods are published on the University’s website at: http://sydney.edu.au/study/study-dates.html

Review Panel means a panel established in accordance with the Progress Policy.

school means the academic unit, however so called, responsible for a student’s higher degree by research candidature. It may be called a discipline within the University. School delegations may be exercised by faculties.

semester means a duration of time equal to any two research periods.

student means a person who is currently admitted to candidature in an award course of the University.

Supervisor means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in the Supervision of Higher Degree by Research Students Policy 2013. For the purpose of this Rule, the generic term supervisor(s) will be used to include research supervisors, co-ordinating supervisors, or auxiliary supervisors.

thesis means the whole of the assessable work submitted by a student for examination as required by the Thesis & Examination of Higher Degrees by Research Policy 2015.

(2) Unless the contrary appears, a provision in this Rule that specifies matters that are to be or may be considered in relation to a determination or other decision does not imply that they are the only matters to be considered.

(3) A delegate of the Senate is not authorised to sub-delegate (by way of an agency or in any other way) any or all of the delegate’s delegated functions to another person or group of persons.

(4) Delegates more senior in the lines of accountability to a delegate named in this Rule, may exercise a delegation conferred on that named delegate.

Example: A Dean may exercise a delegation conferred on an Associate Dean. An Associate Dean may exercise a delegation conferred on a Postgraduate Coordinator.
1.5 Authorities and responsibilities

(1) Authorities and responsibilities for the functions set out in this Rule are also defined in the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

(2) The procedures for consideration of, and deadlines for submission of, proposals for new and amended award courses will be determined by the Academic Board.

1.6 University may change courses and units of study

(1) Despite any policy, or the course resolutions and any other provision of the agreement between a student and the University, the University:

(a) is not obliged to offer a particular course or unit of study in any academic year; and

(b) is not liable to a student for not offering a particular course or unit of study in a particular academic year.

1.7 Overall requirements

(1) The University will not admit a person to a course unless the person:

(a) is eligible for admission to the course;

(b) applies for admission in accordance with this Rule and the course resolutions;

(c) accepts an offer made by the University for admission to the course;

(d) completes, to the satisfaction of the University, all requirements for enrolment in the course; and

(e) meets the University’s English language requirements.

1.7A Time limits

A student must meet all the requirements for a course:

(a) within the time periods specified in this Rule; and

(b) in any event, within 12 years of their first enrolment in the course.
1.8 No right to admission

Nothing in this Rule confers a right on a person to be admitted to candidature for a higher degree by research or imposes a duty on the University to admit, or offer to admit, a person to candidature for a higher degree by research.

PART 2 MASTER’S BY RESEARCH

2.1 Course resolutions

(1) The Academic Board may, on the recommendation of the Faculty, prescribe for a Master’s degree by research, standards relating to:

(a) admission requirements;
(b) course requirements
(c) candidature; and
(d) examination.

2.2 Application of this Part

(1) This Part applies to:

(a) the Master of Philosophy; and

(b) other Master’s degrees with a research component of at least two thirds of the total student load for the degree.

2.3 Eligibility for admission to candidature

(1) Subject to sub-clauses 2.3(2) and (3) and to admission requirements specified in the course resolutions, to be eligible for admission by an Associate Dean to candidature for a Master’s degree, an applicant must:

(a) hold or have completed all the academic requirements for:

(i) a Master’s degree by coursework or research; or
(ii) a Bachelor’s degree; or
(iii) a qualification equivalent to a Bachelor’s degree; and
(b) meet other criteria for admission as specified in the course resolutions.

(2) An Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause 2.3(1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Graduate Studies Committee, are equivalent to those prescribed in sub-clause 2.3(1).
(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause 2.3(2) such conditions as the Associate Dean considers appropriate.

2.4 Application for admission to candidature

(1) An applicant for admission to candidature for a Master's degree must submit to the relevant Faculty:

(a) if required by the course resolutions, a proposed course of advanced study and research, approved by the Associate Dean of the school in which the work is to be undertaken;
(b) satisfactory evidence of the applicant’s eligibility for admission; and
(c) a statement certifying the applicant’s understanding that, subject to this Rule, if the candidature is successful, his or her thesis will be lodged with the Director, University Libraries and made available for use.

2.5 Probationary admission to candidature

(1) Where provision is made for probationary admission in the course resolutions, the Associate Dean may admit a student to candidature for a Master’s degree on a probationary basis for a period not exceeding four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause 2.5(1), the Postgraduate Coordinator will review the student’s work and recommend to the Associate Dean that:

(a) the student’s candidature be confirmed; or
(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by the Postgraduate Coordinator in accordance with sub-clause 2.5(2), the Associate Dean may:

(a) confirm the student’s candidature; or
(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 2.13 for details of the ‘show good cause’ process.

(4) The candidature of a student that is confirmed in accordance with sub-clause 2.5(3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.

2.6 Credit for previous studies

(1) Subject to sub-clause 2.6(2), a student who, at the date of admission to candidature, has completed at least two research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the Associate Dean to receive credit for all or any part of the higher degree candidature.

(2) The Associate Dean may grant credit in accordance with sub-clause 2.6(1), provided that the student’s higher degree candidature was:
2.6(a) a course of full-time or part-time advanced study and research;
(b) pursued by the student under the supervision of a supervisor appointed by
the relevant Faculty, University school or Board of Studies;
(c) directly related to the student’s proposed course of advanced study for the
Master’s degree; and
(d) the student has discontinued his or her candidature in the higher
degree.

(3) Subject to sub-clause 2.6(4), and to the course resolutions, a student who, at the
date of admission to candidature, has completed at least six months as a
candidate for a higher degree at another university or institution may be permitted
by the Associate Dean to receive credit for all or any part of the higher degree
 candidacy.

(4) The Associate Dean may grant credit in accordance with sub-clause 2.6(3),
provided that:
(a) at the time of admission to the higher degree by research at the other
university or institution, the student held academic qualifications equivalent
to those set out in clause 2.3;
(b) the higher degree candidature was:
   (i) a course of full-time or part-time advanced study and research;
   (ii) pursued by the student under the supervision of a supervisor
        appointed by the other university or institution; and
   (iii) directly related to the student’s proposed course of advanced study for
         the Master’s degree; and
(c) the student has discontinued his or her candidature in the higher degree
     at the other university or institution.

(5) Where the course resolutions specify the completion of coursework as part of the
requirements of the award, and subject to the course resolutions and the
Coursework Policy 2014, the Associate Dean may grant a student credit for
previously completed coursework.

2.7 Limit on credit for previous studies
The amount of credit for previous studies that may be granted to a student in accordance
with clause 2.6 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree candidature
    and the Master’s candidature must meet the requirements set out in clauses
    2.18A, 2.19 and 2.20 of this Rule;
(b) any period of discontinued, suspended or lapsed candidature (as set out in
    clauses 2.14 to 2.16 of this Rule) must comply with this Rule and with
    standards set by the Academic Board; and
(c) no student who has been granted credit may present a thesis for
    examination less than:
       (i) six months, for a full-time student; or
       (ii) twelve months, for a part-time student;
    following admission to candidature at the University.
2.8 Control of candidature

(1) All candidates for a Master’s degree are required to undertake their candidature wholly under the control of the University.

(2) The Associate Dean may require a student to provide a statement from his or her employer acknowledging that the candidature is under the exclusive control of the University.

2.9 Other studies during candidature

(1) A student must satisfactorily complete any training required by any of:
   (a) Academic Board policies;
   (b) the Associate Dean;
   (c) the Deputy Vice-Chancellor (Education) or
   (d) their Supervisor;
   including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

(1) A student must satisfactorily complete any training required by Academic Board policies, the course resolutions, the Associate Dean, Deputy Vice-Chancellor (Education) or Supervisor, including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

Note: In accordance with this Rule, a Master’s degree must comprise a minimum of two-thirds research.

(2) Failure satisfactorily to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.

2.10 Supervision

The Postgraduate Coordinator will appoint suitably qualified supervisors for each student undertaking a Master’s degree by research, in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013

2.11 Location of candidature

(1) Subject to the annual approval of the supervisors and Postgraduate Coordinator, students will pursue their candidature:

(a) within the University, including its research stations and teaching hospitals;

(b) on fieldwork, including in the field or in libraries, museums or other repositories;
(c) within industrial laboratories or research institutions or other institutions considered by the Postgraduate Coordinator to provide adequate facilities for that candidature; or

(d) within a professional working environment.

(2) Throughout the course of his or her candidature, a student will attend the University for such:

(a) face-to-face consultation with his or her supervisors;
(b) School and Faculty or University school seminars; and
(c) coursework or other studies required under clause 2.9 of this Rule; as specified annually by the Postgraduate Coordinator.

(3) Subject to sub-clause 2.11(4), a student who pursues his or her candidature outside Australia must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

(4) For the purposes of sub-clause 2.11(3), the two research periods of candidature to be completed within the University may be completed:

(a) at any time during the candidature; and
(b) continuously or in several non-consecutive periods.

2.12 Progress

(1) At intervals no longer than one year, Postgraduate Coordinators must require students to:

(a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
(b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Postgraduate Coordinator may determine that the student:

(a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
(b) has demonstrated unsatisfactory progress, and:

(i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or
(ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Postgraduate Coordinator must indicate whether he or she are-is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Postgraduate Coordinator in accordance with subclause paragraph 2.12(3)(b)(ii), the Associate Dean may:
allow the student’s candidature to continue and specify the conditions of candidature to apply the following year; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

2.13 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:

(a) following a progress review, in accordance with paragraph subclauses 2.5(3)(b) or 2.12(5)(b);

(b) if the student has not submitted his or her thesis for examination by the latest date to do so as required by clause 2.20; or

(c) at any other time, on the recommendation of the Postgraduate Co-ordinator.

(2) A student who is required to show good cause will be sent a notice that:

(a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;

(b) states why the student is being asked to show good cause;

(c) sets out the actions that may be taken in respect of the candidature; and

(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(4) If, after considering any submissions made by the student, progress reports, any reports by the supervisors or Postgraduate Coordinator, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(5) If, after considering the information referred to in sub-clause 2.13(4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:

(a) terminate the student’s candidature; or

(b) impose conditions or restrictions on the continuation of the student’s candidature.

Note. For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(6) In addition to the decision made under sub-clause 2.13(4) or sub-clause 2.13(5), the Associate Dean might also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 2.13(5)(a) will not be permitted to re-enrol in that candidature.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 2.13(5)(a), that
person may be excluded by the Associate Dean from applying for admission to a higher degree by research within the [Faculty] for the longer period of:

(a) at least two academic years; or

(b) if the person is applying for a Research Training Program place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Program.

Note: As at the date of this Rule, detailed information about entitlement for Research Training Program can be found in Research Training Program: Conditions of Grant, which can be found at [https://www.education.gov.au/research-training-program](https://www.education.gov.au/research-training-program).

2.14 Discontinuation of candidature

(1) Subject to this clause and the course resolutions, a student in a course may, by notice to the [Faculty], discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the [Faculty].

(3) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or she produces evidence that:

(a) the discontinuation occurred at an earlier date; and

(b) there was good reason why the application could not be made at an earlier time.

(4) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:

(a) the Associate Dean granted prior permission to re-enrol; or

(b) the student applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with paragraphs sub-clauses 2.14(3)(a) and (b).

2.15 Suspension of candidature

(1) Subject to the course resolutions and to any restrictions imposed on student visa holders by the Education Services for Overseas Students Act 2000, a student in a course may, by notice to the [Faculty], suspend his or her enrolment in the course:

(a) for a maximum period of one year; or

(b) with the approval of the Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the [Faculty].

(3) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course. Those requirements apply to the student, despite anything to the contrary in the course resolutions.
2.16 Lapse of candidature

(1) If a student does not enrol by the last census date for enrolment in each research period, and the student has not discontinued or sought approval to suspend enrolment, the student's candidature lapses.

(2) If a student's candidature in a course lapses, then, despite any contrary provision in this Rule, the student must apply for and gain a new admission to the course in order to re-enrol.

2.17 Return to candidature

(1) Subject to written advice from the Associate Dean, if a student returns to candidature after suspension the course requirements as in force at the time of the student’s return to candidature apply.

(2) The Associate Dean may, in writing, modify the application of the course resolutions with respect to a particular student's return to candidature.

(3) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

2.18 Leave of absence

Subject to the course resolutions, a student may, with the approval of the Postgraduate Coordinator, take leave of absence from the course for a period less than one research period.

2.18A Maximum time for completion

(1) The provisions of this clause apply to all candidatures commenced on or after 1 January 2019.

(2) Candidature for the full-time Master’s by Research should be completed by the end of the eighth research period after the research period in which they first enrolled.

(3) Candidature for the part-time Master’s by Research should be completed by the end of the 16th research period after the research period in which they first enrolled.

(4) Any credit granted under clause 2.6 of this Rule will be included for the purposes of calculating research periods under subclause 2.18A(2).

(4)(5) Subject to the maximum time limit specified in clause 1.7A, the relevant Associate Dean may extend the time for a student’s completion in exceptional circumstances.

2.19 Earliest date for submission of thesis for examination

Subject to clause 2.7 and this clause 2.19:

(a) a student may not submit a thesis for examination until they have completed at least four research periods of full-time enrolled
candidature or at least eight research periods of part-time enrolled candidature; and

(b) for the purposes of paragraph sub-clause 2.19(a), a student's candidature will be considered to include any periods of credit granted under clause 2.6.

(c) the student must be enrolled at the time that the thesis is submitted for examination.

2.20 Latest date for submission of thesis for examination

(1) The following provisions apply to candidatures commenced before 1 January 2019.

(a) Subject to clause 2.7 and this clause 2.20, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination after no more than eight research periods of enrolled candidature.

(i) for the purposes of sub-clause 2.20(1)(a), a student's candidature will be considered by the University to include any periods of credit granted under clause 2.6.

(ii) for the purposes of paragraph subclause (a)(i), a student's candidature will be considered by the University to include any periods of credit granted under clause 2.6.

(d) Subject to this clause, a student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination after no more than 16 research periods of enrolled candidature.

(e) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit his or her thesis for examination after no more than the equivalent of eight full-time research periods of enrolled candidature.

(f) The Associate Dean may approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(2) The following provisions apply to candidatures commenced on or after 1 January 2019.

(a) Subject to clause 2.7 and this clause 2.20, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination after no more than 16 research periods of enrolled candidature.

(b) Except with the approval of the relevant Associate Dean under subclause (2)(d), a student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination after no more than 14 research periods of enrolled candidature.

(c) Where a student has undertaken their candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the
student must submit their thesis for examination after no more than the equivalent of eight full-time research periods of enrolled candidature.

(d) The Associate Dean may only approve an extension of the latest date for submission of a student’s thesis in exceptional circumstances.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(5)

2.21 Content of thesis

(1) At the end of his or her course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures and any applicable course resolutions.

(2) Subject to sub-clause 2.21(3), a student may not submit as his or her thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student who undertook his or her candidature in a language school in the Faculty of Arts and Social Sciences may:

(a) submit a thesis written in English or in the target language determined by the school; or

(b) where a school has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the school, submit a thesis in another language approved by the school.

(5) Applications to submit a thesis in a language other than English or the target language of a school must be:

(a) made by an applicant in writing; and

(b) considered and determined by the Associate Dean (taking into account arrangements for supervision and examination);

prior to the commencement of candidature.

2.22 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board.

(2) The thesis must be accompanied by a certificate from the co-ordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(3) The thesis must also be accompanied by an abstract in a form prescribed by resolution of the Academic Board.
(4) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for use.

2.23 Examination procedures

The examination of candidates for the degree of Master's by research will be conducted in accordance with the course resolutions and with policies, procedures, standards and guidelines determined by the Academic Board.

2.24 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.

PART 3 DOCTORATES BY RESEARCH OTHER THAN THE DOCTOR OF PHILOSOPHY

3.1 Course resolutions

(1) The Academic Board may, on the recommendation of the Faculty, prescribe for a Doctorate by research other than the Doctor of Philosophy, standards relating to:

(a) admission requirements;
(b) degree requirements;
(c) candidature; and
(d) examination.

3.2 Application and meaning of this Part

This Part applies to Doctorates by research other than the Doctor of Philosophy and Higher Doctorates.

3.3 Eligibility for admission to candidature

(1) Subject to sub-clauses 3.3(2) and (3) and to admission requirements specified in the course resolutions, to be eligible for admission by an Associate Dean to candidature for a Doctorate by research other than a Doctor of Philosophy, an applicant must:

(a) hold or have completed all the academic requirements for:

(i) a Master’s degree by research or higher qualification; or
(ii) a Master’s degree by coursework including a research component equivalent to 25% of one year’s full-time enrolment; or
(iii) a Bachelor’s degree with first or second class honours; or
(iv) a Bachelor’s degree and either relevant professional experience or a portfolio of works as determined by the Faculty; and

(b) meet other criteria for admission as specified in the course resolutions.

(2) An Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause 3.3(1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Graduate Studies Committee or relevant faculty committee are equivalent to those prescribed in sub-clause 3.3(1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause 3.3(2) such conditions as the Associate Dean considers appropriate.

3.4 Application for admission to candidature

(1) An applicant for admission to candidature for a Doctorate by research other than the Doctor of Philosophy must submit to the relevant Faculty:

(a) if required by the course resolutions, a proposed course of advanced study and research, approved by the Associate Dean, in consultation with the Postgraduate Coordinator of the school in which the work is to be undertaken;

(b) satisfactory evidence of the applicant’s eligibility for admission; and.

(c) a statement certifying the applicant’s understanding that, subject to this Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for use.

3.5 Probationary admission to candidature

(1) Where provision is made for probationary admission in the course resolutions, the Associate Dean may admit a student to candidature for a Doctorate other than a PhD on a probationary basis for a period not exceeding four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause 3.5(1), the relevant Head of School or Postgraduate Coordinator will review the student’s work and recommend to the Associate Dean that:

(a) the student’s candidature be confirmed; or

(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by the relevant Head of School or Postgraduate Coordinator in accordance with sub-clause 3.5(2), the Associate Dean may:

(a) confirm the student’s candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 3.13 for details of the ‘show good cause’ process.

(4) The candidature of a student that is confirmed in accordance with paragraph subclause 3.5(3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.
3.6 Credit for previous studies

(1) Subject to sub-clause 3.6(2), a student who, at the date of admission to candidature, has completed at least two research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the Associate Dean to receive credit for all or any part of the higher degree candidature.

(2) The Associate Dean may grant credit in accordance with sub-clause 3.6(1), provided that the student’s previous higher degree candidature was:
   (a) a course of full-time or part-time advanced study and research;
   (b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty, University school or Board of Studies;
   (c) directly related to the student’s proposed course of advanced study for the Doctoral degree; and
   (d) the student has discontinued his or her candidature in the previous higher degree.

(3) Subject to sub-clause 3.6(4), a student who, at the date of admission to candidature, has completed at least six months as a candidate for a higher degree by research at another university or institution may be permitted by the Associate Dean to receive credit for all or any part of the previous higher degree candidature.

(4) The Associate Dean may grant credit in accordance with sub-clause 3.6(3), provided that:
   (a) at the time of admission to the higher degree at the other university or institution, the student held academic qualifications equivalent to those set out in clause 3.3;
   (b) the previous higher degree by research candidature was:
      (i) a course of full-time or part-time advanced study and research;
      (ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and
      (iii) directly related to the student’s proposed course of advanced study for the Doctoral degree by research; and
   (c) the student has discontinued his or her candidature in the previous higher degree by research at the other university or institution.

(5) Where the course resolutions specify the completion of coursework as part of the requirements of the award, and subject to the course resolutions and the Coursework Policy 2014, the Associate Dean may grant a student credit for previously completed coursework.

3.7 Limit on credit for previous studies

(1) The amount of credit for previous studies that may be granted to a student in accordance with clause 3.6 is limited by the following requirements:
   (a) the combined duration of the student’s previous higher degree by research candidature and the Doctoral candidature must meet the requirements set out in clauses 3.18A, 3.19 and 3.20 of this Rule;
(b) any period of discontinued, suspended or lapsed candidature (as set out in clauses 3.14 to 3.16 of this Rule) must comply with standards set by the Academic Board and this Rule; and

(c) no student who has been granted credit may present a thesis for examination less than:

(i) six months, for a full-time student; or

(ii) twelve months, for a part-time student;

following admission to candidature at the University.

3.8 Control of candidature

(1) All candidates for a Doctoral degree by research are required to undertake their candidature wholly under the control of the University.

(2) The Associate Dean may require a student who is employed by an institution to provide a statement by the relevant employer acknowledging that the candidature is under the exclusive control of the University.

3.9 Other studies during candidature

(1) A student must satisfactorily complete any training required by any of:

(a) Academic Board policies;

(b) the Associate Dean;

(c) the Deputy Vice-Chancellor (Education) or

(d) their Supervisor;

including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

(1) A student must satisfactorily complete any training required by the Academic Board policies, course resolutions, the Associate Dean, Deputy Vice-Chancellor (Education) or Supervisor, including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

Note: In accordance with this Rule, a Doctorate must comprise a minimum of two-thirds research.

(2) Failure satisfactorily to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.

3.10 Supervision

The relevant Postgraduate Coordinator will appoint suitably qualified supervisors for each student undertaking a Doctoral degree by research in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013
3.11 Location of candidature

(1) Subject to the annual approval of the supervisors and the Postgraduate Coordinator, students will pursue their candidature:
   (a) within the University, including its research stations and teaching hospitals;
   (b) on fieldwork, including in the field or in libraries, museums or other repositories;
   (c) within industrial laboratories or research institutions or other institutions considered by the Head of Department to provide adequate facilities for that candidature; or
   (d) within a professional working environment.

(2) Throughout the course of his or her candidature, a student will attend the University for such:
   (a) face-to-face consultation with his or her supervisors;
   (b) School and Faculty or University school seminars; and
   (c) coursework or other studies required under clause 3.9 of this Rule; as specified annually by the Postgraduate Coordinator.

(3) Subject to sub-clauses 3.11(4) and (5), a student who pursues his or her candidature outside Australia must complete a minimum of four research periods of candidature within the University prior to submitting his or her thesis for examination.

(4) For the purposes of sub-clause 3.11(3), the four research periods of candidature to be completed within the University may be completed:
   (a) at any time during the candidature; and
   (b) continuously or in several non-consecutive periods.

(5) A student granted credit under clause 3.6 must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

3.12 Progress

(1) At intervals no greater than one year, Postgraduate Coordinators must require students to:
   (a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
   (b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Postgraduate Coordinator may determine that the student:
   (a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
   (b) has demonstrated unsatisfactory progress, and:
(i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or
(ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Postgraduate Coordinator must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Postgraduate Coordinator in accordance with sub-clause paragraph 3.12(3)(b)(ii), the Associate Dean may:
(a) allow the student’s candidature to continue and specify the conditions of candidature to apply the following year; or
(b) require the student to show good cause why he or she should be permitted to continue the candidature.

3.13 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:
(a) following a progress review, in accordance with paragraph sub-clause 3.5(3)(b) or sub-clause 3.12(5)(b);
(b) if the student has not submitted his or her thesis for examination by the latest date to do so, as required by clause 3.20; or
(c) at any other time, on the recommendation of the Postgraduate Coordinator.

(2) A student who is required to show good cause will be sent a notice that:
(a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;
(b) states why the student is being asked to show good cause;
(c) sets out the actions that may be taken in respect of the candidature; and
(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(4) If, after considering any submissions made by the student, progress reports, any reports by the supervisors or the Postgraduate Coordinator, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(5) If, after considering the information referred to in sub-clause 3.13(4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:
(a) terminate the student’s candidature; or
(b) impose conditions or restrictions on the continuation of the student’s candidature.
Note. For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(6) In addition to the decision made under sub-clause 3.13(4) or sub-clause 3.13(5), the Associate Dean might may also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer of transfer of course.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 3.13(5)(a) will not be permitted to re-enrol in that candidature.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 3.13(5)(a), that person may be excluded by the Associate Dean from applying for admission to a higher degree by research within the Faculty for the longer period of:

(a) at least two academic years; or

(b) if the person is applying for a Research Training Program place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Program.

Note: As at the date of this Rule, detailed information about entitlement for Research Training Program can be found in Research Training Program: Conditions of Grant, which can be found at https://www.education.gov.au/research-training-program

3.14 Discontinuation of candidature

(1) Subject to this clause and the course resolutions, a student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or she produces evidence that:

(a) the discontinuation occurred at an earlier date; and

(b) there was good reason why the application could not be made at an earlier time.

(4) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:

(a) the Associate Dean granted prior permission to re-enrol; or

(b) the student applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with sub-clauses 3.14(3)(a) and (b).

3.15 Suspension of candidature

(1) Subject to the course resolutions, and to any restrictions imposed on student visa holders by the Education Services for Overseas Students Act 2000, a student in a
course may, by notice to the Faculty, suspend his or her enrolment in the course:
(a) for a maximum period of one year; or
(b) with the approval of the Associate Dean, for a longer period.
(2) The notice must be in a form approved or accepted by the Faculty.
(3) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course. Those requirements apply to the student, despite anything to the contrary in the course resolutions.

3.16 Lapse of candidature
(1) If a student does not enrol by the last census date for enrolment in each research period, and the student has not discontinued or sought approval to suspend enrolment, the student's candidature lapses.
(2) If a student's candidature in a course lapses, then, despite any contrary provision in this Rule, the student must apply for and gain a new admission to the course in order to re-enrol.

3.17 Return to candidature
(1) Subject to written advice from the Associate Dean, if a student returns to candidature after suspension, the course requirements as in force at the time of the student's return to candidature apply.
(2) The Associate Dean may, in writing, modify the application of the course resolutions with respect to a particular student's return to candidature.
(3) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

3.18 Leave of absence
Subject to the course resolutions, a student may, with the approval of the Postgraduate Coordinator, take leave of absence from the course for a period less than one research period.

3.18A Maximum time for completion
(1) The provisions of this clause apply to all candidatures commenced on or after 1 January 2019.
(2) Candidature for the full-time Doctorate by Research should be completed by the end of the 16th research period after the research period in which they first enrolled.
(3) Candidature for the part-time Doctorate by Research should be completed by the end of the 32nd research period after the research period in which they first enrolled.
(4) Any credit granted under clause 3.6 and 3.7 of this Rule will be included for the purposes of calculating research periods under subclause 3.18A(2).

(4)(5) Subject to the maximum time limit specified in clause 1.7A, the relevant Associate Dean may extend the time for a student’s completion in exceptional circumstances.

3.19 Earliest date for submission of thesis for examination

(1) For the purposes of this clause, a student’s candidature will be considered by the University to include any periods of credit granted under clause 3.6 of this Rule.

(1) Subject to clauses 3.6 and 3.7 and this clause 3.19 a student may not submit a thesis for examination until he or she has completed at least 12 research periods of full-time enrolled candidature, or at least 24 research periods of part-time enrolled candidature.

(2) The Associate Dean may permit a student to submit a thesis for examination up to two research periods earlier than the period prescribed in sub-clause 3.19(1), provided that the Associate Dean is satisfied that the student has made exceptional progress in his or her candidature.

(3) The Chair of the Academic Board may permit a student to submit a thesis earlier than the periods prescribed in sub-clauses 3.19(1) and (2), provided that the Chair of the Academic Board is satisfied that the student has made exceptional progress in his or her candidature.

(4) Prior to exercising his or her discretion under sub-clause 3.19(3), the Chair of the Academic Board may obtain advice from the Chair of the Graduate Studies Committee of the Academic Board, Dean or Associate Dean.

(5) The student must be enrolled at the time that the thesis is submitted for examination.

3.20 Latest date for submission of thesis for examination

(1) The following provisions apply to candidatures commenced before 1 January 2019.

(a) Subject to clause 3.6 and this clause 3.20, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination:

(i) after no more than 16 research periods of enrolled candidature; and

(ii) for the purposes of paragraph (a), a student’s candidature will be considered by the University to include any periods of credit granted under clause 3.6.

(b) Subject to this clause, a student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination after no more than 32 research periods of enrolled candidature.

(c) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit his or her thesis for examination after no more than the equivalent of 16 full-time research periods of enrolled candidature.
(d) The Associate Dean may approve an extension of candidature with a new latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(2) The following provisions apply to candidatures commenced on or after 1 January 2019.

(a) Subject to clause 3.6 and this clause 3.20, a student who has undertaken all of their candidature on a full-time basis must submit their thesis for examination after no more than 14 research periods of enrolled candidature.

(b) Except with the approval of the relevant Associate Dean under subclause (2)(d), a student who has undertaken all of their candidature on a part-time basis must submit their thesis for examination after no more than 28 research periods of enrolled candidature.

(c) Where a student has undertaken their candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit their thesis for examination after no more than the equivalent of 14 full-time research periods of enrolled candidature.

(d) The Associate Dean may only approve an extension of the latest date for submission of a student’s thesis under exceptional circumstances.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

3.21 Content of thesis

(1) At the end of his or her course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures and any applicable course resolutions.

(2) Subject to sub-clause 3.21(3), a student may not submit as his or her thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student who undertook his or her candidature in a language school in the Faculty of Arts and Social Sciences may:

(a) submit a thesis written in English or in the target language determined by the school; or

(b) where a school has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the school, submit a thesis in another language approved by the school.

(5) Subject to the course resolutions, applications to submit a thesis in a language other than English or the target language of a school must be:

(a) made by an applicant in writing; and
(b) considered and determined by the Associate Dean (taking into account arrangements for supervision and examination);

prior to the commencement of candidature.

### 3.22 Form of thesis for examination

1. A candidate must submit their thesis for examination in the form required by the Academic Board.
2. The thesis must be accompanied by a certificate from the co-ordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.
3. The thesis must also be accompanied by an abstract in a form required by the Academic Board.
4. Subject to this Rule, the student must submit with the thesis a statement certifying their understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for use.

### 3.23 Examination procedures

1. The examination of candidates for a Doctorate by research will be conducted in accordance with the course resolutions and with standards and guidelines determined by the Academic Board.
2. Where the course resolutions do not specify examination procedures, the examination of candidates for a Doctorate by research will be conducted in accordance with procedures prescribed by the Academic Board for the Doctor of Philosophy.

### 3.24 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.

### PART 4 DOCTOR OF PHILOSOPHY

#### 4.1 Application of this part

This Part applies to the degree of Doctor of Philosophy.

#### 4.2 Eligibility for admission to candidature

1. Subject to sub-clauses 4.2(2) and (3), to be eligible for admission by the Associate Dean to candidature for the Doctor of Philosophy, an applicant must:
   (a) hold or have completed all the academic requirements for:
(i) a Master’s degree by research or higher level degree; or

(ii) a Master’s degree by coursework including a research component equivalent to 25% of one year’s full-time enrolment; or

(iii) a Bachelor’s degree with first or second class honours; and

(b) meet additional criteria for admission to the degree as specified by the Faculty.

(2) An Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause 4.2(1), provided that the applicant holds or has completed all the requirements for a Bachelor’s degree, and:

(a) has obtained a high distinction or distinction in the highest course available in the subject or subjects relevant to the proposed course of advanced study and research; or

(b) has completed a period of relevant full-time or part-time advanced study and research towards a Master’s degree by research at the University, at such a standard as demonstrates to the satisfaction of the Associate Dean that the applicant is suitably prepared in the field of study to undertake the Doctor of Philosophy. Students admitted on this basis will be granted credit for their candidature in the Master’s degree, consistently with clause 4.5.

(3) The Chair of the Graduate Studies Committee of Academic Board may admit to candidature an applicant who does not meet the requirements of sub-clauses 4.2(1) or (2), provided that the applicant holds qualifications that, in the opinion of the Chair of the Graduate Studies Committee on the recommendation of the Associate Dean, are equivalent to those prescribed in sub-clauses 4.2(1) or (2).

(4) The Chair of the Graduate Studies Committee of Academic Board may impose on a student admitted to candidature pursuant to sub-clause 4.2(3) such conditions as the Chair considers appropriate.

4.3 Application for admission to candidature

(1) An applicant for admission to candidature for the degree of Doctor of Philosophy must submit to the relevant Faculty:

(a) a proposed course of advanced study and research, approved by the Associate Dean, in consultation with the Postgraduate Coordinator of the school in which the work is to be undertaken; and

(b) satisfactory evidence of the applicant’s eligibility for admission; and

(c) a statement certifying the applicant’s understanding that, subject to this Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for use.

4.4 Probationary admission to candidature

(1) The Associate Dean may admit a student to candidature for the degree of Doctor of Philosophy on a probationary basis for a period not exceeding four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause 4.4(1), the Postgraduate Coordinator will review the student’s work and recommend to the Associate Dean that:
(a) the student’s candidature be confirmed; or

(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by a Postgraduate Coordinator in accordance with sub-clause 4.4(2), the Associate Dean may:

(a) confirm the student’s candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 4.12 for details of the ‘show good cause’ process.

(4) The candidature of a student that is confirmed in accordance with paragraph subclause 4.4(3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.

4.5 Credit for previous studies

(1) Subject to sub-clause 4.5(2), a student who, at the date of admission to candidature, has completed at least two research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the relevant Associate Dean to receive credit for all or any part of the higher degree candidature.

(2) The Associate Dean may grant credit in accordance with sub-clause 4.5(1), provided that the student’s higher degree candidature was:

(a) a course of full-time or part-time advanced study and research;

(b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty, University school or Board of Studies;

(c) directly related to the student’s proposed course of advanced study for the degree of Doctor of Philosophy; and

(d) the student has discontinued his or her candidature in the previous higher degree.

(3) Subject to sub-clause 4.5(4), a student who, at the date of admission to candidature, has completed at least six months as a candidate for a higher degree at another university or institution may be permitted by the Associate Dean to receive credit for all or any part of the higher degree candidature.

(4) The Associate Dean may grant credit in accordance with sub-clause 4.5(3), provided that:

(a) at the time of admission to the higher degree by research at the other university, or institution, the student held academic qualifications equivalent to those set out in clause 4.2;

(b) the higher degree candidature was:

(i) a course of full-time or part-time advanced study and research;

(ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and

(iii) directly related to the student’s proposed course of advanced study for the degree of Doctor of Philosophy; and
(c) the student has discontinued his or her candidature in the higher degree at the other university or institution.

4.6 Limit on credit for previous studies

(1) The amount of credit for previous studies that may be granted to a student in accordance with clause 4.5 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree candidature and the Doctor of Philosophy candidature must meet the requirements set out in clauses 4.17A, 4.18 and 4.19 of this Rule;

(b) any period of discontinued, suspended or lapsed candidature (as set out in clauses 4.13 to 4.15 of this Rule) must comply with standards set by the Academic Board and this Rule; and

(c) no student who has been granted credit may present a thesis for examination less than:

(i) six months, for a full-time student; or

(ii) twelve months, for a part-time student;

following admission to candidature at the University.

4.7 Control of candidature

(1) All candidates for the degree of Doctor of Philosophy are required to undertake their candidature wholly under the control of the University.

(2) The Associate Dean may require a student to provide a statement from his or her employer acknowledging that the candidature is under the exclusive control of the University.

4.8 Other studies during candidature

(1) A student must satisfactorily complete any training required by any of:

(a) Academic Board policies;

(b) Part 2A of the course resolutions, the Associate Dean;

(c) the Deputy Vice-Chancellor (Education) or

(d) their Supervisor;

including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

Note: In accordance with this Rule, a Doctorate must comprise a minimum of two-thirds research.

(2) Failure to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.
4.9 Supervision

The Postgraduate Coordinator will appoint suitably qualified supervisors for each candidate for the Doctor of Philosophy in accordance with policy for supervision determined by the Academic Board.

**Note:** See also *Supervision of Higher Degree by Research Students Policy 2013*

4.10 Location of candidature

1. Subject to the annual approval of the supervisors and Postgraduate Coordinator, students will pursue their candidature:
   - within the University, including its research stations and teaching hospitals;
   - on fieldwork, including in the field or in libraries, museums or other repositories;
     - within industrial laboratories or research institutions or other institutions considered by the Head of Department to provide adequate facilities for that candidature; or
     - within a professional working environment.

2. Throughout the course of his or her candidature, a student will attend the University for such:
   - consultation with his or her supervisors; and
   - School and Faculty or University school seminars; and
   - coursework or other studies required under clause 4.08 of this Rule; as specified annually by the Postgraduate Coordinator.

3. Subject to sub-clauses 4.10(4) (5) and (6), a student who pursues his or her candidature outside Australia must complete a minimum of four research periods of candidature within the University prior to submitting his or her thesis for examination.

4. A student whose minimum length of candidature is eight research periods (rather than the usual 12 research periods), and who pursues his or her candidature outside Australia, must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

5. For the purposes of sub-clauses 4.10(3) and (4), the period required to be completed within the University may be completed:
   - at any time during the candidature; and
   - continuously or in several non-consecutive periods.

6. A student granted credit under 4.5 must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.
4.11 Progress

(1) At intervals no greater than one year, Postgraduate Coordinators must require students to:
   (a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
   (b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Postgraduate Coordinator may determine that the student:
   (a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
   (b) has demonstrated unsatisfactory progress, and:
      (i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or
      (ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Postgraduate Coordinator must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Postgraduate Coordinator in accordance with sub-paragraph sub-clause 4.11(3)(b)(ii), the Associate Dean may:
   (a) allow the student’s candidature to continue and specify the conditions of candidature to apply the following year; or
   (b) require the student to show good cause why he or she should be permitted to continue the candidature.

4.12 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:
   (a) following a progress review, in accordance with paragraph sub-clause 4.4(3)(b) or sub-clause 4.11(5)(b);
   (b) if the student has not submitted his or her thesis for examination by the latest date to do so, as required by clause 4.19; or
   (c) at any other time, on the recommendation of the Postgraduate Co-ordinator.

(2) A student who is required to show good cause will be sent a notice that:
   (a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;
   (b) states why the student is being asked to show good cause;
   (c) sets out the actions that may be taken in respect of the candidature; and
(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(4) If, after considering any submissions made by the student, progress reports, any reports by the supervisors or Postgraduate Coordinator, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(5) If, after considering the information referred to in sub-clause 4.12(4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:

(a) terminate the student’s candidature; or

(b) impose conditions or restrictions on the continuation of the student’s candidature.

Note. For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(6) In addition to the decision made under sub-clauses 4.12(4) or 4.12(5), the Associate Dean might also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer transfer of course.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 4.12(5)(a) will not be permitted to re-enrol in that candidature.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 4.12(5)(a), that person may be excluded by the Associate Dean from applying for admission to a higher degree within the Faculty for the longer period of:

(a) at least two academic years; or

(b) if the person is applying for a Research Training Program place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Program.

Note: As at the date of this rule, detailed information about entitlement for Research Training Program can be found in Research Training Program: Conditions of Grant, which can be found at https://www.education.gov.au/research-training-program

4.13 Discontinuation of candidature

(1) A student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or they she produces evidence that:

(a) the discontinuation occurred at an earlier date; and
(b) there was good reason why the application could not be made at an earlier time.

(4) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:
   (a) the Associate Dean granted prior permission to re-enrol; or
   (b) the student applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with sub-clauses 4.13(3)(a) and (b).

4.14 Suspension of candidature

(1) A student in a course may, by notice to the *Faculty*, suspend his or her enrolment in the course:
   (a) for a maximum period of one year; or
   (b) with the approval of the Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the *Faculty*.

(3) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course.

4.15 Lapse of candidature

(1) If a student does not enrol by the last census date for enrolment in each research period, and the student has not discontinued or sought approval to suspend enrolment, the student's candidature lapses.

(2) If a student’s candidature in a course lapses, then, despite any contrary provision in this Rule, the student must apply for and gain a new admission to the course in order to re-enrol.

4.16 Return to candidature

(1) Subject to written advice from the Associate Dean, if a student returns to candidature after suspension in candidature, the requirements as in force at the time of the student’s return to candidature apply.

(2) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

4.17 Leave of absence

Subject to the course resolutions, a *student* may, with the approval of the Postgraduate Coordinator, take leave of absence from the course for a period of less than one research period.
4.17A Maximum time for completion

(1) The provisions of this clause apply to all candidatures commenced on or after 1 January 2019.

(2) Candidature for the full-time Doctor of Philosophy should be completed by the end of the sixteenth research period after the research period in which they first enrolled.

(3) Candidature for the part-time Doctor of Philosophy should be completed by the end of the thirty-second research period after the research period in which they first enrolled.

(4) Any credit granted under clause 4.6 of this Rule will be included for the purposes of calculating research periods under subclause 4.17A(2).

(5) Subject to the maximum time limit specified in clause 1.7A, the relevant Associate Dean may extend the time for a student’s completion in exceptional circumstances.

4.18 Earliest date for submission of thesis for examination

(1) For the purposes of this clause, a student’s candidature will be considered by the University to include any periods of credit granted under clause 4.6 of this Rule.

(1) Subject to clause 4.6 and this clause 4.18 a student may not submit a thesis for examination until they have completed at least 12 research periods of full-time enrolled candidature, or at least 24 research periods of part-time enrolled candidature.

(2) The Associate Dean may permit a student to submit a thesis for examination up to two research periods earlier than the period prescribed in sub-clause 4.18(1), provided that, in the opinion of the Associate Dean, evidence has been produced that the student has made exceptional progress in their candidature.

(3) The Chair of the Academic Board may permit a student to submit a thesis earlier than the periods prescribed in sub-clauses 4.18(12) and 4.23, provided that, in the opinion of the Chair of the Academic Board, evidence has been produced that the student has made exceptional progress in their candidature.

(4) Prior to exercising their discretion under sub-clause 4.18(14), the Chair of the Academic Board may obtain advice from the Chair of the Graduate Studies Committee of the Academic Board, Dean or Associate Dean.

(5) The student must be enrolled at the time that the thesis is submitted for examination.

4.19 Latest date for submission of thesis for examination

(1) For the purposes of this clause, a student’s candidature will be considered by the University to include any periods of credit granted under clause 4.5 of this Rule.

(1) The following provisions apply to candidatures commencing before 1 January 2019.

(a) Subject to this clause 4.19, a student who has undertaken all of their candidature on a full-time basis must submit their thesis for examination after no more than 16 research periods of enrolled candidature.
(b) A student who has undertaken all of their candidature on a part-time basis must submit their thesis for examination after no more than 32 research periods of enrolled candidature.

(c) Where a student has undertaken their candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit their thesis for examination after no more than the full-time equivalent of 16 research periods of enrolled candidature.

(d) The Associate Dean may approve an extension of candidature with a new latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(2) The following provisions apply to candidatures commenced on or after 1 January 2019.

(a) Except with the approval of the relevant Associate Dean under sub-clause (2)(d), a student who has undertaken all of their candidature on a full-time basis must submit their thesis for examination after no more than 14 research periods of enrolled candidature.

(b) Except with the approval of the relevant Associate Dean under sub-clause (2)(d), a student who has undertaken all of their candidature on a part-time basis must submit their thesis for examination after no more than 28 research periods of enrolled candidature.

(c) Where a student has undertaken their candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit their thesis for examination after no more than the full-time equivalent of 14 research periods of enrolled candidature.

(d) The Associate Dean may only approve an extension of the latest date for submission of a student’s thesis under exceptional circumstances.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(2)——

4.20 Content of thesis

(1) At the end of their course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures.

(2) Subject to sub-clause 4.20(3), a student may not submit as their thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where:

(a) their candidature has been governed by an approved cotutelle agreement; or
(b) the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student whose candidature is governed by an approved cotutelle agreement may submit a thesis written in English or in another language.

(5) A student who undertook his or her candidature in a language school in the Faculty of Arts and Social Sciences may:

(a) submit a thesis written in English or in the target language determined by the school; or

(b) where a school has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the school, submit a thesis in another language approved by the school.

(6) Applications to submit a thesis in a language other than English or the target language of a school must be:

(a) made by an applicant in writing; and

(b) considered and determined by the Associate Dean (taking into account arrangements for supervision and examination); prior to the commencement of candidature.

### 4.21 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board.

(2) The thesis must be accompanied by a certificate from the coordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(3) The thesis must also be accompanied by an abstract in the form required by the Academic Board.

(4) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for immediate public use.

### 4.22 Examination procedures

The procedures for examination of candidates for the degree of Doctor of Philosophy will be prescribed by the Academic Board.

### 4.23 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.
PART 5 HIGHER DOCTORATES

5.1 Meaning of this Part

(1) In this Part:
   (a) assessment committee means the committee appointed by the Dean in accordance with clause 5.5.
   (b) higher doctorate means any of the following:
       (i) Doctor of Agricultural Economics;
       (ii) Doctor of Dental Science;
       (iii) Doctor of Engineering;
       (iv) Doctor of Laws;
       (v) Doctor of Letters;
       (vi) Doctor of Letters in Education;
       (vii) Doctor of Letters in Social Work;
       (viii) Doctor of Medical Science;
       (ix) Doctor of Music;
       (x) Doctor of Science;
       (xi) Doctor of Science in Agriculture;
       (xii) Doctor of Science in Architecture;
       (xiii) Doctor of Science in Economics;
       (xiv) Doctor of Veterinary Medicine.
   (c) published work meets the higher doctorate standard if it is generally recognised by scholars in the relevant field of study as a distinguished contribution to knowledge or creative achievement.

5.2 Award of Higher Doctorates

(1) The Academic Board may, on the recommendation of the relevant Dean, award a higher doctorate for published work that, in the opinion of the examiners:
   (a) constitutes a distinguished contribution to knowledge or creative achievement; and
   (b) is recognised by scholars in the relevant field as constituting a distinguished contribution to knowledge or creative achievement in that field.

(2) Without limiting sub-clause 5.2(1), a published work may be regarded as a distinguished contribution to knowledge if:
   (a) it represents a significant advance in knowledge in the relevant field;
   (b) it has caused, or become a major part of, a significant debate among scholars in the relevant field (including in books and journals); or
   (c) it has caused significant changes in the direction of research or in the practice of recognised scholars in the relevant field.
5.3 Eligibility for admission to candidature

(1) Subject to this clause 5.3, to be eligible for admission to candidature for a higher doctorate, an applicant must:

(a) hold a degree from the University that was conferred five or more years prior to the application date;

(b) hold a degree from another university or institution that was conferred five or more years prior to the application date; or

(c) have qualifications that were conferred five or more years prior to the application date and standing that are determined by the Faculty and by the Graduate Studies Committee of the Academic Board to be equivalent to holding a degree from the University; and

(d) for the Doctor of Dental Science, hold or have completed all the academic requirements for the award of the Bachelor of Dental Surgery;

(e) for the Doctor of Medical Science, hold or have completed all the academic requirements for the Bachelor of Medicine;

(f) for the Doctor of Music hold or have completed all the academic requirements for:

(i) the Bachelor of Music; or

(ii) the Bachelor of Arts including a three year sequence of courses in Music;

(g) for the Doctor of Veterinary Medicine hold or have completed all the academic requirements for a bachelor’s degree as specified in the course resolutions the Bachelor of Veterinary Science.

(2) To be eligible for admission to candidature, an applicant who does not meet the requirements of subclause paragraph 5.3(1)(a) must:

(a) have been a full-time member of the academic staff of the University for at least three years (or pro-rata part-time); or

(b) be recognised by the Academic Board, on the recommendation of the Dean, to have been involved in the teaching and research of the University to an equivalent level.

(3) To be eligible for admission to candidature, an applicant for a degree referred to in subclauses paragraphs 5.3(1)(d) to (g) who does not meet the requirements of those paragraphs must be recognised by the Dean and the Chair of the Graduate Studies Committee of Academic Board to have equivalent academic standing.

5.4 Application for admission to candidature

(1) An application for admission to a higher doctorate must:

(a) state the name of the higher doctorate to which the application relates;

(b) specify the applicant’s academic qualifications; and

(c) describe the applicant’s association with the University.

(2) The application must be accompanied by:
(a) a list of the published works that the candidate proposes to submit for examination;
(b) a description of the themes of the published works; and
(c) where there are a large number of publications whose dates range over a period of time and cover a range of subjects, a statement of how these publications are related to one another and to the theme.

5.5 Preliminary assessment of application for admission

(1) The Dean will appoint a committee to consider and determine, in respect of each application for admission, whether:
(a) the applicant is eligible for admission to candidature;
(b) the published work is in a field appropriate to the nominated degree;
(c) the Faculty is competent to examine the published work at the required level; and
(d) whether the applicant should be admitted to candidature.

(2) The committee may not determine that the applicant should be admitted to candidature unless the requirements of each of paragraphs subclauses 5.5(1)(a) to -(c) are met.

(3) If the committee determines that the applicant should be admitted to candidature, the committee will recommend to the Dean that be or she or they recommends to the Academic Board:
(a) that the applicant be admitted to candidature; and
(b) the appointment of at least three named examiners, of whom at least two will be external examiners.

(4) The assessment committee will comprise:
(a) the Dean;
(b) the Postgraduate Coordinator most closely associated with the relevant field of work;
(c) the academic staff member most closely associated with the relevant field of work; and
(d) other persons appointed by the Dean.

5.6 Admission to candidature

The Academic Board may, on the recommendation of the Dean, admit to candidature an applicant who meets the requirements for admission in this Part.

5.7 Enrolment

A successful applicant must enrol as a candidate for the higher doctorate in the first enrolment period following receipt of his or her offer of admission.
5.8 Submission of work for examination

(1) The candidate must submit to the Dean five copies of the published work.

(2) The work submitted must include:
   (a) a description of the theme of the published work;
   (b) a record of original research undertaken by the candidate;
   (c) a statement by the candidate of:
      (i) the sources from which the information in the work was derived;
      (ii) the extent to which the work draws on the work of others; and
      (iii) the portion of the work that the candidate claims as original;

(3) if the work submitted contains research that was carried out conjointly, a statement by the candidate of the extent to which the candidate was responsible for the initiation, conduct or direction of the research; and

(4) if the principal publications, as distinct from any supporting papers, incorporate work previously submitted for a degree or diploma at the University or at any other university or institution, a statement by the candidate of those parts of the publications that have previously been submitted.

(5) A candidate for the Doctor of Letters must submit work that includes at least one substantial work.

(6) A candidate for the Doctor of Music may submit one or more major musical works of the candidate’s own composition.

5.9 Appointment of examiners

(1) The Academic Board will, on the recommendation of the Dean, appoint at least three examiners, of whom at least two will be external examiners.

(2) The Academic Board may appoint examiners in addition to those recommended by the Dean.

5.10 Examination

(1) Each examiner for a candidature must:
   (a) examine the published work; and
   (b) make a separate report on whether, in the examiner’s opinion, the work meets the requirements for higher doctorates set out in clause 5.2.

(2) The assessment committee will consider the examiners reports, having regard to the requirements of clause 5.2, and recommend to the Dean that:
   (a) that the higher doctorate be awarded; or
   (b) that the higher doctorate not be awarded.

(3) After considering the recommendation of the assessment committee, the Dean:
   (a) will provide to the Academic Board:
      (i) the names and qualifications of the examiners; and
(ii) the substance of the examiners’ reports; and

(b) will recommend to the Academic Board that:
   (i) the higher doctorate be awarded;
   (ii) the higher doctorate not be awarded; or
   (iii) the Academic Board appoint a further examiner or examiners.

(4) The Academic Board will determine the result of the examination.

5.11 Lodging the published work

If the Academic Board decides to award a higher doctorate to the candidate, the Faculty must lodge with the Director, University Libraries one electronic or bound copy of the published work in the form required by the Academic Board.

PART 6 HIGHER DEGREE BY RESEARCH THESES

6.1 Meaning of this Part

(1) In this Part:
   (a) restricted appendix means a section of a thesis to which public access has been restricted in accordance with clause 6.3.
   (b) thesis refers to the complete final thesis, including any corrections or emendations to the satisfaction of the Postgraduate Coordinator.

6.2 Lodgement

(1) Subject to this Part, a candidate for a higher degree by research will not be permitted to undertake a program of advanced study and research that is likely to result in the lodgement of a thesis that cannot be made available for public use.

(2) Subject to this Part, all successful candidates for a higher degree must lodge a copy of their final thesis with the University Librarian.

(3) Subject to clause 6.3, 6.5 and 6.6, a thesis lodged with the University Librarian will be made available for use consistently with this Rule and Academic Board policy and procedures.

Note 1: Applicants are required to certify their awareness of this requirement prior to admission to candidature. See paragraphs clauses 2.4(1)(c), 3.4(1)(c) and 4.3(1)(c).

Note 2: Candidates are required to certify their awareness of this requirement at the time their thesis is submitted for examination. See sub-clauses 2.22(4), 3.22(4) and 4.21(4).

(4) Immediately following lodgement, the University Librarian will arrange for a statement of the author’s rights under copyright law to be affixed or appended to the thesis.
6.3 Use of confidential material

(1) If, at any time between application for admission to candidature and the lodgement of the thesis, it appears to the candidate’s supervisors or Postgraduate Coordinator that:

(a) successful completion of the candidature will require the use of confidential material; and

(b) the candidate would not be at liberty to fully disclose this confidential material in the thesis;

the matter will be reported as soon as possible to the Faculty Graduate Studies Committee.

(2) The Faculty Graduate Studies Committee, if it considers it appropriate to do so, recommend to the Chair of the Graduate Studies Committee of the Academic Board that the candidate be granted:

(a) permission to include in an appendix to the thesis any material that is essential to the thesis but which, for a limited period, may not be available for public inspection;

(b) permission to restrict access to the whole thesis for a limited period, with a redacted version of the thesis available for public inspection; or

(c) exemption, in respect of the appendix, from the requirement to give the undertaking prescribed by sub-clauses 2.22(4), 3.22(4) and 4.21(4).

(3) If, after considering the recommendation of the Faculty Graduate Studies Committee, the Chair of the Graduate Studies Committee of the Academic Board decides to give the permission and exemption referred to in sub-clause 6.3(2), the University Librarian will restrict public access to the appendix for a period specified by the Chair of the Graduate Studies Committee of the Academic Board.

(4) Other than in exceptional circumstances, any period of restriction to a restricted appendix will not exceed five years.

6.4 Access to confidential material in a restricted appendix

(1) The University Librarian may grant access by a scholar to a restricted appendix, provided that the scholar:

(a) demonstrates genuine concern with the material in the appendix; and

(b) has the written consent of either:

(i) the author of the thesis; or

(ii) the Postgraduate Coordinator.

(2) The Postgraduate Coordinator may not consent to access by a scholar to a restricted appendix unless:

(a) all reasonable steps have been taken to contact the author; and

(b) the author cannot be contacted.
6.5 Restricted access to protect intellectual property

(1) Where:
   (a) the subject of an applicant or candidate’s higher degree thesis is work conducted collaboratively with industry; and
   (b) there is a reasonable basis for concern that intellectual property contained in the thesis will be improperly exploited by others;

the Dean may recommend to the Chair of the Graduate Studies Committee of the Academic Board that access to the thesis be restricted for a limited period of time.

(2) After considering the Dean’s recommendation, the Chair of the Graduate Studies Committee may determine that access to the thesis should be restricted for a limited period of time.

(3) Other than in exceptional circumstances, any period of restricted access to the thesis will not exceed 18 months from the date of the award of the degree.

6.6 Restricted access to protect the interests of the author

(1) If, at any time between application for admission to candidature and the lodgement of the thesis, it appears to the candidate that there is a reasonable basis for believing that his or her interests would be at risk if the thesis were made immediately available to the public, the candidate may apply in writing to the Associate Dean for access to the thesis to be restricted for a limited period of time.

(2) The candidate’s application to the Associate Dean should:
   (a) clearly set out the reasons for the application;
   (b) clearly state the length of the requested restriction on access; and
   (c) include supporting evidence, as appropriate.

(3) If, after considering the candidate’s application, the Associate Dean is satisfied that restricting access to the thesis is necessary to protect the candidate’s interests, the Associate Dean may:
   (a) restrict access to the thesis for a period not exceeding six months from the date of the award of the degree; or
   (b) recommend to the Chair of the Graduate Studies Committee of the Academic Board that:
      (i) a longer period of restriction; or
      (ii) an extension of an earlier period of restriction;

be approved.

(4) The Chair of the Graduate Studies Committee may determine to restrict access to the thesis for a limited period of time.

(5) Other than in exceptional circumstances, any period of restricted access to the thesis will not exceed 18 months from the date of the award of the degree.
6.7 Right of examiners to access

(1) Notwithstanding any other clause in this Rule, the thesis and any restricted appendix will be available to the examiners of the thesis, including:

(a) any Faculty committee or board of postgraduate studies; and
(b) any committee of the Academic Board;
for the purposes of examination or re-examination.

PART 7 ENGLISH LANGUAGE REQUIREMENTS

7.1 All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to a higher degree by research course.

(2) Subject to this Part, any applicant for admission to a higher degree by research course whose first language is not English, must meet the requirements of the English Language Proficiency Standards as listed in the Admissions Standards – English Language Proficiency.

Note: The English Language Proficiency Standards are available from the Academic Board website.

(a) in the five years prior to their application, successfully completed tertiary studies in which the language of the institution, instruction, examination and assessment was English; or

(b) in the two years prior to their application, successfully completed an appropriate course at the University’s Centre for English Teaching, with results at a standard required for the award course that the applicant is applying for; or

(c) in the two years prior to their application, achieved:

(i) an IELTS overall band score of 6.5 with a minimum of 6.0 in each band; or

(ii) a paper based TOEFL score of 577 plus a Test of Written English (TWE) score of 4.5; or

(iii) an internet based TOEFL (IBT) score of 90 plus a minimum score of 23 for Writing and 22 for Reading, Speaking and Listening; or

(iv) a Pearson Test of English (Academic) (PTE) score of 61; or

(v) a Cambridge English: Advanced (CAE) score of 58.

(3) An applicant for admission to a higher degree by research course in a Faculty that has, with the approval of the Academic Board, set English language requirements above higher than the minimum requirements set out in the Admissions Standards – English Language Proficiency Standards must meet the Faculty’s requirements.

Note: The English Language Proficiency Standards are available from the Academic Board website.
7.2 Exceptional circumstances: Exemption from English language requirements in certain circumstances

(1) A Dean may exempt a student from the requirements of the English Language Proficiency Standards:
   (a) if they are satisfied that exceptional circumstances apply; and
   (b) on the bases specified in the English Language Proficiency Standards.

(2) The Dean must record in writing on the student file any exemption from English language requirements, including:
   (a) the proof of proficiency in English provided; and
   (b) the Dean’s reasons for granting the exemption.

Note: See Recordkeeping Policy 2017. In exceptional circumstances only, the Dean may, in writing, deem a student demonstrates grant an exemption from the English language requirements for admission to a higher degree by research course by means other than those listed in the Academic Board Admissions Standard – English Language Proficiency <insert ELP test standards webpage link>, in accordance with clause 7 of those standards.

- The applicant has an IELTS score and:
  - the overall or average band score is no more than 0.5 below the overall or average band score otherwise required by this Rule; and
  - any individual band score is no more than 1.0 below the individual band score otherwise required by this Rule; or
  - the applicant has a score on another test permitted by this Rule and the applicant’s score was no more than a corresponding amount below the score otherwise required by this Rule; and

- the Dean is satisfied that the applicant has enough competence in written and spoken English to complete the course successfully.

The Chair of the Graduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subparagraph subclause (1)(a) or (b), as they apply in a particular case.

In considering whether an applicant has enough competence in written and spoken English to complete the course successfully, the Dean:

- must take into account any advice of the Postgraduate Coordinator; and
- may consider any other relevant matter, including:
  - the applicant’s ability to communicate in an academic environment;
  - whether the applicant has been known to the Faculty for at least two years;
  - whether the candidature is to be governed by an approved cotutelle agreement;
  - any appropriate work experience that the applicant has had in an English language environment; and
any oral discussions between Faculty members and the applicant.

The Dean must record in writing on the student file any grant of exemption from English language requirements, including:

the proof of proficiency in English provided by the applicant; and

the reasons, in accordance with this Policy Rule, that the Dean approved the waiver.

PART 8 UNDERTAKING COURSEWORK UNITS OF STUDY

8.1 Enrolment in and assessment of coursework units of study

A higher degree by research student who is enrolled in a coursework unit of study will be subject to the provisions of Part 12 and Part 14 of the Coursework Policy 2014, including in respect of enrolment and assessment. A higher degree by research student who is enrolled in a coursework unit of study will be subject to all relevant provisions of the Coursework Policy 2014, including those relating to:

(a) enrolment; and
(b) assessment; and
recognition of prior learning.

PART 9 SPECIAL CONSIDERATION

9.1 Coursework units of study

A higher degree by research student who is enrolled in a coursework unit of study will be subject to the provisions of the Coursework Policy 2014 in respect of special consideration due to illness or misadventure.

9.12 Progress and examination

(1) Special consideration is not available for illness or misadventure in:

(a) the assessment of a student’s progress in a progress review; or
(b) the examination process.

(2) A student required to show good cause may request special consideration for illness, misadventure or exceptional circumstances outside of their control.
9.23 Variation of candidature

(1) A student may request special consideration due to illness, misadventure or circumstances outside of their control when seeking to vary candidature, including in respect of requests for:
   (a) suspension;
   (b) a change from full-time to part-time enrolment (or vice-versa);
   (c) extension of the latest date to submit for examination.

PART 10 MISCELLANEOUS

10.1 Rules, resolutions and policies that cease to have effect

(1) The following rules, resolutions and policies, as amended and in force immediately before the commencement of this Rule, cease to have effect to the extent set out in the table below:
   (a) University of Sydney (Doctor of Philosophy (PhD)) Rule 2004
   (b) University of Sydney (Amendment Act) Rule 2000:
       (i) Part 9: Division 10 and Division 11
       (ii) Part 10: Division 3 and Division 5

NOTES

University of Sydney (Higher Degree by Research) Rule 2011

Date adopted: 21 March 2011
Date commenced: 25 March 2011

Related documents:

- Educational Services for Overseas Students Act 2000 (Cth)
- Coursework Policy 2014
- Essential Resource for Postgraduate Students Policy 2016
- Progress Planning and Review for Higher Degrees by Research Students Policy 2015
- Supervision of Higher Degree by Research Students Policy 2013
- Thesis and Examination of Higher Degree by Research Policy 2015
- Progress Planning and Review for Higher Degree by Research Students Procedures 2015
## AMENDMENT HISTORY

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**Related documents**: Amended dates on internal policy documents

**Commencing**: 1 January 2018
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<td>5.1(1)(b)(viii)</td>
<td>Replaced “Doctor of Medicine” with “Doctor of Dental Medicine”</td>
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TO BE ADDED
Figure 1: PhD Students

Figure 1. Frequency distribution EFTSL consumption by over-time PhD students. The data were collected from early March 2018 and represent 497 students, which is approximately 13% of total university PhD load.
Figure 2: Master’s by Research Students

Figure 2. Frequency distribution EFTSL consumption by over-time Master’s by Research students. The data were collected from early March 2018 and represent 111 students, which is approximately 13% of total university Master’s by Research load.
RECOMMENDATION

That the Academic Standards and Policy Committee:

1. endorses the proposed amendments to the Coursework Policy 2014 (attachment 2);
2. endorses the draft Admissions Standards – English Language Proficiency requirements schedule (attachment 3); and
3. endorses changes to the University of Sydney (Higher Degree by Research) Rule 2011 (HDR Rule) (see paper ‘Proposed changes to the HDR Rule – Completions’).

EXECUTIVE SUMMARY

The Admissions Working party conducted four meetings throughout 2018 to address a range of policy gaps pertaining to admissions. The three main issues were clarifying the role of the Academic Board in determining entry requirements and standards, formalising the previously announced mathematics prerequisites in policy, and addressing a number of discrepancies regarding English Language Proficiency (ELP) requirements. The first two issues were addressed at the 7 August Academic Board meeting, while a solution to the latter is proposed in this paper. As the primary work of the Admissions Working Group has been concluded, the Admissions Subcommittee endorsed the discontinuation of the Admissions Working Party at its 8 October meeting.

It is recommended that the Academic Standards and Policy Committee endorses amendments to the Coursework Policy and HDR Rule, and a new draft Admissions Standard for ELP. The policy changes are intended to:

- establish an equivalent admission standard for all applicants applying for entry into an award course;
- establish an objective measure for English as a first language;
- remove the discrepancy in the expiration point (enrolment or commencement) of ELP tests by making that validity point the commencement date for all students;
- establish a five year expiration window for applicants using qualifications as evidence of ELP;
- establish a two year expiration window for applicants providing English test scores as evidence of ELP;
- include living in an English-speaking country for five years prior to commencement of study as proof of ELP; and
- include current registration with an accreditation body as proof of ELP.

Additionally, the academic standard will ensure all standard ELP test scores currently situated in the Coursework Policy, HDR Rule, and various online test score tables, are aligned and situated in one document. As such, the standard’s introduction will coincide with the removal of various test scores in the policy and rule. In addition to the Academic Standards and Policy Committee, the amendments to the Coursework Policy will be provided to relevant Academic Board and University Executive committees. The draft changes to the HDR Rule will also be provided to Senate for approval. A table detailing the proposed changes to the Coursework Policy and HDR Rule is included in attachment 1.
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CONTEXT

The Admissions Working Party was established at the 19 March Admissions Subcommittee meeting to review and develop policy amendments pertaining to Mathematics prerequisites, English language requirements, policy nonalignment between undergraduate and postgraduate admissions, recent and non-recent school leavers, and domestic and international students. Additional issues were raised throughout the course of the meetings of the Working Party, such as the impact of Mathematics prerequisites on prospective Aboriginal and Torres Strait Islander students and students from disadvantaged backgrounds.

At its meeting on the 7 August, the Academic Board approved changes to the Coursework Policy providing the Academic Board with the ability to determine admissions standards and establishing a location for these standards on the Board’s website. One such standard pertains to Mathematics prerequisites, which was also drafted following consultation with the Admissions Working Party and approved at the 7 August meeting of the Board.

Following this, the Admissions Working Party canvassed a range of issues regarding ELP requirements as established in policy and found on University websites, culminating in proposed amendments to existing policies and the establishment of a new Admissions Standard for ELP.

ISSUES

English Language Test Scores

Currently, there is a nonalignment of ELP test score conversions across the Coursework Policy, HDR Rule, and the Admissions Concordance Table. The HDR Rule and postgraduate subclause of the Coursework Policy set the minimum IELTS score at 6.5 and specifies a TOEFL paper-based score of 577, the advertised Admissions Concordance Table sets the equivalent of an IELTS 6.5 as a TOEFL paper-based score of 565, while the undergraduate admissions subclause of the Coursework Policy lists this equivalent TOEFL score as 550. As such, these three different scores will need to be aligned to ensure consistency across degree-types. In doing so, there is also an opportunity to ensure better alignment with other Go8 institutions. Currently, Monash is the only other Go8 institution to set a TOEFL paper-based score at 550, with the remaining Go8 institutions setting the requirement at a score between 570 and 577. As such, rather than realigning the HDR entry score to 550 or 565 to match the current undergraduate coursework level, it is proposed that the undergraduate coursework score be aligned with the score already used by the University of Sydney for HDR students and by UNSW, the University of Melbourne, and the University of Adelaide for undergraduate admissions (TOEFL: 577). The Centre for English Teaching has also confirmed that a score of 577 is an appropriate equivalent for IETLS 6.5.

In addition to introducing a consistent minimum requirement across degree-types, it is proposed that specific test scores are removed from policy and established in an Academic Board Admissions Standard. Removing the test results from the rule and policy would support administrative simplification by making test score conversions a procedural matter, as these scores are subject to change. Under this process, approval of the Academic Board would still be required to adjust test scores, however a change to the Coursework Policy and HDR Rule would not be needed. Faculties would still be able to set higher test scores as required, and these differing scores would be listed in the same academic standard to ensure ease of identifying both the requirements for undergraduate and postgraduate admissions, but also for different discipline areas. Currently this information is listed (with various scores for the same test) in two parts of the Coursework Policy, the HDR Rule, the Admissions website, the Admissions Concordance Table document, and the Faculty-specific English Language Requirements (undergraduate) document.

Expiration of test results

There is a misalignment in the time-window provided for demonstrating ELP through an English skills test. Currently, the test score provided to demonstrate proficiency for undergraduate applicants must be no older than two years at the commencement date of the course, while the time-window applied for graduate admissions is no older than two years at the application date of the course. It is proposed that the commencement/application date differential is addressed by using the course commencement date as the relevant test result expiry date for all prospective students. Commencement date is preferred as it would provide an easy to determine date (based on the relevant Semester, Term, or Research Period) and would
Non-Confidential

ensure consistent applicability to all commencing students as the date of enrolment can vary substantially amongst the same cohort (particularly with deferments).

Additionally, the timeframe allowed for demonstrating ELP varies across degree type. For instance, there is no time limit applied for undergraduate admission through the completion of secondary or tertiary studies taught in English, yet graduate students have a five year limit. Therefore, it is proposed that English language requirements for undergraduate and postgraduate admissions are aligned in policy, with the difference based on the ELP source, rather than course type. As such, ELP test scores, CET courses, and English subjects completed as part of non-English secondary qualifications will have a two year expiration window; while secondary and tertiary qualifications completed in English, accreditation, and residency and employment in an English speaking country will have a five year expiration timeframe. This difference reflects the distinction between completing a test or subject and completing an entire qualification. Furthermore, IELTS Test Partners cannot confirm the validity of test results that are more than two years old. Whether it is a two or five year window, all timeframes will be based on the date of commencement.

POLICY AMENDMENTS

The proposed policy amendments seek to ensure alignment between undergraduate coursework, postgraduate coursework, and HDR admissions requirements through the creation of a single document delineating admissions standards as approved by the Academic Board. In doing so, requirements will become consistent across University degree levels.

The Admissions Standard includes provisions whereby ELP test results submitted for demonstrating ELP will be valid for two years from the date the prospective student will commence their studies, while educational qualifications will be valid for five years. Additional criteria for proving ELP will be also established in the policy: if an applicant has lived in an English speaking country for five years prior to the commencement date of studies; and if an applicant is currently registered with an accreditation body that has an English language requirement that is equivalent or greater than the University of Sydney.

Furthermore, when applying for admission to the University, prospective students are required to indicate if their first language is English. There are a number of situations where discrepancies can occur in this process because the policy does not contain an objective measure for demonstrating English as a first language. To address this, such a requirement has been included in the Admissions Standard. Furthermore, the ‘Dean’s waiver’ clauses (24 ‘Exemption from English language requirements in certain circumstances’) have been removed from the policy and rule, edited, and placed in the standard under clause 7 ‘Exceptional circumstances’. The faculty- specific IELTS requirements (undergraduate and postgraduate) have also been updated based on faculty feedback and will be incorporated in the new Admissions Standard (Table 4 and Table 5 in attachment 3). The policy amendments are detailed further in attachment 1.

In addition to admissions changes, the amendments pertaining to suspensions and Early Intervention Strategies have been made to the Coursework Policy. The former involves amendments to clause 57 ‘Suspension of enrolment by student’, while the latter involves the introduction of a new clause 73A ‘Early Intervention Strategies’. The ESOS National Code governs provider requirements for student visa holders. Standard 8: Overseas student visa requirements, states that higher education providers must monitor course progress regularly and implement an intervention strategy to assist an overseas student not making satisfactory course progress. Currently Part 15 ‘Progression’ of the Coursework Policy provides a policy framework for students at risk once a student has failed. Standard 8 restricts the circumstances under which the University can extend the duration of a student’s study to compassionate or compelling circumstances, an intervention strategy or approved deferral or suspension. Therefore, this new clause provides a policy framework consistent with the National Code for implementing an early intervention strategy prior to a student failing a unit. Although designed to meet the restrictions of National Code around visa holders, such a strategy would also provide support to domestic students.
CONSULTATION

The membership of the Admissions Working Party included:

- Assoc. Prof. Alison Purcell (Chair)
- Assoc. Prof. Tim Wilkinson, Chair of the Admissions Sub-Committee
- Assoc. Prof. Peter McCallum, Director Education Strategy
- Assoc. Prof. Rae Cooper, Associate Dean (Programs)
- Assoc. Prof. Alyson Simpson, Associate Dean (Education)
- Assoc. Prof. Catherine Hardy
- Wencong Chai, Head of Admissions
- Mandy Baric, Director of Compliance and Student Affairs
- Mary Teague, Head of Widening Participation
- Hugh O’Dwyer, Policy and Project Officer

Academic and administrative staff in various faculties with specific ELP test score requirements higher than the minimum requirement also assisted in updating the faculty-specific test score requirement tables in the draft Admissions Standard. The CET and Admissions team also provided advice regarding ELP requirements.

Additionally, draft policy amendments have been provided to the Policy Management Unit and the following committees:

- Admissions Sub-Committee (8 October)
- University Executive Education Committee (16 October)
- Academic Quality Committee (30 October)
- Academic Standards and Policy Committee (6 November)
- University Executive (15 November)
- Academic Board (27 November)

The HDR Rule amendments will also be provided to Senate (14 December).

ATTACHMENTS

Attachment 1: Coursework Policy 2014 and HDR Rule amendments table
Attachment 2: Coursework Policy 2014 – proposed amendments
Attachment 3: Draft Admissions Standards – English Language Proficiency
### Coursework Policy 2014 English Language Proficiency Changes

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<th>Reason for amendment</th>
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<td>*9A(1)</td>
<td>Insert a new clause that states: ‘Except as determined by the Academic Board, the same or equivalent admission standard shall apply to all applicants for an award course from 2020.’</td>
<td>To establish an equivalent admission standard for all applicants applying for entry into an award course as this does not currently exist in the policy.</td>
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<tr>
<td><em>21</em>(1)-(2)</td>
<td>Insert a new clause 21 ‘All applicants whose first language is English’, as the Coursework Policy currently only refers to applicants whose first language is not English. Current clause and associated subclauses will be 21A.</td>
<td>To establish an objective measure for determining English as a first language, such as citizenship or long-term/permanent residency of an English speaking country. The list of these countries will be provided in the draft Admissions Standard.</td>
</tr>
<tr>
<td>21A(2)(a)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of an Australian educational qualification five years from the date of commencement. Insert ‘approved’ qualification so a standard of qualifications can be set.</td>
<td>To ensure consistency for commencement date and expiration timeframe for all coursework applicants. Commencement date is preferred to enrolment date, as enrolment times vary for prospective students. Regarding the ‘approved Australian educational qualification’, Admissions Team to develop a list of recognised qualifications (.i.e. provider name and AQF level) with a minimum duration of one year EFTSL to accompany this clause.</td>
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<tr>
<td>21A(2)(b)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of secondary or tertiary studies five years from the date of commencement. Admissions standard to contain information currently listed in subclauses (i) and (ii), while adding additional clause (iii) regarding approved English language subjects completed in secondary qualification where the language was not entirely English.</td>
<td>To ensure consistency for commencement date and expiration timeframe for all coursework applicants. Formalise in policy additional secondary qualifications accepted for proof of ELP.</td>
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<td>21A(2)(c)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of CET course completion to be within two years from the date of commencement.</td>
<td>To ensure consistency for commencement date and expiration timeframe for all coursework applicants. For qualifications, the expiration will be five years, but for English Tests and CET short courses the timeframe will be two years.</td>
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<td>21A(2)(d)(i)-(iv)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of English Proficiency Test scores two years from the date of commencement. Remove list of test scores and place in the Admissions Standard. Adjust minimum TOEFL paper based score from 550 to 577.</td>
<td>To ensure consistency for commencement date and expiration timeframe for all coursework applicants. Removing the test results from the rule would support administrative simplification whereby test conversion scores could be altered via approval of the Academic Board, without requiring an amendment to the Coursework Policy. Additionally, the paper based TOEFL score of 550 will be increased to 577 to align with the postgraduate (coursework and HDR) conversion. CET have confirmed that 577 is an appropriate equivalent score to the IELTS 6.5 and reflects the score applied by the rest of the Go8.</td>
</tr>
<tr>
<td>21A(2)(e)(i)-(iv)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of an International Baccalaureate for English Language Proficiency purposes two years from the date of commencement. Remove specific International Baccalaureate English levels and place in Admissions standard.</td>
<td>Listing the levels is unnecessary, the amendment specifies that the International Baccalaureate was studied in English (rather than French or Spanish). The IB is already covered in 21(2)(b) as it is a secondary qualification. Difference between an IB completed exclusively in English, and those not (but with a sufficient grade in IB English) are included in the new Admissions Standard.</td>
</tr>
<tr>
<td>21A(4)(b)</td>
<td>Remove the clause and place in Admissions Standard. Add ‘equivalent part-time’ and replace ‘university study’ with ‘tertiary study’ to align with 21(2)(b).</td>
<td></td>
</tr>
<tr>
<td>21A(7)</td>
<td>Remove the clause and place in Admissions Standard.</td>
<td>Clause unchanged.</td>
</tr>
<tr>
<td>21A(8)</td>
<td>Remove the clause and place in Admissions Standard.</td>
<td>Clause unchanged.</td>
</tr>
<tr>
<td>21A(9) Note</td>
<td>Replace concordance table link with Admissions Standard hyperlink.</td>
<td></td>
</tr>
<tr>
<td>*21B</td>
<td>Insert a new clause 21B - Exceptional circumstances</td>
<td>Removing the undergraduate/postgraduate inconsistency regarding the Dean’s waivers as currently a Dean’s waiver is allowed for postgraduate but not undergraduate admissions. The new clause aligns with Dean’s waiver clause (24) for postgraduate courses. The detail will be included in the Admissions Standard.</td>
</tr>
<tr>
<td>Clause</td>
<td>Description</td>
<td>Notes</td>
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<tr>
<td><strong>23(1)-(2)</strong></td>
<td>Insert a new clause 23 ‘All applicants whose first language is English’, as the Coursework Policy currently only refers to applicants whose first language is not English. Current clause and associated subclauses will be 21A.</td>
<td>To establish an objective measure for determining English as a first language, such as citizenship or long-term/permanent residency of an English speaking country. The list of these countries will be provided in the draft Academic Standard. Reflects the new clause 21.</td>
</tr>
<tr>
<td>23A(2)(a)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of tertiary studies five years from the date of commencement.</td>
<td>To align with other commencement and expiration changes.</td>
</tr>
<tr>
<td>23A(2)(b)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of CET course completion to be within two years from the date of commencement.</td>
<td>To align with other commencement and expiration changes in 21A(2)(c)</td>
</tr>
<tr>
<td>23A(2)(c)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of English Language Proficiency Test scores two years from the date of commencement. Remove list of test scores and place on the Academic Boards – Academic Standards site.</td>
<td>Aligns with 21A(2)(d).</td>
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<tr>
<td>24</td>
<td>Remove subclauses 24(3)-(6) and include in Admissions Standard.</td>
<td>Change to ‘Exceptional circumstances’ – streamline the policy architecture by including ELP admissions in Admissions Standard.</td>
</tr>
<tr>
<td>New Admissions Standard clause 6(2)(a) – Other ELP</td>
<td>Insert a new clause that includes living and working in an English speaking country for five years prior to the commencement of studies as proof of ELP.</td>
<td>An additional criteria for demonstrating English Language Proficiency. Applies to undergraduate and postgraduate (coursework and higher degree by research) students.</td>
</tr>
<tr>
<td>New Admissions Standard clause 6(2)(b) – Other ELP</td>
<td>Insert a new clause whereby an applicant meets the ELP standard if they are currently registered with an accreditation body that has an English language requirement that is equivalent or greater than the University of Sydney.</td>
<td>An additional criteria for demonstrating English Language Proficiency. Applies to undergraduate and postgraduate (coursework and higher degree by research) students.</td>
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### HDR Rule 2011 English Language Proficiency Changes

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<td>7.1(2)(a)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of tertiary studies five years from the date of commencement.</td>
<td>Align with changes to the Coursework Policy.</td>
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<td>7.1(2)(b)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of CET course completion to be within two years from the date of commencement.</td>
<td>To align with other commencement and expiration changes.</td>
</tr>
<tr>
<td>7.1(2)(c)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of English Language Proficiency Test scores two years from the date of commencement. Remove list of test scores and place on the Academic Boards – Academic Standards site.</td>
<td>To align with ELP Test amendments in the Coursework Policy. Minimum test scores will remain unchanged.</td>
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<tr>
<td>7.1(3)</td>
<td>Replace ‘paragraph’ with Admissions Standard link.</td>
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<td>Remove the clause and place in Admissions Standard. Change to ‘Exceptional circumstances’.</td>
<td>Align with changes in the Coursework Policy.</td>
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<tr>
<td>7.2(3)(b)(v)</td>
<td>Remove the clause and place in Admissions Standard. ‘faculty’ correction.</td>
<td>Nomenclature correction.</td>
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COURSEWORK POLICY 2014

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

Dated: 3 December 2014

Last amended: 28 November 2017 (commencing 1 January 2018)

Position: Chair, Academic Board

[Signature]

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PART 1 PRELIMINARY

1 Name of policy
This is the Coursework Policy 2014.

2 Commencement
This policy commences on the day after the day on which it is registered.

3 Statement of intent
This policy governs all coursework award courses leading to the following qualifications:

(a) Diplomas;
(b) Advanced Diplomas;
(c) Bachelor Degrees;
(d) Bachelor Honours Degrees;
(e) Graduate Certificates;
(f) Graduate Diplomas; and
(g) Masters Degrees.

Note: These are the only coursework qualifications awarded or conferred by the University. See clause 1.3(2) of the Coursework Rule.

Note: ‘Masters Degrees’ includes the following exceptions endorsed under the Issuance Policy of the Australian Qualifications Framework (AQF) relating to AQF level 9 qualifications that contain the word ‘doctor’ rather than ‘master’ in their title: Juris Doctor, Doctor of Dental Medicine, Doctor of Medicine and Doctor of Veterinary Medicine.

4 Application

(1) Except to the extent that a contrary intention is expressed:
   (a) this policy applies to:
      (i) staff, affiliates, students and applicants for coursework award courses; and
      (ii) non-award students, exchange students and study abroad students enrolled in a unit of study at the University;
   (b) it is a condition of each student’s admission to candidature that the student complies with their obligations under this policy.

(2) Authorities and responsibilities set out in this policy are also defined in the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

5 Definitions

(1) In this policy:

   academic adviser means an academic employee nominated by the Dean of a faculty or Head of School and Dean of a University school to provide advice on student progression matters.

   academic progression register means the record of all students whose academic progression is being monitored by a faculty in accordance with this policy.

   academic progression requirements means the requirements for academic progression in an award course, set out in faculty resolutions, award course resolutions or this policy.

   academic transcript means a written statement setting out a student’s academic record at the University.

   admission means admission to candidature in a coursework award course at the University.

   advanced standing means acknowledgement by the University of relevant prior academic achievement or relevant experience, usually in the form of a reduced volume of learning, or credit points that count towards the requirements of an award course.

   appended honours course means a course that leads to an award of a degree with honours where the honours component is undertaken after the
student has met the course requirements for the degree (without honours).

**applicant**
means an applicant for admission to a coursework award course at the University.

**assessment**
means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.

**Associate Dean**
means the Associate Dean of a faculty or University school with responsibility for coursework award courses at the relevant level, or the deputy chairperson of a board of studies or a person appointed by the Dean to have responsibility for coursework award courses at the relevant level.

**Australian Tertiary Admissions Rank (ATAR)**
for an applicant, means:
- the applicant’s rank in relation to the applicant’s secondary cohort, as provided to the University by UAC; or
- the applicant’s results in a school leaving examination in another State, Territory or country, converted to an ATAR equivalent, as provided to the University by UAC.

**ATAR cut off**
for a course, means the ATAR fixed by the relevant faculty as the minimum ATAR that an applicant must achieve to be eligible for admission to the course, unless the applicant is eligible for admission to the course through an educational access scheme.

**Australian citizen**
has the meaning it has under the *Australian Citizenship Act 2007* (Cth).

**Australian Qualifications Framework (AQF)**
means the national framework for recognition and endorsement of education qualifications.

**authentic assessment**
means assessment tasks that relate the application of knowledge to problems, skills and performances that are found in general or disciplinary practices or professional contexts. It includes but is not limited to projects, investigations and report writing.

**award course**
means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate.

**award course resolutions**
means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate.

**Note**: See clause 2.3 of the *Coursework Rule*. 
Bachelor degree means an undergraduate degree that:

- achieves at least the outcome specified for level seven of the AQF;
- is a program of liberal, professional or specialist learning and education; and
- builds on prior secondary or tertiary study.

The University offers two types of Bachelor degrees:

- Liberal Studies Bachelor Degrees; and
- Professional or Specialist Bachelor Degrees

Note: See clause 83A.

Bachelor of Advanced Studies means the Bachelor degree available as a combined degree with all Liberal Studies and specified Professional or Specialist Bachelor degrees, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is a Liberal Studies Bachelor degree.

Note: See clause 83C.

barrier unit of study means a unit of study that the faculty has determined must be passed before a student is permitted to progress.

candidature means the period during which a student is eligible to enrol in units of study in a coursework award course at the University.

capstone experience means a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation, and intellectual and professional growth.

census date means the date on which a student’s enrolment in a unit of study becomes final.

combined degree course means a combination of two degree programs structured to enable students to count a specified number of credit points towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course and vertically integrated combined degree course.

Commonwealth supported place means a place in an award course in respect of which the student and the Commonwealth government both contribute towards the cost of the student’s education.
compulsory unit of study means a unit of study that must be completed before the award of a degree, but which does not constitute a barrier unit of study.

course means a planned and structured sequence of learning and teaching primarily aimed at the acquisition of knowledge, skills and understanding.

course requirements means the requirements for an award course set out in any relevant faculty resolutions and the award course resolutions.

coursework award course means a course approved by the Academic Board and endorsed by the Senate, that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, and graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.

Coursework Rule means the University of Sydney (Coursework) Rule 2014.

credit means advanced standing based on previous attainment in another award course at the University or at another institution, or in a non-award course approved by the Academic Board. The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit.

credit point means a measure of value indicating the contribution that each unit of study provides towards meeting award course completion requirements, stated as a total credit point value.

criteria means statements that identify the key characteristics or qualities of student performance in an assessment task.

cross-credited unit of study means a unit of study that, on completion, is credited towards the requirements of two awards, or two component parts of a combined award.

cross-institutional study means enrolment by a student in a unit or units of study at another university or institution.

Dean means, as appropriate, the Dean of the relevant faculty or the Head of School and Dean of the relevant University school.

delegate means an officer, employee or committee of the University to whom Senate has made a delegation of power.

department means an academic disciplinary grouping established within a school.
disability has the meaning prescribed in Section 4 of the Disability Discrimination Act 1992 (Cth). At the date of this policy the definition is:

disability, in relation to a person, means:

(a) total or partial loss of the person’s bodily or mental functions; or

(b) total or partial loss of a part of the body; or

(c) the presence in the body of organisms causing disease or illness; or

(d) the presence in the body of organisms capable of causing disease or illness; or

(e) the malfunction, malformation or disfigurement of a part of the person’s body; or

(f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

(g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

(a) presently exists; or

(b) previously existed but no longer exists; or

(c) may exist in the future (including because of a genetic predisposition to that disability); or

(d) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

domestic applicant means an applicant who is:

• an Australian citizen;

• a permanent resident of Australia; or

• a New Zealand citizen.

domestic student means a student who is:

• an Australian citizen;

• a permanent resident of Australia; or

• a New Zealand citizen.

double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.

eEarly Intervention Strategy means a study plan strategy to support students who identify themselves as being at risk of not meeting progression requirements, as provided in clause 73A.
educational access scheme means an entry scheme approved by the Academic Board in accordance Part 7 of this policy.

embedded program means a sequence of linked courses in closely related academic or professional areas that:

- allows for consequential and incrementally higher levels of academic achievement;
- specifies in the award course resolutions conditions for transfer from one linked award to a higher linked award; and
- allows credit points for a unit of study to count towards more than one of the linked awards.

English Language Proficiency Standards means the Admissions Standards – English Language Proficiency, as determined by the Academic Board from time to time.

enrolment means enrolment in a coursework award course at the University. A person is not enrolled until the person has completed, to the satisfaction of the University, all requirements for enrolment or re-enrolment in the award course concerned.

exchange student means a person who is:

- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study at an overseas institution with which the University has an exchange agreement; and
- enrolled in one or more units of study at the University.

exemption means an exemption given by a faculty to a student from the requirement to complete parts of the prescribed work for a particular unit of study within a course, including attendance at prescribed lectures, seminars, tutorials and practical work.

faculty means a faculty, University school or a board of studies and in this policy refers to the faculties or University schools responsible for the relevant award course.

feedback means information provided to students on the quality of their learning in relation to an assessment activity, which forms the basis of improved student learning.

flexible entry scheme means an entry scheme for Australian recent school leavers, approved by the Academic Board in accordance with clause 26 of this policy.

Graduate Certificate means an advanced program of study that builds on prior undergraduate study or, where approved by the faculty, prior experience that is considered by the faculty to demonstrate the required knowledge and aptitude.

Graduate Diploma means an advanced program of study that builds on either or both of prior undergraduate or postgraduate study.
graduate qualities means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. At the date of this policy, for undergraduate award courses, Part 2 of Learning and Teaching Policy 2015 details these as:

(a) depth of disciplinary expertise;
(b) broader skills:
   (i) critical thinking and problem solving;
   (ii) oral and written communication;
   (iii) information and digital literacy;
   (iv) inventiveness;
(c) cultural competence;
(d) interdisciplinary effectiveness;
(e) an integrated professional, ethical and personal identity;
(f) influence.

group work means a formally established project to be carried out by a number of students working together that results in a single piece of assessment or a number of associated pieces of assessment.

Higher School Certificate (HSC) means a Higher School Certificate granted by the NSW Board of Studies under the Education Act 1990.

International English Language Testing System (IELTS) means the test jointly administered by British Council, IDP Education Pty Ltd and the University of Cambridge.

integrated honours course means a course that leads to the award of a degree with honours that is not an appended honours course. The honours component of the course is integrated within the overall course without extending the time for completion of the course.

international applicant means an applicant who is not:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

International Baccalaureate means the diploma awarded to a person who successfully completes the International Baccalaureate program, developed and administered by the International Baccalaureate Organisation.

international student means a student who is not:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.
learning outcomes means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, stream, award course, or other curriculum component.

Liberal Studies Bachelor degree means a degree of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.

Note: See clause 83B.

major means a defined sequence of units of study taken by a student which develops depth of expertise in a field of study.

Note: See Part 3 of the Learning and Teaching Policy 2015

Masters degree by coursework means a program of advanced learning and professional training that builds on undergraduate study, achieves at least the learning outcomes specified for level 9 of the AQF and normally leads to a capstone experience. The University offers four types of Masters degree by coursework:

- **Advanced Learning Masters**: a minimum one year full-time advanced study course that builds on prior undergraduate study in the same discipline or in a relevant discipline;
- **Professional Masters degree**: a Masters degree that prepares the student for accreditation or recognition in a specific profession, building either on prior undergraduate study in the discipline or on undergraduate study in another appropriate discipline;
- **Research Pathway Masters degree**: a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy;
- **Masters Degree (Extended)**: a Professional Masters Degree of extended duration, typically three or four years full-time. The degree of Doctor of Dental Medicine, Juris Doctor, Doctor of Medicine and Doctor of Veterinary Medicine are referred to in the AQF as ‘Masters Degree (Extended)’.

minor means a defined sequence of units of study taken by a student which develops expertise in a field of study.

Note: See Part 3 of the Learning and Teaching Policy 2015

misadventure means an unforeseen accident, mishap or personal misfortune.

moderation means the process by which the validity and reliability of assessment marks are verified.

non-award student means a person who is not admitted to an award course at the University, and who is not an exchange student or study abroad student, but is enrolled in a unit of study at the University.
non-specific credit means a ‘block credit’ for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.

New Zealand Qualifications framework (NZQF) means the New Zealand national framework for recognition and endorsement of education qualifications.

open learning environment means a shared pool of units of study which are:

- of zero, two or six credit points value;
- approved by the Board of Interdisciplinary Studies; and
- available to all students according to the award course resolutions applicable to the award course in which they are enrolled.

postgraduate award course means an award course leading to the award of a Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally, a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

principal examiner means the designated person responsible for the assignment of final marks and grades in a unit of study.

Professional or Specialist Bachelor degree means a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.

Note: See clause 83C.

program means a combination of units of study that develops expertise in a multi-disciplinary domain or a professional or specialist field and includes at least one recognised major.

Note: See Part 3 of the Learning and Teaching Policy 2015.

program director means the person responsible at a stream, program, major or degree level for managing the curriculum and providing coordination and advice to staff and students.

Progression profile means the record of all relevant documentation relating to a student’s academic progression, including correspondence and interview records.

Progression rate means the rate at which a student accrues credit in their award course over a defined period, measured as a credit point progression rate and a unit of study progression rate.

Progression requirements means the requirements for academic progression set out in the faculty resolutions, award course resolutions and this policy.

Recent school leaver means a person who completed the HSC or equivalent in the year immediately prior to admission or proposed admission to an award course, or who completed their HSC in the year immediately prior to that if the person has not undertaken any tertiary study.
Registrar means the Deputy Vice-Chancellor (Registrar).

semester average mark means the average mark obtained by a student for all units of study attempted in a semester, weighted according to credit point value.

simple extension means an informal arrangement between a student and a unit of study co-ordinator to permit late submission of work, as provided in clause 66A of this policy.

special admission program means a flexible entry scheme or an educational access scheme approved by the Academic Board and listed in Part 7 of this policy.

specialisation has the meaning given in the Learning and Teaching Policy 2015, which at the date of this policy is:

• the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor degree or postgraduate degree; or

• the research specialisation developed in a Research Pathway Masters degree.

specific credit means the recognition of previously completed studies as directly equivalent to specific units of study.

Staying on Track information session means an information session held intensively, for a full week in each semester, to assist students who are failing to meet academic progression requirements.

Staying on Track survey means a self-reflective survey designed to assist students to identify why they are having difficulties meeting academic progression requirements.

Stream means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree.

Student means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.

Study abroad student means a person who is:

• not an Australian citizen;

• not admitted to an award course at the University;

• admitted to a formally approved program of study at an overseas institution with which the University does not have an exchange agreement; and

• enrolled in units of study at the University.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School</td>
<td>means the intensive teaching period (split into three separate sessions) between December and January of each year, in which students may elect to undertake one or more units of study.</td>
</tr>
<tr>
<td>Technical and Further Education college (TAFE)</td>
<td>means a college operated by TAFE NSW.</td>
</tr>
<tr>
<td>Testamur</td>
<td>means a certificate or award provided to a graduate, usually at a graduation ceremony.</td>
</tr>
<tr>
<td>Test of English as a Foreign Language (TOEFL)</td>
<td>means the test administered by Educational Testing Service or its licensees.</td>
</tr>
<tr>
<td>undergraduate award course</td>
<td>means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma or Bachelor degree or Bachelor (Honours) degree.</td>
</tr>
<tr>
<td>undergraduate degree</td>
<td>means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcomes specified for AQF level 7.</td>
</tr>
<tr>
<td>unit of study</td>
<td>means the smallest stand-alone component of an award course that is recordable on a student’s transcript. Units of study have an integer credit point value, normally six credit points, except where approved by the Academic Board.</td>
</tr>
<tr>
<td>Note:</td>
<td>See also Part 3 of the <a href="#">Learning and Teaching Policy 2015</a></td>
</tr>
<tr>
<td>unit of study coordinator</td>
<td>means the academic staff member with overall responsibility for the planning and delivery of a unit of study.</td>
</tr>
<tr>
<td>Universities Admission Centre (UAC)</td>
<td>means the Universities Admissions Centre (NSW &amp; ACT) Pty Limited, which processes applications for admission to most undergraduate courses at the University of Sydney and other participating institutions.</td>
</tr>
<tr>
<td>university</td>
<td>means a body that is established as a university or recognised as a university, by or under a law of the Commonwealth or a State or Territory, and meets nationally agreed criteria for a university.</td>
</tr>
<tr>
<td>University</td>
<td>means the University of Sydney, established under the <a href="#">University of Sydney Act 1989</a></td>
</tr>
<tr>
<td>vertically-integrated combined degree</td>
<td>means a combined degree across two AQF levels, for example Bachelor and Masters, or Masters and Doctorate.</td>
</tr>
<tr>
<td>waiver</td>
<td>means an exemption given by a faculty to a student from the requirement to complete a prescribed unit of study.</td>
</tr>
<tr>
<td>Winter School</td>
<td>means the intensive teaching period in July of each year, in which students may elect to undertake one or more units of study.</td>
</tr>
</tbody>
</table>
working day means a day on which the University is usually open for business. This does not include any Saturday, Sunday, public holiday or any day designated as part of the University’s Christmas shutdown period.

(2) A heading to a Part or Schedule is a provision of this policy. Other headings are not provisions of this policy, but the number of a section or subsection is a provision of this policy even if it is `in a heading.

(3) A note, marginal note, footnote or endnote is not a provision of this policy.

PART 2 ADMISSION TO AWARD COURSES

6 Quotas

On the recommendation of the Dean, the Registrar may determine:

(a) the maximum number of applicants who may be admitted to a specified award course in a specified academic year;
(b) the maximum number of applicants who may be admitted to a specified award course under a special admission program in a specified academic year;
(c) the maximum number of students who may enrol in a specified unit of study in a specified academic year; and
(d) the maximum number of continuing students who may enrol in a specified unit of study in a specified academic year.

7 Admission by Dean

Note: The Dean is responsible for the admission of candidates to courses within their faculty. See clause 2.5 of the Coursework Rule and Part 8 of this policy.

(1) Subject to and in accordance with the Coursework Rule and this policy, the relevant program director may permit any person to enrol as a non-award student in a specified unit of study within that Faculty.

(2) Subject to anti-discrimination legislation, the Dean may decline to admit an applicant, or to offer to admit an applicant, to an award course if, in the opinion of the Dean, appropriate and satisfactory provision cannot be made for the applicant.

8 General requirements

A person is eligible for admission to an award course only if:

(a) the person meets the requirements in the Coursework Rule, this policy and the relevant award course resolutions for admission to the award course;
(b) the person has not made a material misrepresentation in applying for admission to the award course; and
(c) if the person is an international applicant who will study in Australia, the person holds a visa enabling them to undertake courses of study in Australia.

9 Admission and candidature

(1) The admissions process commences when an applicant accepts the University’s offer of admission to an award course.

(2) A person is admitted to candidature on the date on which they complete the admissions process.
   
   (a) Domestic students are admitted to candidature on the date of their first enrolment.
   
   (b) International students are admitted to candidature on the date on which they:
       
       (i) complete their acceptance online, or complete their acceptance of offer form;
       
       (ii) pay the applicable fees to the University; and
       
       (iii) enrol for the first time.

(3) Enrolment may be deferred in accordance with clause 38 of this policy.

(4) Candidature ceases when an award is conferred or candidature is otherwise terminated by the University.

9A Admission standards

Except as determined by the Academic Board, the same or equivalent admission standards set by the Academic Board will apply to all applicants for an award course from 2020.

PART 3 ELIGIBILITY FOR ADMISSION TO UNDERGRADUATE COURSES

10 Domestic applicants – secondary studies

(1) To be eligible for admission to candidature in an undergraduate award course on the basis of secondary studies, a domestic applicant must have successfully completed:

   (a) a NSW Higher School Certificate examination, leading to the calculation of an ATAR, in accordance with procedures prescribed by the NSW Vice-Chancellor’s Conference from time to time;

   (b) a State or Territory leaving examination considered by the Academic Board to be equivalent to the HSC; or

   (c) any other school leaving examination, provided that the program of study and the standard of the examination are considered by the Academic Board to be equivalent to the program and the standard required of candidates for the HSC.
(2) The University will convert interstate or overseas school-leaving results in the manner determined by the Academic Board from time to time.

Note: The University will convert interstate and New Zealand results in accordance with the Interstate Transfer Index endorsed by the New South Wales Vice-Chancellors' Conference.

(3) The University will use the better of either the most recent ATAR or any other accepted secondary qualification.

(4) If, following any offer of admission, the results of an applicant are found to be incorrect, the University:

(a) if the applicant achieved a higher ATAR or equivalent than originally awarded, will endeavour to admit the applicant to the award course to which the correct ATAR or equivalent would have earned admission;

(b) if the applicant achieved a lower ATAR or equivalent than originally awarded:

(i) reserves its right to withdraw its offer of admission at any time within the first four weeks of the student's first semester; and

(ii) will endeavour to admit the applicant to a course for which the applicant would have qualified with the lower ATAR.

(5) No offer of admission to an award course will be made or withdrawn pursuant to subclause (4) without the approval of the Registrar.

Note: In giving approval under subclause (5), the Registrar will take into account whether it is too late in the year for the student to commence studies in a new course effectively.

11 Domestic applicants – tertiary studies

(1) To be eligible for admission to candidature in an undergraduate award course on the basis of tertiary studies, a domestic applicant must have successfully completed the equivalent of at least one full-time year of tertiary study at Bachelor level or higher.

Note: For subclause (1), one full-time year of tertiary study means 48 credit points of study at the University, or the part-time equivalent.

(2) Subject to the award course resolutions, consideration will be given to the applicant's record of both tertiary and secondary studies, with the better of either record being used to determine their eligibility for admission.

(3) Where the applicant does not have recognised secondary qualifications, only the tertiary record will be considered.

(4) Where the applicant has made more than one attempt at tertiary study, only the best attempt at tertiary study will be considered.

(5) Subject to clause 81, an applicant who:

(a) has been excluded from a diploma or degree program for failure to meet progression requirements; and

(b) following the exclusion, passes at least one semester of study at degree level; or

(c) provides to the Associate Dean a satisfactory explanation of the circumstances for the exclusion;
is eligible for admission on the basis of tertiary studies.

(6) Subject to clause 81, an applicant who:

(a) has a record of failure and exclusion from tertiary study; and
(b) believes that their studies have been affected by circumstances beyond their control;

may apply for special consideration for admission by the relevant faculty.

Note: For information on the Special Consideration for Admission Scheme see clause 34.

Note: Clause 81 deals with applications for readmission to a course following exclusion from the same course due to failure to meet progression requirements.

12 Domestic applicants – other qualifications

To be eligible for admission to candidature in an undergraduate award course on the basis of other qualifications, a domestic applicant must have successfully completed:

(a) a preparation program approved by the Academic Board in accordance with clause 15 that was commenced by the applicant as an international student;
(b) the Diploma of Tertiary Preparation offered through the University’s Centre for Continuing Education provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;
(c) an AQF diploma that provides appropriate academic preparation approved by the faculty provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;
(d) another preparation program determined by the Academic Board to have a program of study and standard required of applicants equivalent to the HSC; or
(e) some other form of prior learning approved by the Academic Board.

12A Domestic applicants – transitional provisions

(1) A domestic applicant who commenced an AQF diploma between 1 January and 25 March 2015 is eligible for admission to candidature in an award course on the basis of that diploma.

(2) Other applicants with an AQF diploma completed during 2015 are eligible for admission to candidature in an award course on the basis of that diploma only with approval of the Chair of the Admissions Committee, the Chair of the Academic Board and the Deputy Vice-Chancellor (Registrar).

13 International applicants

(1) To be eligible for admission to candidature in an undergraduate award course, an international applicant must have:

(a) met one or more of the requirements for admission to an undergraduate award course in clauses 10-12 above; or
(b) successfully completed a preparation program approved by the Academic Board in accordance with clause 15.

(2) Subject to approval by the Academic Board, international applicants may be admitted on the basis of forecast scores.

(3) International applicants, other than exchange students, will be considered for admission on a fee-paying basis only. Local student quotas will not apply.

14 Domestic and international applicants – special entry requirements

(1) Faculties may, with the approval of the Academic Board, impose special entry requirements.

(2) Domestic and international applicants for admission to an undergraduate award course must meet any special entry requirements approved by the Academic Board and prescribed in the award course resolutions.

14A Domestic and international applicants – admission prerequisites

(1) The Academic Board may determine standards which set prerequisites for admission to particular award courses.

(5)(2) Such standards will be published on the Academic Board standards website.

15 Approved preparation programs

(1) The preparation programs approved by the Academic Board for international students are:

(a) foundation programs offered by public higher education providers in Australia who are authorised to self-accredit their courses under the AQF;

(b) foundation programs offered by public higher education providers in New Zealand who are authorised to self-accredit their courses under the New Zealand Qualifications Framework; and

(c) the Advanced International Certificate of Education, University of Cambridge.

(2) The Academic Board may approve foundation and preparation programs offered by private higher education providers in Australia and New Zealand for international students, provided that:

(a) the courses offered in Australia are accredited under the AQF at Certificate IV level or above; and

(b) the courses offered in New Zealand are accredited under the NZQF at Certificate IV level or above.

(3) The Academic Board may approve foundation and preparation programs offered by overseas higher education providers for international students on a case-by-case basis.

(4) The preparation program approved by the Academic Board for domestic students is the Diploma of Tertiary Preparation offered through the University's Centre for Continuing Education (see also clause 12(b) above).
(5) Unless otherwise specified in a particular course resolution, admission standards for foundation and preparation programs that are recognised for admission by the Academic Board will be set in accordance with the relevant UAC schedule.

PART 4   ELIGIBILITY FOR ADMISSION TO POSTGRADUATE COURSES

16 Graduate Certificate

To be eligible for admission to a Graduate Certificate, an applicant must:

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the program director; or

(b) have a Bachelor degree or higher award from another university or institution that the program director determines to be equivalent to a degree or award mentioned in subclause (a); and

(c) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

17 Graduate Diploma

To be eligible for admission to a Graduate Diploma, an applicant must:

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the program director;

(b) have a Graduate Certificate from the University in a relevant discipline, as determined by the program director;

(c) have a Bachelor degree or higher award from another university or institution that the program director determines to be equivalent to a degree, award or certificate mentioned in subclause (a) or (b); or

(d) if the applicant does not satisfy subclauses (a) - (c), have completed the requirements for an award course leading to:

   (i) an embedded graduate certificate in the appropriate discipline at the University, as determined by the program director; or

   (ii) a program at another tertiary institution that the program director determines to be the equivalent of such a course;

   without graduating from the course; and

(e) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

18 Masters Degree (Advanced Learning Masters degree)

To be eligible for admission to an Advanced Learning Masters degree, an applicant must:
(a) have a Masters degree, a Graduate Diploma, a Bachelor degree (Honours),
or a Bachelor degree (Pass) with a credit average, from the University in a
relevant discipline, as determined by the program director;
(b) have a degree, diploma or award from another university or institution that
the program director determines to be equivalent to a degree or diploma
mentioned in subclause (a); or
(c) if the applicant does not satisfy subclauses (a) or (b), have completed:
   (i) the requirements for an award course leading to an embedded
       Graduate Diploma or Graduate Certificate in the appropriate discipline
       at the University of Sydney, as determined by the program director; or
   (ii) a program at another tertiary education institution, being a program
        that the program director determines to be the equivalent of an
        embedded course mentioned in subclause (i);
        without graduating from the course; and
(d) meet other requirements specified in the faculty resolutions and relevant
award course resolutions.

19 Masters degree (Professional Masters degree)

To be eligible for admission to a Professional Masters degree, an applicant must:

(a) have a Masters degree, a Bachelor degree, or a Graduate Diploma from the
    University in a relevant discipline, as determined by the program director;
(b) have a degree from another university or institution that the program director
determines to be equivalent to a degree or award mentioned in subclause
    (a); or
(c) if the applicant does not satisfy subclause (a) or (b), have completed:
   (i) the requirements for an award course leading to an embedded
       Graduate Diploma or Graduate Certificate in the appropriate discipline
       at the University of Sydney, as determined by the program director; or
   (ii) a program at another tertiary education institution that the program
        director determines to be the equivalent of an embedded course
        mentioned in subclause (i);
        without graduating from the course; and
(d) meet other requirements specified in the faculty resolutions and relevant
award course resolutions.

Note: The Masters Degree (Extended) is a form of Professional Masters degree – see the
definition of Masters degree by coursework.

20 Exemption from eligibility requirements in exceptional
circumstances

(1) Subject to subclause (2) below, a Dean may, in writing, grant an exemption from
the eligibility requirements in clauses 16, 17 and 19 for an applicant for admission
to:
   (a) a Graduate Certificate;
(2) A Dean may only grant an exemption from the eligibility requirements in clauses 16, 17 and 19 if satisfied that the applicant:
(a) has qualifications and experience equivalent to those eligibility requirements; and
(b) has provided evidence of experience and achievement sufficient to demonstrate mastery of the subject matter and graduate qualities equivalent to those gained by applicants who meet the eligibility requirements.

Note: For subclause (2)(b), evidence of experience and achievement could be provided through publications or authorship of official documents.

PART 5  ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

21 All applicants whose first language is English

(1) All applicants whose first language is English must provide evidence of:
(a) evidence of citizenship or permanent residency of an English speaking country; and
(b) completion of secondary or tertiary study in English at a recognised institution of an English speaking country listed in the English Language Proficiency Standards.

Note: The English Language Proficiency Standards are available from the Academic Board website.<insert ELP Admissions Standards webpage link>.

21A All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to an undergraduate award course.

(2) Subject to this Part, any applicant for admission to an undergraduate award course whose first language is not English, must have meet the requirements of the as listed on the Academic Board Admissions Standards website.<insert ELP Admissions Standards webpage link>.

(a) an Australian educational qualification; or
(b) a record of satisfactory achievement in secondary or tertiary studies:
   (i) in an English speaking country; or
   (ii) in which the language of instruction was English; or
(c) satisfactorily completed an appropriate course at the University's Centre for English Teaching; or

(d) within two years of the date on which the applicant will commence the course, achieved:

(i) an IELTS overall band score of 6.5, with at least 6.0 in each band;

(ii) a paper based TOEFL score of 550 plus a Test of Written English (TWE) score of 4.5;

(iii) an internet based TOEFL score of 79 plus a score of 23 for Writing and 22 for Reading, Speaking and Listening;

(iv) a Pearson Test of English (Academic) (PTE) score of 58;

(v) a Cambridge English: Advanced (CAE) score of 58; or

(e) within the past two years, achieved an International Baccalaureate diploma having, as part of the studies for that diploma, successfully completed:

(i) English A1 at Higher or Standard Level, or A: Literature;

(ii) English A2 at Higher or Standard Level, or A: Language and Literature;

(iii) English B at Higher Level with Grade 4 or more; or English B at Standard Level with Grade 5 or more.

(f) English B at Standard Level with Grade 5 or more.

(3) An applicant for admission to an undergraduate award course in a faculty that has set English language requirements above the minimum requirements set out in subclause (2) must meet the faculty’s requirements as approved by the Academic Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

(4) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary or tertiary studies in accordance with subclause (2)(b) must have completed either:

(a) senior secondary study; or

(b) at least one year of full-time university study;

in which the language of instruction was English.

(5) Where an applicant has provided insufficient evidence of current English competency relevant to a particular award course, the relevant Associate Dean may require the applicant to undergo further assessment of either or both of written or spoken English.

(6) An Associate Dean who requires an applicant to undergo a further assessment for the purposes of subclause (3) above will report the circumstances and the form of the assessment to the Registrar as soon as possible thereafter.

(7) The Head of School and Dean of the Sydney College of the Arts may, on application and at their discretion, admit to the Bachelor of Visual Arts an applicant who has achieved an IELTS overall band score of 6.0.

(8) The Head of School and Dean of the Sydney Conservatorium of Music may, on application and at their discretion, admit to the Diploma of Music an applicant who has achieved an IELTS overall band score of 6.0.
If the Academic Board has prescribed qualifications accepted as proof of English language proficiency for applicants who have undertaken study in specified countries, an applicant who holds the prescribed qualifications will be considered to have met the minimum English language requirements for all undergraduate courses.

**Note:** A conversion table for English Language Skills Tests is available on the Academic Board website. Academic Board standards website <update hyperlink to new Admissions Standard>.

### 21B Exemption from English language requirements in certain circumstances

(1) A Dean may exempt a student from the requirements of the English Language Proficiency Standards:

(a) if they are satisfied that in exceptional circumstances apply; and

(b) on the bases specified in the English Language Proficiency Standards.

(2) The Dean must record any exemption in writing on the student file, including:

(a) the proof of proficiency in English provided; and

(b) the Dean’s reasons for granting the exemption.

**Note:** See Recordkeeping Policy 2017.

### 22 International applicants whose first language is not English

Where an international applicant:

(a) is required by the Commonwealth government to provide IELTS or TOEFL results in order to obtain a student visa; and

(b) does not have a record of satisfactory achievement in secondary or tertiary studies in an English speaking country;

the University will use the IELTS or TOEFL results as the primary tool for assessing whether the applicant has satisfied English language requirements.

### PART 6 ENGLISH LANGUAGE REQUIREMENTS – POSTGRADUATE COURSES

### 23 All applicants whose first language is English

(1) All applicants whose first language is English must provide evidence of:

(a) evidence of citizenship or permanent residency of an English speaking country; and
23A All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to a postgraduate award course.

(2) Subject to this Part, any applicant for admission to a postgraduate award course whose first language is not English, must meet the requirements of the English Language Proficiency Standards as listed on the Academic Board Admissions Standards website.<insert hyperlink>.

(a) in the five years prior to their application, successfully completed tertiary studies in which the language of the institution, instruction, examination and assessment was English; or

(b) in the two years prior to their application, successfully completed an appropriate course at the University’s Centre for English Teaching, with results at a standard required for the award course that the applicant is applying for; or

(c) in the two years prior to their application, achieved:

(i) an IELTS overall band score of 6.5 with a minimum of 6.0 in each band; or

(ii) a paper based TOEFL score of 577 plus a Test of Written English (TWE) score of 4.5; or

(iii) an internet based TOEFL (IBT) score of 90 plus a minimum score of 23 for Writing and 22 for Reading, Speaking and Listening; or

(iv) a Pearson Test of English (Academic) (PTE) score of 61; or

(v) a Cambridge English: Advanced (CAE) score of 58.

(3) An applicant for admission to a postgraduate award course in a faculty that has set English language requirements above the minimum requirements set out in subclause (2) must meet the faculty’s requirements as approved by the Academic Board.

24 Exemption from English language requirements in certain circumstances

(1) A Dean may exempt a student from the requirements of the English Language Proficiency Standards:

(a) if they are satisfied that exceptional circumstances apply; and

(b) on the bases specified in the English Language Proficiency Standards.

(2) The Dean must record any exemption in writing on the student file, including:
(a) the proof of proficiency in English provided; and
(b) the Dean’s reasons for granting the exemption.

Note: See Recordkeeping Policy 2017.

(a) the applicant has an IELTS score and:
   (i) the overall or average band score is no more than 0.5 below the overall or average band score otherwise required by this policy; and
   (ii) any individual band score is no more than 1.0 below the individual band score otherwise required by this policy; or
(b) the applicant has a score on another test permitted by this policy and the applicant’s score was no more than a corresponding amount below the score otherwise required by this policy; and
(c) the Dean is satisfied that the applicant has enough competence in written and spoken English to complete the course successfully.

(4) The Chair of the Graduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause (1)(a) or (b), as they apply in a particular case.

(5) In considering whether an applicant has enough competence in written and spoken English to complete the course successfully, the Dean:
   (a) must take into account any advice of the relevant Associate Dean; and
   (b) may consider any other relevant matter, including:
      (i) the applicant’s ability to communicate in an academic environment;
      (ii) whether the applicant has been known to the faculty for at least two years;
      (iii) any appropriate work experience that the applicant has had in an English language environment; and
      (iv) any oral discussions between faculty members and the applicant.

(6) The Dean must record in writing on the student file any approval to waive English language requirements, including:
   (a) the proof of proficiency in English provided by the applicant; and
   (b) the reasons, in accordance with this policy, that the Dean approved the waiver.

PART 7 SPECIAL ADMISSION PROGRAMS

25 Application for a special admission program

(1) While eligibility for admission to the University is based on academic merit, the University recognises that, for many reasons, some domestic applicants are unable to demonstrate their full potential for success at tertiary level study through the normal qualifying processes. The University has established flexible entry schemes and educational access schemes to assist these domestic applicants to gain admission to undergraduate courses.
(2) Special admission programs may be faculty or course specific and must be approved by the Academic Board. All approved special admission programs must be set out in the relevant faculty resolutions or award course resolutions.

(3) Domestic applicants may apply for admission under more than one flexible entry scheme and educational access scheme, provided that their ATAR or equivalent lies within the approved eligibility band for each scheme. Except for Conditional Early Offers Schemes, the Cadigal Program and the Future Leaders Scheme, no such applicant will be admitted to a course if their ATAR or equivalent is more than five rank points below the relevant cut-off for the course. For the Future Leaders Scheme, no applicant will be admitted to a course if their ATAR is below the Minimum Eligibility Score for that course.

(4) Despite anything in this Part, flexible entry schemes and educational access schemes are subject to any quota set in accordance with clause 6 of this policy.

26 Flexible entry schemes

(1) The Academic Board may by resolution, on the recommendation of a faculty, establish or amend a flexible entry scheme for an undergraduate award course.

(2) A flexible entry scheme must set a flexible entry band for ATARs, and otherwise be consistent with this clause.

(3) Flexible entry schemes for specified courses are available to domestic applicants who:
   (a) are eligible Australian recent school leavers, including applicants who hold an International Baccalaureate;
   (b) have an ATAR or ATAR equivalent that lies below the ATAR cut-off for that course; and
   (c) do not have a tertiary record.

(4) Flexible entry schemes comprise two components:
   (a) a flexible entry ATAR band, lying between the ATAR cut-off and a lower limit that is not more than 5 rank points below the ATAR cut-off; and
   (b) a flexible entry criterion or criteria, selected from the list approved by the Academic Board in clause 26(5), that allows admission of eligible applicants whose ATAR lies within the flexible entry band.

(5) The Academic Board approved flexible entry criteria are:
   (a) satisfactory performance in the HSC, or HSC equivalent, in subjects relevant to the course;
   (b) satisfactory performance in extra-curricular academic activities relevant to the course;

   Note: For subclause (5)(b), extra-curricular activities might, for example, include Science Olympiads.

   (c) aptitude for the award course, demonstrated by:
      (i) relevant work or other experience;
      (ii) submission of a portfolio; or
      (iii) submission of a statement of interest in the course.
Note: For subclause (5)(c), faculties may use written submissions, interviews or other methods to obtain information about aptitude.

(6) A flexible entry scheme in force at the commencement of this policy continues in force. It may be terminated by resolution of the Academic Board, but must not be amended if the scheme, as amended, would be inconsistent with this clause.

### 26A Future Leaders Scheme

(1) The University recognises that appointment to certain school leadership roles indicates abilities in a student, beyond those identified by their ATAR, that are also relevant to the university environment. In recognition of this, school leaders may be admitted to a course with an ATAR below that required for normal admission to that course.

(2) The Future Leaders Scheme is available, for specified courses, to domestic and international applicants who:

(a) are eligible current school leavers attending a secondary school registered with the relevant state or territory Department of Education, including applicants who hold an International Baccalaureate;

(b) are nominated by their school principal or nominee as dux or captain of the school;

(c) have an ATAR or ATAR equivalent that lies between the previous year’s ATAR cut-off for that course and a lower limit determined by the faculty for that course; and;

(d) meet all other applicable course entry requirements.

### 27 Broadway Scheme

(1) The purpose of the Broadway Scheme is to help domestic applicants who have experienced educational disadvantage to gain admission to undergraduate award courses.

(2) Domestic applicants who are eligible for admission under the Broadway Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.

(3) The Broadway Scheme is available to domestic applicants who:

(a) have successfully completed Year 12 or equivalent interstate or overseas secondary education (including at a high school or a technical and further education college, or an equivalent education institution); and

(b) have suffered:

   (i) long-term educational disadvantage; or

   (ii) severe disadvantage during the final two years of their secondary education.

(4) The Broadway Scheme is not available to applicants who have a record of tertiary study.

(5) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:
(a) whether the home environment or conditions for study for the applicant were adverse;
(b) any chronic illness, disability or personal trauma, the applicant suffered;
(c) whether the applicant’s schooling or family life has been disrupted;
(d) whether the applicant has English language difficulties;
(e) whether the applicant’s family responsibilities are or were excessive;
(f) any financial hardship affecting the applicant;
(g) whether the applicant was in a remote or isolated location;
(h) whether the applicant has suffered physical or psychological abuse.

28 Cadigal Program

(1) The purpose of the Cadigal Program is to address the educational disadvantage experienced by Aboriginal and Torres Strait Islander people, by facilitating and supporting their participation in University courses. It comprises:

(a) provision of preparatory studies for Aboriginal or Torres Strait Islanders who want to undertake degree courses at the University;
(b) provision for reduced academic eligibility requirements for admission to courses for Aboriginal or Torres Strait Islander applicants;
(c) provision for a reduced first year load for Aboriginal or Torres Strait Islander students; and
(d) a continuing support program for Aboriginal and Torres Strait Islander students.

(2) The Cadigal Program involves a commitment by the University that up to 5% of student places will be available to Aboriginal or Torres Strait Islander applicants.

(3) The Cadigal Program is available to applicants of Aboriginal or Torres Strait Islander descent.

(4) An applicant will be taken to be of Aboriginal or Torres Strait Islander descent only if they comply with the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015.

(5) Selection of applicants for admission under the Cadigal Program will be on the basis of application and academic assessment.

(6) The Associate Dean of a faculty may admit an applicant to an undergraduate award course under the Cadigal Program only if:

(a) where the applicant will be under 21 years old on 31 March in the academic year after the year in which the application is made:
   (i) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Cadigal Program; or
   (ii) the applicant has demonstrated to the satisfaction of the Associate Dean their capacity to succeed in coursework at a university level;

(b) where the applicant will be over 21 years old on 31 March in the academic year after the year in which the application is made:
(i) the applicant has successfully completed a tertiary education preparation course that the Associate Dean determines to be relevant to the course;

(ii) the applicant has successfully completed, or has partly completed, an accredited course at diploma level or above; or

(iii) the applicant has demonstrated to the satisfaction of the Associate Dean their capacity to succeed in coursework at a university level.

(7) An Associate Dean may, for a maximum period of one year, place requirements and restrictions on the enrolment of a student who is offered admission to an undergraduate award course under the Cadigal Program, including:

(a) requiring a student to complete a unit or units of study within a specified time;

(b) prohibiting enrolment by the student in a unit or units of study;

(c) restricting the maximum unit of study load in which a student can enrol.

Note: For subclause 6(a)(i): the minimum ATAR will be lower than that required for mainstream entry.

29 Conditional Early Offers Schemes

(1) The purpose of a Conditional Early Offers Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students with academic promise who have suffered educational disadvantage and would benefit from additional support and early engagement with the University.

(2) The Associate Dean of a faculty may, under a Conditional Early Offers Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course at the end of Year 10, or during year 11 or 12.

(3) The Associate Dean of a faculty may admit a domestic applicant to candidature in an undergraduate award course under the Conditional Early Offers Scheme only if:

(a) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Conditional Early Offers Scheme; and

(b) the student maintains the level of academic performance demonstrated in accordance with subclause (5) below.

(4) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:

(a) whether the home environment or conditions for study for the applicant were adverse;

(b) any chronic illness, disability or personal trauma, the applicant suffered;

(c) whether the applicant’s schooling or family life has been disrupted;

(d) whether the applicant has English language difficulties;

(e) whether the applicant’s family responsibilities are or were excessive;

(f) any financial hardship affecting the applicant;

(g) whether the applicant was in a remote or isolated location;

(h) whether the applicant has suffered physical or psychological abuse.
For the purposes of determining whether an applicant has demonstrated early academic promise, the Associate Dean may, with the approval of the Academic Board, consider:

(a) evidence provided by the Principal of the applicant's school;
(b) performance in the Record of School Achievement;
(c) performance in a test approved by the Academic Board;
(d) other measures of promise approved by the Academic Board, including an interview or portfolio.

**Note:** For subclause 3(a): the minimum ATAR will be lower than that required for mainstream entry.

### 30 Principal's Recommendation Conditional Offer Scheme (E12)

(1) The purpose of the Principal’s Recommendation Conditional Offer Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students from low socio-economic backgrounds who are motivated and demonstrate potential to successfully undertake studies at the University.

(2) The Associate Dean of a faculty may, under the Principal’s Recommendation Conditional Offer Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course before the end of Year 12.

(3) Domestic applicants are eligible for the Principal's Recommendation Conditional Offer Scheme if:

(a) they have a written recommendation from their Principal; and
(b) they are completing their HSC in the year immediately prior to the year in which admission to an undergraduate award course at the University is sought; and
(c) they attend a school that is identified by the State or Commonwealth government as disadvantaged; or
(d) they are from a low socio-economic status background, as determined by the Academic Board from time to time.

(4) For their application for admission under the Principal’s Recommendation Conditional Offer Scheme to be considered, applicants must complete the application form, including a statement of motivation demonstrating:

(a) their interest in and motivation for applying for one of the undergraduate award courses offered by the University; and
(b) their reasons for applying to the University.

(5) Applicants may be required to attend an interview.

(6) Applicants will be assessed against the following criteria:

(a) demonstrated interest in and motivation for the course of study;
(b) ability to set and meet long term goals;
(c) undertaking any prerequisite subjects;
(d) likelihood of meeting the required ATAR cut off score and succeeding in their studies at the University; and
(e) demonstrated leadership or citizenship skills.
(7) An assessment panel with at least two representatives from each participatingfaculty will evaluate all applications against the eligibility and selection criteria, andmake a recommendation to the relevant Associate Dean.

(8) On receipt of a recommendation from the assessment panel, the Associate Deanmay authorise a conditional offer of admission to an award course to be made toan applicant.

(9) The Associate Dean may admit an applicant to an undergraduate award courseunder the Principal's Recommendation Conditional Offer Scheme only if theapplicant has an ATAR of equal to or higher than the rank specified by the facultyfor admission to the award course under the Scheme.

Note: The minimum ATAR will be lower than that required for mainstream entry.

(10) Applicants who are admitted under the Principal's Recommendation ConditionalOffer Scheme will receive academic and other support.

31 Mature Age Applicants Scheme

(1) The purpose of the Mature Age Applicants Scheme is to help domestic applicantswho are over 21 years of age, and who would not normally meet the academiceligibility requirements, to gain admission to undergraduate courses.

(2) The Dean of the relevant faculty may determine that the Mature Age ApplicantsScheme does not apply to a specified undergraduate course.

(3) Domestic applicants who are eligible for admission under the Mature AgeApplicants Scheme are permitted to compete for admission, provided that theymeet the minimum level of academic merit set by the faculty for the relevantundergraduate award course.

(4) Applicants are eligible for admission under the Mature Age Applicants Scheme if:

   (a) they are at least 21 years old on 1 March of the year of admission to theUniversity;

   (b) they do not have an ATAR or equivalent that would enable them to competefor mainstream admission;

   (c) they have not completed at least one year of study (or part-time equivalent)in a Bachelor degree or higher level qualification at a recognised tertiaryinstitution; and

   (d) they have, within the previous two years, completed one of the followingapproved preparation courses:

       (i) a preparation course offered by the University's Centre for ContinuingEducation;

       (ii) the Tertiary Preparation Certificate Course offered at a NSW TAFEcollege;

       (iii) an HSC that does not lead to an ATAR;

       (iv) the Open Foundation Course or NEWSTEP Program offered by theUniversity of Newcastle;

       (v) the University Preparation Program offered by the University of NewSouth Wales; or

       (e) for admission to the Bachelor of Nursing, they have completed enrollednursing qualifications; or
they have completed an AQF Diploma or Advanced Diploma at a recognised tertiary institution that satisfied the University's requirements for admission, or at least one year of study (or part-time equivalent) in an approved Associate Diploma or Diploma at a recognised tertiary institution that satisfied the University's requirements for admission.

(5) Deans will determine the minimum level of academic merit required for admission to an undergraduate course under the Mature Age Applicants Scheme.

(6) Applicants may be required to:
(a) attend an interview;
(b) provide a work portfolio; or
(c) successfully complete a practical examination.

(7) When deciding whether to make an offer of admission under the Mature Age Applicants Scheme, the relevant Associate Dean may take into account:
(a) the applicant's personal qualities;
(b) whether the applicant is likely to complete the course successfully;
(c) the applicant's work experience;
(d) any relevant TAFE or AQF courses successfully completed by the applicant.

(8) Levels of assumed knowledge specified for each award course or equivalent are normally considered as prerequisites for applicants for admission through the Mature Age Applicants Scheme.

32 Elite Athletes or Performers Scheme

(1) The training that elite athletes and performers have to undertake, and their competitive and performance commitments, can detrimentally affect their secondary school studies. The purpose of the Elite Athletes and Performers Scheme is to address that detriment.

(2) Domestic applicants who are eligible for admission under the Elite Athletes and Performers Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.

(3) The Elite Athletes and Performers Scheme is available to domestic applicants who:
(a) have been assessed by the Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, as being elite; and
(b) can demonstrate that their sporting or performance commitments have impeded their HSC performance.

(4) For their application for admission under the Elite Athletes and Performers Scheme to be considered, applicants must complete and submit an application form prior to the last day of business in October of each year.

(5) The Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, will assess whether an applicant is an elite athlete or performer, normally prior to the publication of HSC results.

(6) The Elite Athletes Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite athlete, and will seek advice about each applicant from referees and appropriate experts.
(7) The Elite Performers Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite performer, and will seek advice about each applicant from referees and appropriate experts.

(8) The Elite Athletes and Performers Selection Committee will review assessments made by the Elite Athletes Assessment Panel and the Elite Performers Assessment Panel.

(9) Where the Elite Athletes and Performers Selection Committee endorses an assessment of an applicant, the Committee will forward the application to the relevant faculty for consideration.

34 Special Consideration for Admission Scheme

(1) The purpose of the Special Consideration for Admission Scheme is to help applicants who have experienced serious disadvantage during secondary study, or a previous attempt at tertiary study, to gain admission to undergraduate courses.

(2) Applicants who are eligible for admission under the Special Consideration for Admission Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the relevant cut-off for the award course.

(3) The Special Consideration for Admission Scheme is available to applicants who:
   
   (a) have successfully completed Year 12 or equivalent secondary education (including at a high school or a technical and further education college, or an equivalent educational institution); or
   
   (b) have a record of previous tertiary study; and
   
   (c) have suffered serious disadvantage during the course of those studies.

PART 8 ADMISSION DECISIONS AND OFFERS

35 Basis for admission decisions

(1) Admission decisions must be made in accordance with the Coursework Rule and this policy.

(2) Subject to this policy, when deciding whether to make an offer of admission to an award course to an applicant, the Dean must adopt the principle that offers are to be made on the basis of the applicant's academic merit.

(3) For admission to undergraduate award courses, applicants' academic merit is to be measured principally by their secondary or tertiary results.

(4) The University may make more than one round of offers to applicants for an award course. The ATAR cut off points may be different for different rounds of offers.

   **Note:** See also clause 2.5 of the Coursework Rule and clause 7 of this policy.

36 Conditional offers

(1) An offer of admission to an award course may be made subject to specified conditions.
(2) Examples of conditions that might be imposed include conditions relating to:
   (a) health screening of the applicant;
   (b) criminal record checks;
   (c) child protection checks;
   (d) verification of the applicant’s academic record;
   (e) visa requirements;
   (f) English language requirements; and
   (g) completion of prior study.

37 Accepting an offer

(1) An offer of admission to an award course can be accepted only in the manner described in the offer.

(2) An applicant is not considered to be admitted to an award course at the University until they have completed, to the satisfaction of the University, all requirements for enrolment in the course.

(3) An applicant who has accepted an offer of admission to an undergraduate award course and, prior to commencing that course, wishes to transfer to a different award course, may apply for and be admitted to the new course, provided that:
   (a) the applicant has met the minimum admission requirements for the new course at a standard equal to or higher than applicants who were offered admission to the course in the main round of offers made by the UAC;
   (b) a place is available in the course;
   (c) all available places are offered on the basis of merit; and
   (d) the offer is made and accepted before the commencement of teaching in the new course.

PART 9 DEFERRAL

38 Deferred admission by commencing undergraduate applicants

(1) An applicant offered a place in an award course may defer admission to that course, but only as provided in this Part.

(2) The University may permit an applicant to defer admission provided that the offer of admission has not lapsed or been withdrawn by the University due to the applicant’s actions prior or subsequent to the offer being made.

(3) Subject to subclause (4) below, the maximum period of deferral is one year.

(4) The Associate Dean of the relevant faculty may extend the period of deferral for an individual applicant to a maximum of two years.

(5) Applicants who are offered a place in an undergraduate award course at the Sydney Conservatorium of Music must undertake a further satisfactory audition prior to admission.
(6) The Associate Dean of the relevant faculty may decline to allow deferral for a particular course.

PART 10 CHANGE OF RESIDENCY

39 International applicants and students changing from international to domestic status

(1) If an international undergraduate applicant changes from international to domestic status prior to enrolling in their course and:
   (a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;
   the applicant will be transferred to a Commonwealth supported place.

(2) If an international undergraduate applicant changes from international to domestic status prior to enrolling in their course and either or both of the requirements in subclauses 39(1)(a) and (b) are not met, the applicant’s offer of admission will be cancelled and withdrawn.

(3) If an international undergraduate student changes from international to domestic status prior to the census date for their course and:
   (a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;
   the applicant will be transferred to a Commonwealth supported place.

(4) If an international undergraduate student changes from international to domestic status prior to the census date for their course and either or both of the requirements in clauses 39(3)(a) and (b) are not met, the applicant will be transferred to a domestic fee-paying place.

(5) If an international undergraduate student changes from international to domestic status after the census date for their course and:
   (a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;
   the applicant will continue as an international fee paying student for that semester and transfer to a Commonwealth supported place in the subsequent semester.

(6) If an international undergraduate student changes from international to domestic status after the census date for their course and either or both of the requirements in clauses 39(5)(a) and (b) are not met, the applicant will continue as an international fee paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.

(7) Subject to this clause, if an international postgraduate applicant changes from international to domestic status prior to enrolling in their course, the applicant will be transferred to a domestic fee-paying place.
(8) If an international postgraduate student changes from international to domestic status before the census date for their course, the student will be transferred to a domestic fee-paying place.

(9) If an international postgraduate student changes from international to domestic status after the census date for their course, the student will continue as an international fee paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.

(10) International students who are transferred to a domestic fee-paying place are permitted to compete for any available Commonwealth supported places in subsequent semesters.

(11) International applicants for the Doctor of Medicine will not be transferred to a domestic fee-paying place in accordance with subclause (7).

PART 11 RECOGNITION OF PRIOR LEARNING

40 Forms of recognition of prior learning

(1) The University recognises that students commence courses with different levels, areas and forms or prior learning.

(2) The University may recognise prior learning by granting:

(a) credit, which may take the form of:
   (i) specific credit;
   (ii) non-specific credit;
   (iii) reduced volume of learning for an award course; or

(b) a waiver of a requirement to undertake a compulsory or a pre-requisite unit of study.

41 Specific credit, non-specific credit and reduced volume of learning

(1) Specific credit is the recognition of previously completed studies as directly equivalent to specific units of study offered by the University.

(2) Subject to this policy and the award course resolutions, specific credit may be granted for a unit of study where there is a substantial overlap of skills, knowledge and experience at a level deemed by the Associate Dean to be equivalent to a specific University of Sydney unit of study.

(3) Non-specific credit is ‘block credit’ given for a specified number of credit points at a particular level, in accordance with the award course resolutions. These credit points may be in a particular subject area but are not linked to a specific unit of study.

(4) Reduced volume of learning is a reduction in the number of credit points required for a student to complete their award course, in recognition of the student’s:
   (a) level and subject area of qualifications completed prior to admission; or
   (b) equivalent professional experience.
Note: An example of specific credit is credit given for Physics 1 [PHYS1001] at the University of Sydney for Physics 1 undertaken at the University of Adelaide.

Note: Examples of non-specific credit are: the University of Sydney does not teach Russian but a student may be granted credit for a full first year of study in Russian undertaken at the University of New South Wales, as 12 junior credit points; a student may be granted 48 junior credit points for the first year of an Arts degree completed at another Australian university.

Note: Where possible, the University will assess credit before making an offer of admission. Where possible, the University will make an offer of credit to an applicant concurrently with their offer of admission. If accepted, credit offered to an applicant prior to enrolment will be granted at the time they are admitted to the award course. See the Coursework Credit Procedures 2015.

42 Awarding specific credit and non-specific credit for previous studies

(1) An Associate Dean may, in accordance with this policy, the faculty resolutions and the award course resolutions, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:

(a) in another award course at the University;
(b) in an award course at another Australian tertiary institution;
(c) at a recognised overseas tertiary institution;
(d) in an accredited higher education course offered by a registered private provider;
(e) in a course offered by the Vocational Education and Training Sector;
(f) in another award program approved by the Dean following an evaluation process; or
(g) in a non-award program approved by the Academic Board.

(2) Factors to be taken into account by an Associate Dean when evaluating a program for the purposes of subclause (1) include:

(a) the general educational practices and standards of the institution or system;
(b) the objectives of the particular course and the methods adopted to achieve those objectives;
(c) the duration of the course;
(d) the breadth, depth and balance of the course material;
(e) the methods of assessment in the course;
(f) the teaching staff conducting the course, including the numbers of teachers, and their professional qualifications, experience and educational expertise; and
(g) the accommodation and facilities offered to students undertaking the course, including equipment, library, laboratories, workshops and other instructional or research resources.

(3) Entry to the University’s courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.
(4) Credit will not be granted:
(a) for units of study completed more than:
   (i) 10 years ago; or
   (ii) if the faculty resolutions prescribe a shorter period, the prescribed period;
   prior to admission to candidature in the course that the credit is applied to;
(b) for units of study in an uncompleted course, unless the student provides evidence that he or she has abandoned credit in respect of that course;
(c) except with the permission of the Associate Dean, for units of study undertaken at another tertiary institution from which the student has been excluded;
(d) except with the permission of the Associate Dean, for units of study or non-specific credit listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or
(e) except with the permission of the Associate Dean, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.

(5) When granting credit, an Associate Dean may impose requirements on a student with respect to:
(a) progression to more advanced units of study within a particular course; and
(b) time limits for completion of the course.

(6) Regardless of any credit granted, a student must meet any pre-requisite or co-requisite requirements for an award course, unless the unit of study co-ordinator gives the student a waiver for those requirements.

(7) Regardless of any credit granted, a student must achieve and demonstrate the learning outcomes for the award course.

Note: See clause 46 regarding waivers.

43 Awarding reduced volume of learning

(1) A program director may, in accordance with this policy and the award course resolutions, and on request by a student, approve a reduction in the volume of learning required for the student to complete their award course, in recognition of:
(a) a prior qualification in the same discipline as the award course;
(b) a prior qualification in a cognate discipline deemed by the a program director to provide comparable preparation to subclause (a);
(c) relevant professional experience deemed by the program director to provide comparable preparation to subclause (a); or
(d) a prior qualification in an appropriate discipline at AQF level 8 or above.
(2) Factors to be taken into account for the purposes of subclause (1) include:
(a) the factors set out in subclause 42(2) above;
(b) whether the student's experience is documented;
(c) whether any documentation provided by the student demonstrates skills, knowledge or understanding that are equivalent to those that would be gained in relevant University studies.

(3) The onus will be on the student to provide appropriate documentation or other evidence.

(4) Reduced volume of learning will not be granted, except with the permission of the program director:

(a) where the reduced volume of learning was previously listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or

(b) to reinstate reduced volume of learning that has previously been rescinded, on request by the student in accordance with clause 43B.

43A Accepting and declining offers of specific credit, non-specific credit and reduced volume of learning

(1) The University may make offers to grant specific credit, non-specific credit and reduced volume of learning prior to enrolment or during candidature.

(2) An applicant or student must accept or decline (in whole or in part) any offer of credit made by the University:

(a) prior to enrolment, on or before the date of their first enrolment in the award course for which credit is being offered;

(b) during candidature, within twelve months of the date of the offer of credit.

(3) If an applicant or student does not accept or decline the offer of credit within the timeframe specified in subclause (2), the credit will not be processed and the University will regard the offer as having lapsed.

(4) The University may vary any offer to grant credit made to an applicant prior to enrolment, if the Associate Dean has authorised a period of deferral of greater than one year.

Note: See clause 38 regarding deferral.

43B Rescinding specific credit, non-specific credit and reduced volume of learning

(1) A program director may, in accordance with this policy and the award course resolutions, and on request by a student, rescind any specific credit, non-specific credit or reduced volume of learning previously granted to the student in accordance with this policy.

(2) Except with the permission of the program director, once any specific credit, non-specific credit or reduced volume of learning has been rescinded in accordance with this clause, a student may not seek to have it reinstated.

44 Limits on credit and reduced volume of learning

(1) Subject to this clause, and notwithstanding any credit or reduced volume of learning granted in order to qualify for an award:
(a) an undergraduate student must complete a minimum of:
   (i) one year (or part-time equivalent) of the award course at the University; and
   (ii) 48 credit points of the award course at the University;
(b) a postgraduate student must complete at least 50 per cent of the course requirements at the University; and
(c) a student enrolled in a Masters degree must complete a minimum of 48 credit points of postgraduate study (including any postgraduate study at another university) in order to qualify for the award.

(2) The Associate Dean may vary the requirements in subclause (1) where the work was completed:
   (a) as part of an embedded program at the University;
   (b) as part of another award course undertaken at the University; or
   (c) as part of an award course approved by the University as part of an approved conjoint venture with another institution.

(3) Except with the approval of the Academic Board at course level, credit granted on the basis of work completed at an institution other than a university will not exceed one third of the course requirements.

(4) Except as provided for in subclause (6), credit towards postgraduate awards will not be granted for undergraduate units of study.

(5) Except as provided for in subclause (6), credit towards postgraduate awards will not be granted for previously completed postgraduate awards, except in the case of awards:
   (a) in an embedded program at the University; or
   (b) in a program completed at another university or institution deemed by the relevant Associate Dean to be the equivalent of a University of Sydney embedded program.

(6) Despite subclauses (4) and (5), a program director may grant credit in the form of a reduced volume of learning in recognition of completed undergraduate and postgraduate award courses in accordance with clause 43 and the award course resolutions.

(7) A program director may grant a graduate a limited amount of credit for a completed undergraduate course. Subject to this policy and the award course resolutions, a graduate who is admitted to candidature for the degree of Bachelor with credit for units of study in the completed course must complete a minimum of two years (or part-time equivalent) in the award course, unless additional credit from an uncompleted course or courses has also been granted.

Note: The provisions for granting credit in an award course offered as part of an approved conjoint venture are prescribed in the award course resolutions and the relevant faculty resolutions.

45 Credit in embedded programs, including embedded honours

Note: Faculties have authority to establish embedded programs in closely related academic or professional areas, to establish incrementally higher levels of attainment at Graduate Certificate, Graduate Diploma and Masters level. Faculties may specify in the award course resolutions or faculty resolutions conditions for transfer from one award in the embedded program to another.
(1) Students enrolled in an embedded program who have met the conditions for, and elect to, transfer to a longer award course in that embedded program:
   (a) may transfer their enrolment to the longer award course; and
   (b) will receive credit for all of the units of study completed in the shorter award course, provided that the units of study are approved as a requirement for the longer award course; and
   (c) will not be permitted to graduate from the shorter award course.

(2) Subject to the relevant course requirements, graduates of a course in an embedded program who subsequently become candidates for a longer award course in the same embedded program may be granted credit for units of study completed in the shorter award course.

(3) Students enrolled in an embedded program who have completed the requirements for any award course in that embedded program may elect to discontinue their enrolment and graduate from that award course.

(4) A student who has met the requirements for a Bachelor degree at pass level may, subject to the award course resolutions:
   (a) receive credit for completed units of study; and
   (b) enrol in the same Bachelor degree award course at honours level.

Note: For information on admission to a Bachelor degree award course at honours level, see clause 93.

46 Awarding waivers

(1) A program director may, having regard to a student's previous learning or experience, waive the requirement that the student undertake a compulsory unit of study.

(2) A program director may waive the requirement that a student meet a prerequisite requirement or a co-requisite requirement for a unit of study.

(3) A waiver given under subclause (1) or (2) may be subject to conditions set out in the waiver.

Note: For subclause (1): as the student will not have passed the compulsory unit of study, the student will have to make up the credit points by undertaking other units of study.

PART 12 ENROLMENT IN AND UNDERTAKING UNITS OF STUDY

47 Units of study

(1) In this Part, ‘table of units’ means a table of the units of study, as set out in the award course resolutions.

(2) Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.
(3) A student must pass a unit of study to acquire the credit points for that unit of study.

(4) The total number of credit points required for completion of an award course, including a combined degree or double degree course, is specified in the Senate resolutions and the award course resolutions.

(5) Subject to this policy, a student completes a unit of study if the student:
   (a) participates in the learning experiences for the unit of study;
   (b) meets the standards required by the University for academic honesty;
   (c) meets all examination, assessment and attendance requirements for the unit of study; and
   (d) demonstrates learning outcomes for the unit of study to a standard equivalent to a pass level or higher.

(6) A program director may, subject to the award course resolutions and with the approval of the relevant program director in the faculty in which the unit of study is offered, permit a student to enrol in and obtain credit for a unit of study that is not listed in the table of units for the course.

48 **Students must enrol in units of study**

(1) Subject to this policy, each student must, for each semester, enrol in units of study offered in their award course.

(2) The enrolments must be consistent with the requirements of this policy, the faculty resolutions and the award course resolutions.

*Note:* See also Part 13.

49 **Assumed knowledge**

(1) The University assumes that students enrolling in some first year units of study have successfully acquired a certain level of knowledge, expressed in terms of program studies and performance achieved in the HSC or equivalent.

(2) The Academic Board may, on the recommendation of the relevant faculty, specify assumed knowledge and recommended study areas for undergraduate courses.

(3) Students who have not acquired the assumed knowledge may enrol in any unit of study in their award course, but should undertake any recommended supplementary work before the unit of study commences.

*Note:* For the current list of assumed knowledge and recommended study areas for undergraduate courses, see the [Academic Board standards website](#).

50 **Prerequisite and co-requisite requirements**

(1) Faculties may determine prerequisite and co-requisite requirements for enrolment in a unit of study.

(2) Subject to subclause 46(2), a student may not enrol in a unit of study unless they have met the prerequisite requirements for the unit of study.
(3) Subject to subclause 46(2), a student may not enrol in a unit of study for which there is a co-requisite requirement unless he or she also enrols in or has already completed the co-requisite unit of study.

Note: For details of prerequisite and co-requisite requirements for courses, see the relevant faculty handbook.

51 Enrolment restrictions

(1) Except with the permission of the Associate Dean or in accordance with the award course resolutions, a student may not:
   (a) enrol in a unit of study that they have already completed towards the requirements for an award course;
   (b) enrol in any unit of study that overlaps substantially in content with a unit of study that has already been completed by the student, or for which credit or a waiver or exemption has been granted;
   (c) enrol in units of study additional to award course requirements;
   (d) enrol in units of study with a total credit point value exceeding:
      (i) for enrolments in any one semester – 30 credit points;
      (ii) for enrolments in the Summer School – 12 credit points;
      (iii) for enrolments in the Winter School – six credit points; or
   (e) enrol in a prohibited unit of study.

Note: The award course resolutions may prescribe a lower credit point value limit.

Note: The Associate Dean will specify prohibited units of study in the table of units.

(2) A student who is permitted, in accordance with subclause (1)(a), to re-enrol in a unit of study may receive a higher or lower grade, but not additional credit points.

52 Repeating a unit of study

(1) Unless granted an exemption by the unit of study co-ordinator, a student who repeats a unit of study must:
   (a) participate in the learning experiences provided for the unit of study; and
   (b) meet all the examination, assessment and attendance requirements for the unit of study.

(2) Except with the permission of the unit of study co-ordinator, a student who presents for reassessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study.

53 Concurrent enrolment

(1) A student may not enrol in more than one award course at any level, except:
   (a) with the permission of the relevant Associate Deans; or
   (b) as part of an approved combined degree or double degree program.

Note: This includes courses offered by other institutions.
The same unit of study cannot be counted towards the requirements for two different courses, except:

(a) for combined degrees;
(b) for the purpose of satisfying prerequisite, co-requisite and admission requirements; and
(c) where a student is permitted to enrol in two postgraduate programs simultaneously, faculties may allow a maximum of two units of study to be cross-credited towards requirements for a maximum of two degrees as set out in clause 90.

54 Cross-institutional study

(1) A student may, with the permission of the program director, enrol in a unit or units of study at another university or institution and have those units of study credited to the student's award course.

(2) The program director may impose conditions on any cross-institutional study approved in accordance with subclause (1).

55 Attendance

(1) A faculty may specify the attendance and participation requirements for its courses and units of study.

(2) A student enrolled in a unit of study must comply with the requirements set out in the faculty resolutions, award course resolutions or unit of study outline about undertaking the unit of study, including on matters such as:

(a) attendance at and participation in lectures, seminars and tutorials; and
(b) participation in practical work.

(3) A program director may specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or award course.

(4) A unit of study co-ordinator may, having regard to the student's previous studies, exempt a student from a requirement mentioned in subclause (1).

PART 13 DISCONTINUATION AND SUSPENSION OF ENROLMENT

56 Discontinuation of enrolment

(1) Subject to this clause, a student may discontinue their enrolment in an award course or in one or more units of study.

(2) A student's enrolment in the course or the relevant units of study will be treated as discontinued from the date of discontinuation, unless they produce evidence that there was good reason why the application could not be made at an earlier time.
(3) A student who discontinues enrolment in a course during their first year of enrolment in the course will not be permitted to re-enrol in that course unless:

(a) the Associate Dean granted prior permission to re-enrol; or

(b) the student is later re-selected for admission to the course.

(4) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with subclause (2).

(5) A student who discontinues enrolment in a unit of study is to be awarded a grade set out in Schedule 1.

57 Suspension of enrolment by student

(1) All provisions of this clause are subject to restrictions imposed by the Education Services for Overseas Students Act 2000 on student visa holders.

(2) An undergraduate student in a course may suspend their enrolment in a course:

(a) on up to two separate occasions during their candidature; and

(b) with the approval of the Associate Dean, for a maximum period of one year.

(3) A postgraduate student may suspend their enrolment in a course for a maximum period of one year on each occasion.

(4) The suspension must be notified to the University in a manner approved or accepted by the faculty.

(5) The Associate Dean must approve:

(a) a third or subsequent period of suspension for an undergraduate student; or

(b) a suspension of more than one year by any student.

(6) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course. Those requirements apply to the student despite anything to the contrary in the award course resolutions.

58 Suspension and termination of candidature for failure to enrol

(1) If a student is not enrolled in any unit of study by the last of the census dates for that semester, and the student has not discontinued or suspended enrolment, the student’s candidature is automatically suspended.

(2) If a student’s candidature is automatically suspended, then, despite any contrary provision in this policy, the procedures for the student to re-enrol in the course are to be as the relevant Associate Dean determines.

(3) If a student fails to re-enrol in that and the subsequent semester, their candidature will be terminated automatically.
59 Return to candidature

(1) If a student returns to candidature after a discontinuation or suspension, the course requirements in force at the time of the student's return to candidature apply to the student’s candidature.

(2) Despite subclause (1), the Associate Dean may, in writing, modify the application of the course requirements in a particular case.

PART 14 ASSESSMENT

60 Statement of intent

(1) The purpose of this Part is to:
   (a) set out the principles that underpin the University's approach to assessment;
   (b) support students' development and progressive demonstration of graduate qualities;
   (c) inform curriculum and teaching quality assurance programs; and
   (d) underpin accountability for achievement of graduate outcomes.

(2) Assessments should be designed to provide feedback on performance or to establish that students have achieved an adequate standard to proceed or to graduate.

(3) This part applies to any coursework unit of study undertaken by a higher degree by research student.

61 Assessment principles and their implementation

(1) The following principles apply to assessment at the University.
   (a) Assessment practices must advance student learning.
   (b) Assessment practices must be communicated clearly to students and staff.
   (c) Assessment practices must be valid and fair.
   (d) Assessment practices must be continuously improved and updated.

(2) The University’s assessment principles will be implemented in accordance with the implementation statements set out in this policy.

(3) The procedures for operation of the implementation statements are set out in the Assessment Procedures 2011.

62 Principle 1 - Assessment practices must advance student learning

This principle requires that:

(1) Assessment practices align with goals, context, learning activities and learning outcomes.
(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.

(3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.

(4) Constructive, timely and respectful feedback develops students’ skills of self and peer evaluation and guides the development of future student work.

63 Principle 2 - Assessment practices must be communicated clearly to students and staff

This principle requires that:

(1) Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.

(2) Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.

(3) Procedures exist to ensure that all staff involved in teaching a unit of study share a common understanding of assessment practices.

(4) The process of marking and of combining individual task marks is explicitly explained in the unit outline.

64 Principle 3 - Assessment practices must be valid and fair

This principle requires that:

(1) Assessment tasks are authentic and appropriate to disciplinary and or professional context.

(2) Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria with which students actively engage.

(3) Students' assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.

(4) Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.

65 Principle 4 - Assessment practices must be continuously improved and updated

This principle requires that:

(1) Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.

(2) Assessments are regularly updated to ensure alignment with program learning outcomes or graduate qualities.

(3) Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.
Note: A student does not have a right to a merits review by the Student Appeals Body under the University of Sydney (Student Appeals against Academic Decisions) Rule 2006, and cannot appeal against an academic decision on the ground that the student believes that the academic decision was made in a manner that was inconsistent with the Assessment Principles.

66 Common result grades

(1) The University will award common result grades as set out in Schedule 1.

(2) The grades of high distinction, distinction and credit indicate work of a standard higher than that required for a pass.

(3) A student who completes a unit of study for which only a pass or fail result is available will be recorded as having satisfied requirements.

66A Simple extensions

(1) A unit of study co-ordinator, who is satisfied that it is appropriate to do so, may permit a student to submit a non-examination task up to two working days after the due date with no penalty.

(2) Such permission is an informal arrangement between the unit of study co-ordinator and the student which does not:
   (a) affect the student’s entitlement to apply for special consideration under this policy;
   (b) alter any time limits or other requirements relating to applications for special consideration; or
   (c) constitute an academic decision for the purposes of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

Note: Any faculty resolution or local provision forbidding the granting of simple extensions is inconsistent with this policy.

67 Special consideration due to illness, injury or misadventure

(1) Generally, an illness, injury or misadventure will be taken into account when considering a student’s performance in a course or unit of study.

(2) Special consideration is provided in circumstances where well-attested illness, injury or misadventure occurs during a semester or at the time of an examination. It is an academic judgement which depends on the nature of the illness, misadventure or injury and its impact in relation to assessment or examination.

(3) Students who bear a primary carer responsibility toward another person at the time of an assessment may also apply for special consideration on the basis of illness, injury or misadventure on the part of the person for whom they care if their ability to prepare for or perform the assessment is adversely affected.

(4) Special consideration is also available to non-award students.

(5) Students who are granted special consideration must nonetheless be required to demonstrate achievement of designated learning outcomes.

(6) Rescinded.

(7) A student who is reasonably capable of attempting an examination should do so, despite any accompanying application for special consideration.
(8) All requests for special consideration must be genuine and made in good faith.

(a) Attempts to use special consideration as a means of gaining an unfair advantage in an assessment must be rejected.

(b) Making a request for special consideration that is not genuine or in good faith may lead to disciplinary action against a student.

(9) A request for special consideration does not guarantee that the request will be granted.

(10) Special consideration must not be granted for:

(a) balancing workloads from other units of study, disciplines or faculties;

(b) information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by the student; or

(c) jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided in accordance with this policy.

(11) Special consideration granted to one or more students should not disadvantage other students.

68 Students with a disability

(1) Students with a permanent or temporary disability who have registered with the University’s Disability Services, and have satisfied the University’s requirements for supporting documentation, may be eligible for reasonable adjustments and or accessible examination and assessment arrangements.

Note: See the University’s Disability Services website.

(2) Disability Services will determine the student’s eligibility for adjustments and inform the student and faculty of the required reasonable adjustments.

(3) Students wishing to apply for accessible examination and assessment conditions must make their application through Disability Services within specified timeframes.

(4) Accessible examination and assessment conditions include, but are not limited to:

(a) extra time for reading, writing, resting or toilet breaks;

(b) use of a scribe;

(c) examination papers in alternative formats;

(d) use of assistive technology;

(e) ergonomic furniture;

(f) using a designated room and experienced supervisors;

(g) using a separate room with a scribe or assistive technology;

(h) rescheduling and or spacing of examinations into the deferred examination period.
Special arrangements for assessments

(1) The relevant delegate may make special arrangements available to any student who is unable to meet assessment requirements or attend examinations because of one or more of the following:
   (a) essential religious commitments or essential beliefs (including cultural and ceremonial commitments);
   (b) compulsory legal absence (such as jury duty or court summons);
   (c) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation;
   (d) birth or adoption of a child;
   (e) Australian defence force or emergency service commitments (including Army Reserve);
   (f) the relevant delegate forms the view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demand.

(2) The relevant delegate may make special arrangements for a student who is unable to meet assessment requirements or attend examinations for any other reason that is beyond the student’s reasonable control, at the delegate’s own discretion, on a case-by-case basis.

(3) Special arrangements are intended to support the University’s commitment to flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved.

Responsibilities for implementation of this Part

(1) The Academic Board is responsible for:
   (a) ensuring that assessment practices comply with this policy; and
   (b) ensuring that assessment practices and procedures are monitored and reviewed at the level of faculties in accordance with this policy, and that changes to assessment practices are made where appropriate as a consequence of such review.

(2) The Registrar is responsible for:
   (a) overseeing the release of results to students; and
   (b) overseeing the conduct of examinations.

(3) Deans and Associate Deans are responsible for:
   (a) ensuring that this policy is contextualised and implemented in all programs and units for which the faculty is responsible;
   (b) ensuring that faculty practices and standards in relation to assessment are consistent with this policy and any associated procedures; and
   (c) appointing a responsible head where the teaching of a unit of study is shared by more than one department.

(4) Heads of Schools and Deputy Heads of Schools are responsible for:
   (a) appointing principal examiners; and
(b) appointing program directors.

(5) **Program directors** are responsible for:

(a) developing and overseeing an assessment strategy for the students’ program or major that is consistent with this policy and any associated procedures;

(b) fostering a whole of program or major approach to assessment;

(c) ensuring program or major learning outcomes and standards are made clear to students;

(d) monitoring overall assessment loads for both staff and students;

(e) ensuring program or major learning outcomes are assessed at appropriate points throughout the degree;

(f) ensuring that assessment tasks reflect increasing levels of complexity across the program or major; and

(g) facilitating and promoting opportunities for professional development of assessment practice for all staff teaching a program, with particular emphasis on new and less experienced teachers.

(6) **Unit of study co-ordinators and or principal examiners** are responsible for:

(a) developing and implementing an assessment strategy which is consistent with this policy and any associated procedures;

(b) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;

(c) ensuring that assessment requirements for a unit are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and

(d) monitoring and reflecting on student assessment outcomes and student survey data to make changes to the assessment strategy for the unit in light of the review, as appropriate.

(7) **Unit of study lecturers and tutors** are responsible for:

(a) assessing student work fairly, consistently and in a timely manner;

(b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and

(c) advising students in relation to expectations relevant to specific assessment tasks.

(8) **Students** are responsible for:

(a) actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task, ensuring their work is authentic and their own (whether individual or group work) and handing work in on time;

(b) actively engaging in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);

(c) actively engaging with and acting on feedback provided;

(d) providing constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys or student representation on committees); and
(e) becoming familiar with University policy and faculty procedures and acting in accordance with those policy and procedures.

PART 15 PROGRESSION

71 Progression requirements

Note: A student enrolled in an award course must meet the progression requirements and all the course requirements for an award course within the time limits for the course.

See Part 4 of the Coursework Rule.

Subject to this policy, a faculty will prescribe in the faculty resolutions or the award course resolutions the progression requirements for coursework award courses in that faculty.

72 Statement of intent

(1) The University is committed to early identification and support of students who are not meeting progression requirements, and may therefore be at risk of exclusion from their award course.

(2) Associate Deans will assist and promote the progression of students who are not meeting progression requirements by:

(a) regularly and effectively advising students of progression requirements;

(b) identifying and alerting students who are not meeting progression requirements;

(c) providing assistance to students who are not meeting progression requirements; and

(d) tracking the progress of students after they are identified as not meeting progression requirements.

(3) Associate Deans will ensure that they have clear and transparent internal processes for handling students who are not meeting progression requirements, consistent with this policy.

73 Monitoring progression

(1) Associate Deans will monitor each student’s progression, including through reports generated by the student record keeping system.

(2) When monitoring each student’s progression, the Associate Dean may take into account:

(a) whether the student has attended compulsory teaching and assessment components of a unit of study;

(b) whether the student has over-enrolled in an attempt to catch up on failed units of study; and

(c) whether there are significant variations in the student’s academic performance.
(3) Where the attendance record of a student is deemed by the Associate Dean to be unsatisfactory, that information will be recorded in the student record keeping system.

**73A Early Intervention Strategies**

(1) Students who believe themselves to be at risk of not meeting progression requirements, the student may approach their faculty for support in an early intervention strategy.

(2) A faculty may implement an early intervention strategy by developing a study plan with the student based on the student’s academic performance or personal circumstances.

(3) Study plans should specify: a faculty may implement an Early Intervention Strategy to develop a study plan with the student, which should detail:

   (a) a study timetable;
   (b) an enrolment pattern; and
   (c) an estimated completion date for the degree.

(4) The faculty, in implementing an Early Intervention Strategy, must record in the against a student’s electronic file:

   (a) the student’s application for an Early Intervention Strategy;
   (b) evidence outlining of the specific circumstances and request; and
   (c) the study plan.

(5) Students with an Early Intervention Strategy must consult with the faculty about any proposed variations, deviations or changes to the study plan.

(6) A student who fails to follow their prescribed study plan must contact the faculty for a reassessment of their study plan.

**74 Progression profile**

(1) Associate Deans will establish and maintain a progression profile for each student who is identified as not meeting academic progression requirements.

(2) The progression profile will include all documents relating to a student’s academic progression, including correspondence and interview records.

(3) The progression profile will be attached to the student’s file.

**75 Triggers for identifying students who are not meeting academic progression requirements**

(1) At the end of each semester, relevant Associate Deans will identify the students in courses offered by their faculty who are not meeting academic progression requirements.

(2) A student will be identified as not meeting academic progression requirements in a semester if:
the student received a Fail, Discontinued - Fail or Absent Fail grade in more than 50% of the total credit points allocated to the units of study in which they were enrolled for the semester;
(e)(b) the student’s semester average mark was less than 50;
(f)(c) the award course resolutions stipulate that:
   (i) an average mark above 50 is required in order to remain enrolled in an award course or stream; and
   (ii) alternative enrolment is available; and

the student’s average mark for all the units of study in which they were enrolled for the semester was less than the required average mark;
(g)(d) the student failed one or more barrier units of study, compulsory units of study, field work, clinical work, practicum or other professional experience specified in the award course resolutions;
(h)(e) the student has failed twice to pass the same unit of study (excluding Summer School and Winter School units of study);
(i)(f) the student’s attendance record during the semester was unsatisfactory; or
(j)(g) the student is unable to complete their award course within the maximum time limit, while carrying a normal student load.

76 Stage 1 - Students identified for the first time as not meeting academic progression requirements

(1) The Associate Dean will send all students identified as not meeting academic progression requirements for the first time a letter and a self-reflective Staying on Track survey.

(2) The letter will advise each student:
(a) that they have been identified as not meeting academic progression requirements;
(b) why they have been identified as not meeting academic progression requirements;
(c) that they are advised to:
   (i) complete a Staying on Track survey; and
   (ii) attend a Staying on Track information session;
(d) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile; and
(e) where the student is enrolled in an award course whose normal full-time duration is two years or less, that:
   (i) if they fail to meet progression requirements in the following semester, they may be asked to show good cause why they should be permitted to re-enrol in the award course; and
   (ii) they are recommended to consult an academic adviser in their faculty.

(3) Associate Deans may require students to consult an academic adviser.
(4) The Staying on Track survey will:
   (a) assist students to identify why they are having difficulties meeting academic progression requirements;
   (b) advise students to avail themselves of, and include details of, student support services available at the University, including:
      (i) the Counselling Service;
      (ii) the Learning Centre;
      (iii) the University Health Service; and
      (iv) the student representative bodies.

(5) The Staying on Track information session will:
   (a) provide information on study skills; and
   (b) introduce students to the student support services in subclause (4) (b).

Note: See clause 78 for information on the show cause process.

77 Stage 2 - Students at risk of being asked to show good cause

(1) Students who:
   (a) are enrolled in an award course whose normal full-time duration is two years or less; and
   (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;

will be asked to show good cause why they should be permitted to re-enrol in the award course.

(2) Students who:
   (a) are enrolled in an award course whose normal full-time duration is more than two years; and
   (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 82

will be sent a warning letter and a Staying on Track survey by the faculty.

(3) The letter will advise each student:
   (a) that they have been identified as not meeting academic progression requirements;
   (b) why they have been identified as not meeting academic progression requirements;
   (c) that they are advised to:
      (i) complete a Staying on Track survey; and
      (ii) attend a Staying on Track information session, if they have not already done so;
   (d) that they are required to consult an academic adviser in their faculty; and
   (e) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile.
(4) The Staying on Track survey will:
(a) assist students to identify and explain why they are having difficulties meeting academic progression requirements; and
(b) require students to consult with their year adviser or Associate Dean, who will ask them to provide information about any support services they have consulted or other remedial action they have taken since they were first identified as not meeting academic progression requirements.

(5) The Associate Dean will record whether the student has consulted an academic adviser.

Note: The Associate Dean will take into account whether a student has consulted an academic adviser when determining whether a student has shown good cause for the purposes of clause 78.

78 Stage 3 - Being asked to show good cause

(1) The relevant Associate Dean may require a student who has not met the progression requirements or other standards set out in applicable faculty local provisions to show good cause why they should be allowed to re-enrol.

(2) For the purposes of this policy, ‘good cause’ means:
(a) circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure; and
(b) reasonable prospects of meeting progression requirements in the following semester.

(3) Students will be asked to show good cause where:
(a) they are enrolled in an award course whose normal full-time duration is two years or less, and they have been identified as not meeting progression requirements for that award course twice, without an intervening period of satisfactory progress as prescribed in clause 82;
(b) they are enrolled in an award course whose normal full-time duration is more than two years, and they have been identified as not meeting progression requirements for that award course three times, without an intervening period of satisfactory progress as prescribed in clause 82; or
(c) they have twice failed the same compulsory or barrier unit of study, field work, clinical work, practicum or other professional experience.

(4) A student may be asked to show good cause more than once.

(5) A student who is asked to show good cause will be invited to provide written reasons why they should be permitted to re-enrol in their award course.

(6) A student’s response to a request to show good cause should:
(a) outline the circumstances that have negatively affected the student’s study performance;
(b) explain the specific effects or impacts of those circumstances;
(c) outline the steps that the student has taken, or will take in the future, to address each of those circumstances, with a view to ensuring that they will not negatively affect the student’s study performance in the future;
(d) if the student has previously been asked to show good cause, explain whether previously identified factors affecting their study performance have recurred, including reasons why previous strategies to address those factors have been ineffective; and

(e) attach any relevant documentary evidence.

(7) In all cases the onus is on the student to provide the Associate Dean with satisfactory evidence to establish good cause.

(8) The Associate Dean will provide reasons for their decision, which will be recorded on the student’s progression profile.

Note: Documentary evidence for subclause (6)(e) may include medical certificates, police reports, statutory declarations or academic transcripts. The Associate Dean may take into account relevant aspects of a student’s record in other courses or units of study within the University, and relevant aspects of academic studies at other institutions, provided that the student presents this information to the Associate Dean.

Note: A response to a request to show good cause is not a substitute for a special consideration or special arrangement application, which should be lodged as appropriate in accordance with this policy.

79 Permission to re-enrol

(1) The Associate Dean will permit a student who has shown good cause to re-enrol.

(2) Subject to clause 82, a student who is permitted to re-enrol will remain at Stage 3 of the process set out in this Part.

80 Actions that may be taken where a student does not show good cause

(1) Where a student has not shown good cause why they should be allowed to re-enrol, the Associate Dean may:

(a) exclude the student from the relevant course; or

(b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:

(i) passing a unit or units of study within a specified time;

(ii) exclusion from a unit or units of study; and

(iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.

(2) The Associate Dean may not exclude a student who subsequently does not meet any restrictions on enrolment imposed under subclause (1)(b) without allowing the student a further opportunity to show good cause.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.
81 Applying for re-admission after exclusion for failure to meet progression requirements

(1) A person who has been excluded from an award course may apply for re-admission to the award course after at least two years.

(2) Re-admission will not be permitted without the approval of the Associate Dean.

(3) With the written approval of the Associate Dean, a person who is re-admitted to their award course may be given credit for any work completed elsewhere in the University or at another institution during a period of exclusion.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

Note: For information on applying for admission to other courses at the University after exclusion, see clause 11.

82 Reversion

(1) Where a student previously identified as not meeting academic progression requirements meets progression requirements for two consecutive semesters, their name will be removed from the academic progression register.

(2) If, having been removed from the academic progression register, a student who has previously been identified as not meeting academic progression requirements fails again to meet progression requirements, they will be regarded as being at Stage 1 of the process outlined in this Part. These students may, at the Associate Dean’s discretion, be required to consult an academic adviser about their progress.

PART 16 SHOW GOOD CAUSE FOLLOWING FAILURE, DISCONTINUATION OR EXCLUSION

83 Show good cause following failure, discontinuation or exclusion

(1) The Associate Dean may require a student to show good cause why they should be permitted to re-enrol in a unit of study that they have failed or discontinued more than once, whether that unit of study was failed or discontinued when the student was enrolled in an award course offered by the current faculty or by another faculty.

(2) The Associate Dean may require a student who:

(a) has had their candidature in an award course at the University, or at another institution, terminated due to failure or discontinuation; and

(b) has subsequently been admitted or re-admitted to an award course at the University;

to show good cause why they should be permitted to re-enrol in a year of candidature or a unit of study that they have failed or discontinued in the year immediately following the admission or re-admission.

(3) Where a student has not shown good cause why they should be allowed to re-enrol, the Associate Dean may:
(a) exclude the student from the relevant course; or
(b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:
   (i) completion of a unit or units of study within a specified time;
   (ii) exclusion from a unit or units of study; and
   (iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.

(4) The Associate Dean may not exclude a student who subsequently does not meet any conditions on enrolment imposed under subclause (3)(b) without allowing the student a further opportunity to show good cause.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

PART 17 AWARD COURSE REQUIREMENTS

Note: To qualify for the award of a degree, diploma or certificate, a student must:
- complete the award course requirements prescribed in any relevant faculty resolutions and the award course resolutions; and
- satisfy the requirements of the Coursework Rule and any applicable policy

See clause 5.1 of the Coursework Rule.

Note: See clause 102(3) for commencement dates of clauses 83A to 83C inclusive.

Note: See also clauses 18(1)–(10) of the Learning and Teaching Policy 2015.

83A Award course requirements for all Bachelor degrees

(1) The Bachelor degree:
   (a) offers liberal, professional or specialist learning and education; and
   (b) builds on prior secondary or tertiary study.

(2) All Bachelor award courses must meet:
   (a) the requirements for either:
      (i) a Liberal Studies Bachelor degree; or
      (ii) a Professional or Specialist Bachelor’s degree;
      and
   (b) the applicable award course resolutions.
83B Award course requirements for the Liberal Studies Bachelor degree

(1) Any Liberal Studies Bachelor degree will have a requirement of 144 credit points of study as specified in the award course resolutions, including the requirement to complete:

(a) core units of study as specified, to a maximum of 24 credit points;
(b) a major or a program from the list specified;
(c) a minimum of 12 credit points of elective units from the open learning environment; and
(d) a minor from a shared pool of minors common to Liberal Studies Bachelor degrees.

(2) Every Liberal Studies Bachelor degree must be designed to support the development of the graduate qualities and must require all students to demonstrate those qualities.

(3) Every Liberal Studies Bachelor degree must offer the opportunity for students to complete:

(a) a second major in place of the minor required in subclause 83B(1)(d) above from a shared pool of majors common to Liberal Studies Bachelor degrees;
(b) a program from a pool of the degree’s list of available programs;
(c) elective units of study from a shared pool of elective units common to Liberal Studies Bachelor degrees (except where the requirements for a program do not allow sufficient free credit points to take electives);
(d) elective modules from the open learning environment;
(e) in addition to the Liberal Studies Bachelor degree, the requirements for the Bachelor of Advanced Studies in a combined degree as set out in the award course resolutions.

83C Award course requirements for the Professional or Specialist Bachelor degree

(1) Any Professional or Specialist Bachelor degree must:

(a) have a requirement of not less than 144 credit points of study as specified in the award course resolutions;
(b) support the development of the graduate qualities; and
(c) require all students to demonstrate those qualities.

(2) Professional or Specialist Bachelor degrees may offer the opportunity for students to complete, in addition to the Professional or Specialist Bachelor degree, a Bachelor of Advanced Studies.

84 Masters by coursework

The Masters by coursework degree:

(a) is a program of either or both of advanced learning and professional training;
(b) builds on prior undergraduate study; and
(c) normally leads to a capstone experience, which provides an opportunity to synthesise the knowledge and experience gained.

85 The capstone experience

(1) All Advanced Learning Masters degrees and appropriate Professional or Specialist Masters degrees culminate in a capstone experience.

(2) The capstone experience:
   (a) is a unit of study designed to provide students with an opportunity to:
      (i) draw together the learning that has taken place during the award course;
      (ii) synthesise the learning that has taken place during the award course with their prior learning and experience; and
      (iii) draw conclusions that will form the basis for further investigation and intellectual and professional growth;
   (b) will be integrative, foster student autonomy and, where appropriate, a transdisciplinary perspective;
   (c) will contribute to award course aims and graduate qualities;
   (d) is taken towards the end of the award course, with the result captured in a mark or the component of a mark;
   (e) may take the form of:
      (i) a long essay;
      (ii) a thesis;
      (iii) a project;
      (iv) a professional placement;
      (v) a comprehensive or oral examination;
      (vi) a portfolio with commentary;
      (vii) a performance;
      (viii) an exhibition;
      (ix) a public presentation;
      (x) a law moot; or
      (xi) another activity appropriate to the discipline.

86 Award course requirements for the Advanced Learning Masters degree

(1) The Advanced Learning Masters degree comprises a minimum of one year of full-time advanced study culminating in a capstone experience.

(2) Advanced Learning Masters degrees contain optional opportunities for interdisciplinary study and research and, where appropriate and feasible:
   (a) exchange and work-based projects; and
(b) professional or industry experience.

(3) Advanced Learning Masters degrees carry the title Master of Arts in [discipline], Master of Science in [discipline], or a title specified in the relevant award course resolutions.

(4) Candidates for the Advanced Learning Masters degree must complete a minimum of 48 credit points of study, or such higher number as specified in the award course resolutions, including:

(a) core advanced units of study as specified in the award course resolutions;
(b) a capstone experience;
(c) elective advanced units of study, including:
   (i) an optional 12 credit points of research, as prescribed in the award course resolutions;
   (ii) optional units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
(d) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
(e) where appropriate and specified in the award course resolutions, optional inter-institutional units of study.

87 Award course requirements for the Professional Masters degree

(1) The Professional Masters degree comprises a minimum of one year and a maximum of four years of full-time study leading to a qualification that contributes to professional accreditation or recognition.

(2) Where appropriate to professional requirements, Professional Masters degrees will include:

   (a) a capstone experience;
   (b) opportunities for interdisciplinary study;
   (c) research;
   (d) inter-institutional study; and
   (e) professional or industry experience.

(3) Candidates for Professional Masters degrees must complete the requirements set out in the award course resolutions, which will include a minimum of 48 and a maximum of 192 credit points, including:

(a) core units of study as specified in the award course resolutions;
(b) where appropriate, a capstone experience;
(c) elective advanced units of study including, where appropriate and feasible:
   (i) an optional 12 credit points of research as set out in the award course resolutions;
   (ii) optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
(iii) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and

(iv) where specified in the award course resolutions, optional exchange units.

87A Award course requirements for Research Pathway Masters degree

(1) The Research Pathway Masters degree builds on a prior undergraduate degree and develops advanced knowledge and skills necessary to undertake research in a Doctor of Philosophy.

(2) The usual Research Pathway Masters degree is the Master of Advanced Studies [specialisation].

(3) The volume of learning in a Research Pathway Masters degree will depend on the student’s prior undergraduate and postgraduate study, but will normally be:

(a) 48 credit points, for a student who has taken a major or specialisation in a 192 credit point undergraduate degree or AQF level 8 qualification at a standard accepted by the relevant faculty and in an area of the specialisation of the Masters degree;

(b) 72 credit points, for a student who has taken a major or specialisation in a 144 credit point undergraduate degree at a standard accepted by the relevant faculty and in an area of the specialisation of the Masters degree; or

(c) 96 credit points, for a student who has not taken a major or specialisation in the area of specialisation of the Masters degree at a standard accepted by the faculty.

(4) The course resolutions for each Research Pathway Masters degree must:

(a) require a maximum of 96 credit points; and

(b) include:

   (i) a research project of 24 – 36 credit points;

   (ii) advanced coursework which develops knowledge and research skills in the discipline of the specialisation at 4000- and – 5000 level;

   (iii) a minimum of 72 credit points at or above -4000 level;

   (iv) a minimum of 36 credit points at or above -5000 level;

   (v) a minimum of 6 credit points and a maximum of 12 credit points from the open learning environment at -5000 level.

(5) The course resolutions for a Research Pathway Masters degree may also provide for a maximum of 24 credit points at or above -3000 level for students admitted without an undergraduate major or specialisation as provided in subclause 87A(3)(c).

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

88 Award course requirements for the Graduate Diploma

(1) The Graduate Diploma is an advanced program of study building on either or both of prior undergraduate and postgraduate study.
(2) A Graduate Diploma may be offered as an embedded award in an Advanced Learning or Professional Masters program, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Diploma will be Graduate Diploma in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Diploma is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for a Graduate Diploma must complete a minimum of 36 and a maximum of 48 credit points of study, including:
   (a) core units of study as specified in the award course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

89 Award course requirements for the Graduate Certificate

(1) The Graduate Certificate is an advanced program of study building on:
   (a) prior undergraduate study; or
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

(2) A Graduate Certificate may be offered as an embedded award in an Advanced Learning program, a Professional Masters program, a Graduate Diploma, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Certificate will be Graduate Certificate in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Certificate is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for the Graduate Certificate must complete a minimum of 24 and a maximum of 36 credit points of study, including:
   (a) core units of study as specified in the award course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

90 Award course requirements for combined postgraduate coursework degrees and double degrees

(1) Subject to this clause, faculties may establish combined degree and double degree programs involving postgraduate coursework awards allowing some units to be cross-credited to both degrees.
(2) The minimum course requirement for a double Masters degree is 96 credit points, equating to two years of full-time study.

(3) The cross-credited units of study for combined postgraduate degrees and double degrees must not exceed a value of 12 credit points in each degree.

(4) Faculties may admit candidates to two postgraduate award courses and allow a maximum of 12 credit points to be credited to both awards, provided that:
   (a) where the awards are offered by two faculties, double enrolment is with the permission of the Deans of both faculties; and
   (b) units of study to be cross-credited in both degrees are cross-credited with the written approval of the relevant program directors.

91 Award course requirements for combined degree and double degree programs for the award of a Bachelor and Masters degree

(1) Subject to this clause, faculties may establish combined degree and double degree programs for the award of a Bachelor degree and the award of a Masters degree.

(2) The minimum requirements for a double degree combining the award of a Bachelor degree and a Masters degree is 192 credit points, equating to four years of full-time study.

(3) Candidates may not proceed to units of study at the Masters level without achieving in units contributing to the Bachelor degree at:
   (a) a credit level; or
   (b) such higher level as is set out in the award course resolutions.

91A Award course requirements for vertically-integrated Bachelor and Masters degrees generally

(1) This section applies to vertically-integrated Bachelor and Masters degrees approved after 1 January 2018.

(2) All vertically-integrated Bachelor and Masters degrees must meet:
   (a) the applicable course resolutions for each of the integrated award courses; and
   (b) the requirements for:
      (i) Research Pathway vertically-integrated Bachelor and Masters degrees specified in clause 91B; or
      (ii) Specialist or Professional vertically-integrated Bachelor and Masters degrees specified in clause 91C.

91B Award course requirements for Research Pathway vertically-integrated Bachelor and Masters degrees

(1) The award course resolutions for a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:
(a) a total of 216 credit points;
(b) 72 credit points from the Master of Advanced Studies (discipline) degree, as specified in subclause 91B(2);
(c) a minimum of 72 credit points at or above -4000 level;
(d) a minimum of 36 credit points at or above -5000 level; and
(e) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

(2) The Masters portion of a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:
(a) a named specialisation that develops research ability in a discipline to a sufficient standard for admission to a Doctor of Philosophy;
(b) a research project of 24-36 credit points; and
(c) advanced coursework developing knowledge and research skills in the discipline of the specialisation at or above -4000 level.

(3) The course resolutions for a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:
(a) a total of 240 credit points:
(b) 48 credit points from the Master of Advanced Studies (discipline) degree, as specified in subclause 91B(4);
(c) a minimum of 48 credit points at or above -4000 level;
(d) a minimum of 36 credit points at or above -5000 credit point level; and
(e) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

(4) The Masters portion of a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:
(a) a named specialisation that develops research ability in a discipline to a sufficient standard for admission to a Doctor of Philosophy;
(b) a research project of 24-26 credit points; and
(c) advanced coursework developing knowledge and research skills in the discipline of the specialisation at or above -4000 level.

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

91C Award course requirements for Professional or Specialist vertically-integrated Bachelor and Masters degrees

(1) The award course resolutions for a Professional or Specialist vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:
(a) a total of 216 credit points;
(b) 72 credit points from the Master of Advanced Studies (discipline) degree, including:
   (i) a project of 12-36 credit points;
   (ii) a minimum of 72 credit points at or above -4000 level;
(iii) a minimum of 36 credit points at or above -5000 level; and  
(iv) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

(2) The award course resolutions for a Professional or Specialist vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:

(a) a total of 240 credit points;

(b) 48 credit points from the Master of Advanced Studies (discipline) degree, including:

(i) a project of 12-36 credit points;
(ii) a minimum of 48 credit points at or above – 4000 level; and
(iii) a minimum of 36 credit points at or above – 5000 level; and
(iv) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

PART 18 AWARDS

Note: An Undergraduate Diploma may be awarded at one of four grades: pass, pass with merit, pass with distinction, pass with high distinction.

A Bachelor degree may be awarded at one of two grades: pass, or pass with honours.

Degrees of Master by coursework may be conferred, and Graduate Diplomas and Graduate Certificates may be awarded, only at a pass grade.

See clause 6.1 of the Coursework Rule.

92 Transcripts and testamurs

(1) A student who has completed an award course or a unit of study at the University will receive an academic transcript upon application and payment of any required fees.

Note: For information on the circumstances in which the University will apply sanctions for unpaid debts, see the Student Debtor Sanctions Policy 2014.

(2) Testamurs and transcripts will provide the information specified in the Learning and Teaching Policy 2015 and the Learning and Teaching Procedures 2016.

92A Aegrotat and posthumous awards

The Registrar may, on the recommendation of the relevant Dean, authorise the conferral of an aegrotat or posthumous award in circumstances involving serious illness or the death of a student.
PART 19  AWARDS WITH HONOURS

93 Admission to an award course with honours

(1) On the recommendation of the relevant Head of School or program director, an Associate Dean may admit a student to an appended honours course, if the student has:

(a) met the requirements for a pass degree in the course;
(b) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
(c) met any additional requirements set by the faculty resolutions or award course resolutions for admission to honours in the course.

(2) On the recommendation of the relevant Head of School or program director, an Associate Dean may admit a student to an integrated honours course:

(a) if the student has:

(i) met the requirements for a pass degree in the course;
(ii) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate units of study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
(iii) met any additional requirements set out by the faculty resolutions or award course resolutions; or

(b) from the commencement of the award course if:

(i) the Academic Board has approved the award course as one that meets the learning outcomes of an AQF Level 8 honours qualification; and
(ii) the award course resolutions incorporate explicit requirements for completion of the award course that are consistent with the awarding of honours as prescribed in this policy.

(3) On the recommendation of the relevant Heads of Schools or program directors of faculties that offer and administer the proposed honours courses, an Associate Dean may admit a student to honours or double honours in a combined degree with the Bachelor of Advanced Studies if the student has:

(a) completed:

(i) 144 credit points in the combined degree program;
(ii) a Liberal Studies undergraduate degree program at the University; or
(iii) a program of study deemed by the relevant Heads of Schools or program directors to be the equivalent of such study;

(b) achieved a weighted average mark of at least 65, as specified in the award course resolutions, in the first three years (144 credit points) of the combined degree;

(c) completed:

(i) requirements for a major in the intended area of honours specialisations; or
(ii) study of equivalent depth in the intended area as set out in the award
course resolutions; and

(d) met any additional requirements for admission to the honours courses set by
the faculty or school and approved by the Academic Board.

(4) A student who is enrolled in an appended honours course:

(a) may not graduate with the pass degree; and

(b) may not enrol part-time

except in accordance with the award course resolutions.

(5) A student who fails or discontinues an appended honours year may not re-enrol in
it, except with the approval of the Associate Dean.

94 Principles for the award of honours

The principles for the University’s offering degrees with honours are:

(a) the award of honours is reserved to indicate special proficiency;

(b) the University offers courses leading to a degree with honours to provide
research training opportunities to students who demonstrate special
proficiency and the ability to undertake further study and research within a
discipline;

(c) a course leading to a degree with honours is intended to attract and
stimulate students of high ability;

(d) honours awards are in classes, to recognise and reward outstanding
academic ability;

(e) an honours course:

   (i) will provide the foundations of research training within the relevant
discipline; and

   (ii) will have an identifiable, discipline-specific individual research,
scholarly or creative component that is allocated at least 12 credit
points; and

(f) the assessment tasks for research units of study will comprise, at least in
part, a dissertation.

95 Qualifying for an award with honours

(1) To qualify for an award with honours, a student must meet the requirements set out
in the faculty resolutions and award course resolutions.

(2) The award of a degree with honours, and the grade of honours awarded, will be
assessed and calculated according to two mechanisms:

   (a) for appended honours and for honours taken as an embedded component in
a combined degree with the Bachelor of Advanced Studies - by an honours
mark; or

   (b) for integrated honours - by a grade average calculated across at least 48
credit points of study.

(3) Each faculty will publish the grading systems and criteria for the award of honours
in that faculty.
96 Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)

(1) This clause applies to:
   (a) an appended honours course; and
   (b) an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.

(2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.

97 Determining honours awards for integrated honours (using a 96+ credit point average)

(1) This clause applies to an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>50 ≤ honours mark &lt; 65</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) The award course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

(4) A student who achieves a mark of less than 65 may be awarded Third Class honours where this has been specified as available under the course resolutions.
97A Determining honours awards on the basis of an embedded honours component in a combined degree with the Bachelor of Advanced Studies

(1) This clause applies to honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies.

(2) Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the basis of completion of an honours component embedded within the combined degree.

(3) The requirements for embedded honours in a combined degree with the Bachelor of Advanced Studies will be specified in the combined award course resolutions, and will require the completion of an honours component comprising:

(a) 36-48 credit points of 4000-level work at honours level, including an honours research project of 12–36 credit points included in the 4000-level work; and

(b) honours coursework of 12-36 credit points.

(4) A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

(5) The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:

(a) 36-48 credit points as set out in subclause 97A(3); and

(b) the requirements for the combined degree as set out in the award course resolutions.

(6) The honours mark will be:

(a) calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course; and

(b) based on results from 36-48 credit points of work as specified in subclause 97A(3).

(7) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(8) A student who achieves a mark of less than 65 is not awarded honours.

(9) The honours mark for a student in a combined degree with the Bachelor of Advanced Studies will be determined by the faculty that administers the honours course in the discipline in which it is taken. The faculty administering the student’s candidature will award honours on the basis of the mark determined by the faculty administering the honours course.
(10) Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the name of the honours component would replace the major indicated in brackets next to the appropriate degree in the nomenclature for the combined degree.

(a) Where the completed honours component is normally available in the partner degree to the Bachelor of Advanced Studies the nomenclature for the combined award should indicate the honours component in brackets attached to the partner degree as in the following example: Bachelor of Science (Mathematics Honours) / Bachelor of Advanced Studies (Philosophy).

(b) Where the completed honours component is not normally available in the partner degree to the Bachelor of Advanced Studies, the nomenclature for the combined award should indicate the honours component in brackets attached to the Bachelor of Advanced Studies as in the following example: Bachelor of Science (Mathematics) / Bachelor of Advanced Studies (Philosophy Honours).

(c) Where double honours is completed, the nomenclature for the combined award should indicate the honours component in brackets attached to both awards as in the following example: Bachelor of Science (Mathematics Honours) / Bachelor of Advanced Studies (Philosophy Honours).

PART 20 UNIVERSITY MEDALS

98 Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

(1) Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.

(2) Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria approved by the Academic Board.

(3) Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.

(4) In the case of students who have completed the requirements for honours as an embedded component in a combined degree with the Bachelor of Advanced Studies:

(a) the faculty offering the embedded honours component may recommend to the Board of Interdisciplinary Studies that a University Medal be awarded to a student, after considering the student’s honours mark and academic record for the entire combined award;
(b) the Board of Interdisciplinary Studies will consider all University Medal recommendations for students in a combined award with the Bachelor of Advanced Studies and make recommendations to the relevant administering faculties for candidates for the combined award; and

(c) the administering faculties for candidates for the combined award will award the University Medal according to the recommendation of the Board of Interdisciplinary Studies.

PART 21 TERMINATION OF CANDIDATURE

100 Failure to complete within time limits

The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the Coursework Rule, is by force of this clause, automatically terminated at the end of that period.

Note: The candidature of a student who discontinues their enrolment in a course during their first year of enrolment in the course, without prior permission from the Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this policy.

Note: The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this policy.

101 Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

(a) the student, or someone acting on the student’s behalf, made a material misrepresentation in applying for admission to an award course;

(b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

(c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.

(2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.

(3) The notice must:

(a) set out the basis on which it is proposed that the student’s candidature be terminated;

(b) inform the student that they may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;

(c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student’s candidature.
(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Registrar will:
   (a) consider the student’s submissions within 10 working days of receiving them; and
   (b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Registrar is satisfied, after considering any submissions made by the student, that:
   (a) the disqualifying circumstances specified in the notice exist; and
   (b) because of those disqualifying circumstances the student’s candidature in the award course should be terminated;

the Registrar will terminate the student’s candidature in the award course.

(7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If the Registrar terminates the candidature of a student in accordance with this clause:
   (a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and
   (b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and
   (c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.

Note: A decision made by the Registrar in accordance with this clause is not an ‘academic decision’ and cannot be appealed to the Student Appeals Body in accordance with the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

102 Rescissions, replacements and transitional arrangements

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:
   (a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;
   (b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;
   (c) Assessment Policy 2011, which commenced on 9 November 2011;
   (d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;
   (e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and
   (f) Student Academic Progression Policy, which commenced on 13 December 2006.

(2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this policy should be construed as a reference to this policy.

(3) Clauses 83A, 83B and 83C apply to
(a) all new courses approved after 25 July 2016; and
(b) all other courses from 1 January 2018.
SCHEDULE 1

Common Result Grades

(1) The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.

(2) Learning outcomes for units of study are reported in one of two ways:
   
   (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;

   (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).

(3) Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
<th>Use in WAM</th>
<th>Impact on Progression/at risk status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
<td>Included in WAM</td>
<td>To Count as Fail</td>
</tr>
<tr>
<td>2</td>
<td>CA</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>3</td>
<td>CN</td>
<td>No mark</td>
<td>To be used when an enrolment is cancelled.</td>
<td>Not included in WAM</td>
<td>No impact on progression or at risk status</td>
</tr>
<tr>
<td>4</td>
<td>CR</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>5</td>
<td>DA</td>
<td>Range from 75 to less than 85</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
<td>No mark</td>
<td>Recorded on external transcript. This applies in cases of discontinuation from the time DC ceases to be automatically available up to the cessation</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
</tbody>
</table>
of classes for the unit of study and where a faculty has not determined that a grade of DC is warranted.

<p>| | | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>DI</td>
<td>Distinction</td>
<td>Range from 75 to less than 85</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Included in WAM</td>
</tr>
<tr>
<td>8</td>
<td>DC</td>
<td>Discontinued not to count as failure</td>
<td>No mark</td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the Census Date but before the end of the seventh week of the Semester (or before half of the unit of study has run in the case of units of study which are not Semester-length). A Faculty may determine that the result of DC is warranted after this date if the student has made out a special case based on illness or misadventure (see clause 14(13)(a)(v) of the Assessment Procedures 2011).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not included in WAM</td>
</tr>
<tr>
<td>9</td>
<td>FA</td>
<td>Fail</td>
<td>Range from 0 to less than 50</td>
<td>To be awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails to achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Included in WAM</td>
</tr>
<tr>
<td>10</td>
<td>FR*</td>
<td>Failed Requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured either as Satisfied Requirements or Failed Requirements only, without a mark to students who, in the their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not included in WAM</td>
</tr>
<tr>
<td>11</td>
<td>HA</td>
<td>High Distinction (Aegrotat)</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Included in WAM</td>
</tr>
<tr>
<td>12</td>
<td>HD</td>
<td>High distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Included in WAM</td>
</tr>
<tr>
<td>13</td>
<td>IC</td>
<td>Incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not included in WAM</td>
</tr>
</tbody>
</table>

*FR* indicates Failed Requirements.
Except in special cases approved by the Academic Board, this result will be converted to a normal permanent passing or failing grade either: (a) by the Dean at the review of examination results pursuant to clause 15 of the Assessment Procedures; or (b) automatically to an AF grade by the third week of the immediately subsequent academic session or in the case of Semester 2, by mid-February.

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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>PA</td>
<td>Pass (Aegrotat)</td>
<td>Range from 50 to less than 65</td>
</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>Pass</td>
<td>Range from 50 to less than 65</td>
</tr>
<tr>
<td>16</td>
<td>SA*</td>
<td>Satisfied Requirements (Aegrotat)</td>
<td>No mark</td>
</tr>
<tr>
<td>17</td>
<td>RI</td>
<td>Result incomplete</td>
<td>No mark</td>
</tr>
<tr>
<td>18</td>
<td>SR*</td>
<td>Satisfied requirements</td>
<td>No mark</td>
</tr>
<tr>
<td>19</td>
<td>UC</td>
<td>Unit of Study Continuing</td>
<td>No mark</td>
</tr>
<tr>
<td>20</td>
<td>WD</td>
<td>Withdrawn</td>
<td>No mark</td>
</tr>
<tr>
<td>Date</td>
<td>Progression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coursework Policy 2014

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SCHEDULE 2

1 Grade Descriptors for Honours awards

These descriptors are intended to apply to all Honours awards at the University of Sydney. They have been designed to foster collective thinking about standards between disciplines, to assist students, supervisors, staff and disciplinary groups to calibrate their own internal, professional or disciplinary standards with those applied across the University and to promote discussion about standards among students, staff, supervisors and faculties.

2 The University medal

(1) University medal candidates will have produced an outstanding research thesis that has been awarded a Class 1 Honours. Additionally, candidates will have demonstrated an exceptional level of achievement across the whole degree program.

(2) Knowledge: A student who receives First Class Honours and the University Medal will demonstrate commanding breadth and depth of knowledge of the discipline studied, together with a strong understanding of its context and insight into problem solving and into the potential for further inquiry.

(3) Skills: A student who receives First Class Honours and the University Medal will demonstrate:

(a) advanced skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy and insight;
(b) a thorough proficiency in the methods, techniques and subject matter appropriate to the field or fields studied and insight into their application;
(c) strong skills and insight in the interpretation of results, data and appropriate information sources;
(d) a capacity for illuminating critical analysis and self-evaluation;
(e) outstanding skills in written and oral communication and in organisation and documentation;
(f) exceptionally innovative, creative and imaginative thinking; and
(g) cognitive and technical skills to carry out a research project with a high level of autonomy.

(4) Application of Knowledge and Skills: A student who receives First Class Honours and the University Medal will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) competently defending, where appropriate, their research within the chosen academic discipline at an expert level;
(b) autonomy in thinking and motivation;
(c) imagination, originality and insight;
(d) comprehensive and extensive critical analysis and synthesis at an advanced level;
insightful analysis of results and the potential and limitations of their study;
(f) a high degree of intellectual consistency; and
(g) coherent and rigorous design and meticulous execution of projects.

(5) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

3 First Class Honours

(1) Knowledge: A student who receives First Class Honours will demonstrate breadth and or depth of knowledge of the discipline(s) studied at a very high level, and the ability to place their work in context, appreciating the implications and broader significance.

(2) Skills: A student who receives First Class Honours will demonstrate:
(a) advanced or professional skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy;
(b) a very high level of proficiency in the methods, techniques and subject matter appropriate to the field or fields studied;
(c) a very high level of skill in the interpretation of results, data and appropriate information sources;
(d) a high degree of sophistication in critical analysis and self-evaluation;
(e) outstanding written and oral expression, organisation, format and documentation;
(f) where relevant, highly innovative, creative and imaginative thinking; and
(g) a very high level of cognitive and technical skills to carry out a research project with considerable independence.

(3) Application of knowledge and skills: A student who receives First Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:
(a) significant independence in thinking and motivation;
(b) significant evidence of originality and insight;
(c) comprehensive critical analysis and synthesis at an advanced level;
(d) a skilful treatment and analysis of unexpected outcomes or inconsistent results, and or recognition of some limitation of the methodology, if relevant; and
(e) a well-developed logical approach to designing appropriate research strategies.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

4 Second Class Honours, Division I

(1) Knowledge: A student who receives Second Class Honours, Division I, will have advanced knowledge in the discipline of study and sound knowledge of the research principles and methodologies appropriate to the field of study.
(2) **Skills:** A student who receives Second Class Honours, Division I, will demonstrate:

(a) advanced or professional skills that equip them to function and solve problems within a profession or discipline under supervision and with independence;

(b) a high level of proficiency in the methods, techniques and subject matter of the field studied;

(c) a high level of cognitive skills to interpret results, data and other information sources;

(d) mastery of the modes of expression appropriate to the field of study, enabling fluent and succinct presentation of knowledge; and

(e) technical skills to plan a solid research project under supervision and execute it with some independence.

(3) **Application of knowledge and skills:** A student who receives Second Class Honours, Division I, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) design and plan a solid piece of research and scholarship;

(b) critically evaluate and synthesise material; and

(c) contextualize their work within the broader discipline of study.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and pursue independent research at postgraduate level.

5 **Second Class Honours, Division II**

(1) **Knowledge:** A student who receives Second Class Honours, Division II will have advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand the range of scope of a defined topic, have a broad grasp of its theoretical underpinnings and understand the general range of principal issues facing that area of the discipline.

(2) **Skills:** A student who receives Second Class Honours, Division II will demonstrate:

(a) advanced or professional skills that equip them to understand problems within a profession or discipline under supervision and with some independence;

(b) a broad understanding of the methods, techniques and subject matter of the field studied and some proficiency;

(c) advanced cognitive skills to understand the interpretation of results and data and the ability to apply this understanding with supervision;

(d) effective skills in the modes of expression appropriate to the field of study; and

(e) technical skills to contribute to the planning of a research project and to execute it with direct supervision.

(3) **Application of knowledge and skills:** A student who receives Second Class Honours, Division II, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision and have demonstrated some independence of thought and autonomy; and
with the guidance of a supervisor, draw valid conclusions based on investigation, observation and/or experiment, and understand the scope and limitations of those conclusions.

(4) Graduates at this level will demonstrate the capacity to pursue further study and after further research training, demonstrate the potential for independent research.

6 Third Class Honours

(1) Knowledge: A student who receives Third Class Honours will have advanced knowledge of an area of a discipline and understand relevant theory.

(2) Skills: A student who receives Third Class Honours will have

(a) skills that equip them to understand problems;
(b) some understanding of the methods, techniques and subject matter of the field studied;
(c) cognitive skills to understand the interpretation of results and data with supervision;
(d) communication skills that are able to articulate a problem and an approach taken to its solution; and
(e) technical skills to participate in the planning and execution of a research project with direct supervision.

(3) Application of knowledge and skills: A student who receives Third Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision.

(b) with the guidance of a supervisor, graduates will be able to understand and draw conclusions based on investigation, observation and/or experiment.

(4) Graduates at this level, after undertaking further research training, will demonstrate the capacity to pursue further supervised study.

7 Fail

(1) A fail to achieve Honours indicates that the student has not demonstrated the learning outcomes for any of the classes of Honours available.

(2) Students who do not achieve Honours may be awarded a pass degree provided that they have demonstrated the learning outcomes for the degree.
NOTES

Coursework Policy 2014

Date adopted: 3 December 2014
Date commenced: 18 December 2014
Date amended: 28 November 2017, commencing 1 January 2018
Date registered: 17 December 2014
Administrator: Secretariat, Academic Board
Review date: 3 December 2019

Rescinded documents:
- Admission: Advanced Standing, Credit and Exemption Policy
- Admission to Undergraduate Courses Policy
- Assessment Policy 2011
- Academic Board Policy on Awards with Honours
- Postgraduate English Language Requirements Policy
- Student Academic Progression Policy

Related documents:
- Australian Citizenship Act 2007 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Education Act 1990 (NSW)
- Education Services for Overseas Students Act 2000 (Cth)
- University of Sydney Act 1989 (NSW)
- Disability Standards for Education (Cth)
- University of Sydney (Delegations of Authority - Academic Functions) Rule 2016
- University of Sydney (Student Discipline) Rule 2016
- University of Sydney (Coursework) Rule 2014
- University of Sydney (Student Appeals against Academic Decisions) Rule 2006
- Academic Honesty in Coursework Policy 2015
- Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015
- Learning and Teaching Policy 2015
- Assessment Procedures 2011
- Recordkeeping Manual
## AMENDMENT HISTORY

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<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
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<tr>
<td>92A</td>
<td>Clause added</td>
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<td>16 September 2015</td>
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<td>5(1), 41 <em>(Note 27)</em>, 42, 43, 43A, 43B, 67, 69</td>
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<tr>
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<td>Administrative amendment, correction of typographical amendment.</td>
<td>3 May 2016</td>
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<tr>
<td>Notes</td>
<td>Numbering of notes removed.</td>
<td>25 July 2016</td>
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<tr>
<td>6</td>
<td>Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree; Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study; Definitions deleted: graduate attributes; References to course changed to award course.</td>
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<td>20(2); 65(2);</td>
<td>References to graduate attributes changed to graduate qualities.</td>
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<td>85(2)(c).</td>
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<td>26A(1); 26A(2)</td>
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<td>26A(3)</td>
<td>Subclause deleted.</td>
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<td>44(1)</td>
<td>Cross reference to clauses 42 and 43 deleted.</td>
<td>25 July 2016</td>
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<td>44(7) note</td>
<td>Reference to Senate resolutions changed to award course resolutions.</td>
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<tr>
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<td>Note added.</td>
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<td>83A; 83B; 83C</td>
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<td>25 July 2016</td>
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<td>97A</td>
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<td>99(2)</td>
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<tr>
<td>99(4)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
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<td>102(3)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
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<td>1 January 2017</td>
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<td>1 January 2017</td>
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<td>60(1)(b)</td>
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<td>2 March 2017</td>
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<tr>
<td>Schedule 1</td>
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<td>4(2); 21(3)</td>
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<td>note; Notes</td>
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<td>5(1)</td>
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<td>18 September 2017</td>
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<td>Provision</td>
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<tr>
<td>21(9) note; 49(3)</td>
<td>Administrative amendment – updated hyperlink to Academic Board Standards website</td>
<td>18 September 2017</td>
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<td>5(1)</td>
<td>Deleted reference to <em>University of Sydney By-law 1999 (as amended)</em></td>
<td>18 September 2017</td>
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<td>26A(2)(a)</td>
<td>Administrative amendment – replacing “NSW” with “relevant state or territory”</td>
<td>18 September 2017</td>
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<td>Notes</td>
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<td>18 September 2017</td>
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<tr>
<td>7(1); 10(5); 11(5)(c); 16(a); 16(b); 17(a) – 17(d); 18(a) – (c); 19(a) – (c) 21(5) – (6); 21(9); 24(3)(a); 27(5); 28(6); 28(6)(a)(ii); 28(6)(b) (i) and (iii); 28(7); 29(2) – (5); 30(2); 30(7) – (9); 31(7); 31(2) 31(6) 38(4); 38(6); 42(6); 43(1) – 43(4); 43A(4); 43B(1) – (2); 44(7); 46(1) – (2); 47(6); 52(1) (2); 54(1) (2); 55(3); 55(4); 56(3)(a); 58(2); 72(2)(-3); 59(2); 70(3); 73(1) – (3); 74(1); 75(1); 76(1); 76(3); 77(2);</td>
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<tr>
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<tr>
<td>12A(2); 92A</td>
<td>Replacing Deputy Vice-Chancellor (Registrar) with Registrar – for consistency within document</td>
<td>1 January 2018</td>
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<tr>
<td>24(2)</td>
<td>Insert “Chair of the” before Graduate Studies Committee</td>
<td>1 January 2018</td>
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<tr>
<td>6; 83A(2)(a)(i); 83B; 83B(1) – (3); 83C; 83C(1)-(2)</td>
<td>Replacing “Degree” with “degree”</td>
<td>1 January 2018</td>
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<tr>
<td>2; 3; 6; 7note; 8(a); 9(3); 24(1)(a)(1)-(ii); 24(1)(b); 24(4)(b); 26(b); 35(4) note; 41(2); 41(1); 47(5); 71; 100 notes</td>
<td>Replacing “Policy” with “policy”</td>
<td>1 January 2018</td>
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<tr>
<td>4(1)(b); 9(2); 11(6)(b); 25(3); 28(4); 28(6)(a)(ii); 37(2); 39(1)-(8); 41(4) and note; 43(1); 43A(2)(a); 48(1); 50(2);</td>
<td>Replacing “he or she” with “they” or “their” and matching associated verbs – gender equity requirements.</td>
<td>1 January 2018</td>
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<tr>
<td>Provision</td>
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<td>51(1)(a); 56(2)-(3); 57(1); 58(3); 77(4)(b); 78(1); 78(8); 80(1); 81(3); 82(1)-(2); 83(1)-(3); 100 notes; 101(3)(b); Schedule 2 2(3)(a); 2(4)(a); 4(2)(a); 4(3)(c); 5(2)(a); 6(2)(a)</td>
<td>Amended definitions for “combined degree course”; “double degree course”; “learning outcome”; Liberal Studies Bachelor degree”</td>
<td>1 January 2018</td>
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<td></td>
<td>New definitions: “specialisation”; “unit of study coordinator”; “vertically-integrated combined degree”</td>
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<td>Additional degree – “Research Pathway masters degree” – added to list under “Masters degree by coursework”</td>
<td>1 January 2018</td>
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<tr>
<td>30(9) note</td>
<td>note moved from after 30(10) to after 30(9)</td>
<td>1 January 2018</td>
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<tr>
<td>58(3)</td>
<td>“automatically terminated” now reads “terminated automatically”</td>
<td>1 January 2018</td>
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<tr>
<td>60(1)(b)</td>
<td>“as defined in the Learning and Teaching Policy 2015” deleted</td>
<td>1 January 2018</td>
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<tr>
<td>79(2)</td>
<td>Delete “outlined” after process and replace with “set out”</td>
<td>1 January 2018</td>
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<tr>
<td>Part 17 note</td>
<td>Clause reference now reads “see also clauses 18(1)-(10) of the Learning and Teaching Policy 2015”</td>
<td>1 January 2018</td>
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<tr>
<td>87A; 91A; 91B; 91C</td>
<td>New clauses inserted</td>
<td>1 January 2018</td>
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<tr>
<td>90(4)</td>
<td>Delete “will”; replace with “must not”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>92(2)-(3)</td>
<td>Clauses deleted</td>
<td>1 January 2018</td>
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<td>Provision</td>
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<tr>
<td>92(2)</td>
<td>New clause added to replace clauses 92(2)-(3)</td>
<td>1 January 2018</td>
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</table>
ADMISSIONS STANDARDS – ENGLISH LANGUAGE PROFICIENCY

1 Definitions

(1) Words and phrases used in these standards and not otherwise defined in this document have the meanings they have in the Coursework Policy 2014.

(2) In these standards:

IB means the International Baccalaureate
CAE means Cambridge English: Advanced
CPE means Cambridge English: Proficiency
GCE means the General Certificate of Education
HKDSE means the Hong Kong Diploma of Secondary Education
IELTS means the International English Language Testing System
IGCSE means the International General Certificate of Secondary Education
IGCSE English means IGCSE First language English, IGCSE Second language English, IGCSE Literature, Singapore-Cambridge O-level, UK OCR level English
STPM means the Sijil Tinggi Persekolahan Malaysia
TOEFL means the Test of English as a Foreign Language
TOEFL IBT means internet based TOEFL
TWE means the Test of Written English (completed as part of a paper-based TOEFL)
UK A Level English means the GCE English subject that has been undertaken at full Advanced (A2) level
UK AS Level English Means the GCE English Language and Literature subject or English Language subject.
UK A Levels Humanities means any of the following GCE A Level humanities subjects: History, Humanities, Philosophy – Critical Thinking, Politics, Law, Religion, Sociology and Psychology

2 Applicants whose first language is English

(1) In order to satisfy the requirements of clauses 21A(4) and 23A(4) of the Coursework Policy 2014, or section 7.1 of the University of Sydney (Higher Degree
by Research) Rule 2011 the applicant must have citizenship or permanent long-term residency (minimum ten years) from one or more of the following countries and have completed secondary or tertiary study from one of the following countries:

(a) American Samoa
(b) Australia
(c) Botswana
(d) Canada (excluding Quebec)
(e) Fiji
(f) Ghana
(g) Guyana
(h) Ireland
(i) Jamaica
(j) Kenya
(k) Lesotho
(l) Liberia
(m) New Zealand
(n) Nigeria
(o) Papua New Guinea
(p) Samoa
(q) Singapore
(r) Solomon Islands
(s) South Africa
(t) Tonga
(u) Trinidad and Tobago
(v) United Kingdom (including Northern Ireland)
(w) United States of America
(x) Zambia
(y) Zimbabwe

3 Applicants whose first language is not English – Secondary Qualifications

These standards apply to all undergraduate coursework applicants who wish to demonstrate English proficiency through secondary qualifications and who, if successful, will commence are demonstrating English language proficiency via Secondary Qualifications and are commencing studies from after 1 January 2019.
(2) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary studies must have completed senior secondary study.

(3) An applicant, prospective student whose first language is not English must have:

(aa) within five years of the date on which they will commence the course, achieved a record of satisfactory achievement in secondary studies within five years of the date on which they will commence the course:

(i) in an English speaking country; or

(ii) in which the language of instruction and assessment was entirely in English; or

(bb) achieved an International Baccalaureate diploma in which the language of instruction and assessment was entirely English; or

(cc) A prospective student whose first language is not English must have, achieved a record of satisfactory achievement in secondary studies within two years of the date on which they will commence the course, achieved a record of satisfactory achievement in secondary studies:

(i) not undertaken in English, but

(ii) which meets the requirements listed in Table 1 or Table 2; or

have achieved an International Baccalaureate diploma in which the language of instruction and assessment was not entirely English, but included the successful completion of one of the following subjects in the past two years:

English A1 at Higher or Standard Level, or A: Literature; or

English A2 at Higher or Standard Level, or A: Language and Literature; or

English B at Higher Level with Grade 4 or more; or

English B at Standard Level with Grade 5 or more.

(1) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary studies must have completed senior secondary study.

(2) An applicant for admission to an undergraduate award course in a faculty that has set English language requirements above the minimum requirements set out in subclause 3(3) must meet the faculty’s requirements, as approved by the Academic Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

4 Applicants whose first language is not English – Tertiary Studies

(1) These standards apply to all undergraduate and postgraduate coursework, and higher degree by research, applicants:

(a) whose first language is not English; and

(b) who wish to demonstrate are demonstrating English language proficiency through tertiary studies; and
(a)(c) who, if successful, will commence are commencing studies from after 1 January 2019.

(3)(2) An applicant prospective student whose first language is not English must have, within five years of the date on which they will commence the course, achieved a record of satisfactory achievement in tertiary studies:

(a) within five years of the date on which they will commence the course;

(b) at an approved provider approved by as assessed by the University of Sydney;

(c) in which the language of instruction and assessment was English; and

(d) in which the duration of study was at least one year of full-time (or equivalent part-time) study.

(4)(3) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in tertiary studies must have completed at least one year of full-time (or equivalent part-time) tertiary study.

5 Applicants whose first language is not English – English Language Test Scores

(1) These standards apply to all undergraduate and postgraduate coursework, and higher degree by research, applicants:

(a) whose first language is not English; and

(b) who wish to demonstrate English language proficiency via through an English Language Test scores;

(c) who, if successful, will commence and are commencing studies from after 1 January 2019.

An applicant prospective student whose first language is not English must have achieved within two years of the date on which the applicant will commence the course:

(2) achieved an IELTS overall band score of:

(a) 6.5, with at least 6.0 in each band; or

(b) an equivalent score as listed in Table 3.

(5)(3) An applicant for admission to an award course in a faculty that has set English language requirements above the minimum requirements set out in subclause 5(2) must meet the faculty’s requirements as approved by the Academic Board and listed in Table 4 (undergraduate courses) and Table 5 (postgraduate courses).

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

(6)(4) The Head of School and Dean of the Sydney College of the Arts may, on application and at their discretion, admit to the Bachelor of Visual Arts an applicant who has achieved an IELTS overall band score of 6.0.

(7)(5) The Head of School and Dean of the Sydney Conservatorium of Music may, on application and at their discretion, admit to the Diploma of Music an applicant who has achieved an IELTS overall band score of 6.0.
6 Other applicants whose first language is not English — Other

(1) These standards apply to all undergraduate and postgraduate coursework, and higher degree by research applicants:

(a) whose first language is not English;

(b) who wish to demonstrate English proficiency otherwise than in accordance with clauses 3–5; and

(c) who, if successful, will commence studies from after 1 January 2019.

(2) An applicant prospective student whose first language is not English must have:

(a) lived and worked in an English speaking country specified in subclause 2(1), as listed in 2(1)(a), continuously for at least five years continuously prior to the date on which the applicant will commence the course; or

(b) current registration with an accreditation body that has an English language requirement that is equivalent to, or greater than, the University of Sydney the standards otherwise required by the University.

7 Exemption from English language requirements in certain circumstances

(1) In exceptional circumstances only, the Dean may determine that an applicant demonstrates English language proficiency admissions requirements by means other than those prescribed in these standards, provided that:

(a) the applicant must have:

(i) the applicant has an IELTS score or equivalent as determined specified in Table 3 of this Standard and:

(ii) the overall or average band score is no more than 0.5 below the overall or average band score otherwise required by this policy; and

(iii) no any individual band score is no more than 1.0 below the individual band score otherwise required; or by this policy;

(b) the applicant has a score on another test permitted by this policy and the applicant’s score was no more than a corresponding amount below the score otherwise required by this policy; and

(c) the Dean is satisfied that the applicant has demonstrated enough competence in written and spoken English to complete the course successfully.

(2) For undergraduate applicants, the Chair of the Undergraduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 7(1)(a) or (b), as they apply in a particular case.

(3) For postgraduate coursework and higher degree by research applicants, the Chair of the Graduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 7(1)(a) or (b), as they apply in a particular case.
In considering whether an applicant has demonstrated enough competence in written and spoken English to complete the course successfully, the Dean:

(a) must take into account any advice of the relevant Associate Dean; and

(b) may consider any other relevant matter, including:

(i) the applicant's ability to communicate in an academic environment;

(ii) whether the applicant has been known to the faculty for at least two years;

(iii) any appropriate work experience that the applicant has had in an English language environment; and

(iv) any oral discussions between faculty members and the applicant.

The Dean must record in writing on the student file any approval to waive English language requirements, including:

(a) the proof of proficiency in English provided by the applicant; and

(b) the Dean's reasons for granting the exemption, in accordance with this policy, that the Dean approved the waiver.
TABLE 1

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

<table>
<thead>
<tr>
<th>IELTS Score</th>
<th>UK A Level English</th>
<th>Singapore-Cambridge A Levels: English Language and Linguistics</th>
<th>HKDSE English Language and Literature in English</th>
<th>STPM Literature (920)</th>
<th>UK A Levels Humanities</th>
<th>UK AS Levels English</th>
<th>IGCSE English</th>
<th>IB English A – Higher Level</th>
<th>IB English A – Standard Level</th>
<th>IB English B – Higher Level</th>
<th>IB English B – Standard Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>E</td>
<td>E</td>
<td>3</td>
<td>E</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>D</td>
<td>D</td>
<td>4</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td>A/B</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>B/C</td>
<td>B/C</td>
<td>5</td>
<td>B/C</td>
<td>A/B</td>
<td>A/B</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7.0</td>
<td>A</td>
<td>A</td>
<td>5**</td>
<td>A</td>
<td></td>
<td></td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td>7.5</td>
<td>A*</td>
<td>5**</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>7</td>
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<td></td>
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<tr>
<td>8.0</td>
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<td></td>
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<td>8.5</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 2

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

<table>
<thead>
<tr>
<th>Qualification/subject</th>
<th>Grade requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark Studentereksamen</td>
<td>8 in English A or 10 in English B</td>
</tr>
<tr>
<td>Finland Upper Secondary School Certificate</td>
<td>8 in English or English A Language</td>
</tr>
<tr>
<td>Germany Abitur</td>
<td>3 in Advanced Level English (LF)</td>
</tr>
<tr>
<td>Netherlands VWO</td>
<td>8 in Level 6 High School English</td>
</tr>
<tr>
<td>Norway Vitnemal</td>
<td>4 in English</td>
</tr>
<tr>
<td>STPM Literature</td>
<td>B/C</td>
</tr>
<tr>
<td>Sweden Avgangsbetyg/Slutbetyg</td>
<td>VG or C in English</td>
</tr>
</tbody>
</table>
**TABLE 3**

English Language Skills Tests conversion table – Overall scores

<table>
<thead>
<tr>
<th>IELTS Academic</th>
<th>TOEFL Paper Based Test (pre-October 2017)*</th>
<th>TOEFL IBT</th>
<th>PTE Academic</th>
<th>Cambridge English Scale: CAE and CPE (From 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>506</td>
<td>62</td>
<td>46</td>
<td>162</td>
</tr>
<tr>
<td>6.0</td>
<td>534</td>
<td>73</td>
<td>54</td>
<td>169</td>
</tr>
<tr>
<td>6.5</td>
<td>577</td>
<td>85</td>
<td>61</td>
<td>176</td>
</tr>
<tr>
<td>7.0</td>
<td>592</td>
<td>96</td>
<td>68</td>
<td>185</td>
</tr>
<tr>
<td>7.5</td>
<td>617</td>
<td>105</td>
<td>76</td>
<td>191</td>
</tr>
<tr>
<td>8.0</td>
<td>635</td>
<td>112</td>
<td>79</td>
<td>200</td>
</tr>
<tr>
<td>8.5</td>
<td>651</td>
<td>117</td>
<td>84</td>
<td>205</td>
</tr>
<tr>
<td>9.0</td>
<td>664</td>
<td>120</td>
<td>88</td>
<td>209</td>
</tr>
</tbody>
</table>

**English language Individual skills tests**

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

**Note:** Scores from TOEFL Paper Based Tests taken after 14 October 2017 are not accepted.
TABLE 4

Faculty-specific English Language Requirements – Undergraduate

<table>
<thead>
<tr>
<th>Faculty/Course</th>
<th>English Language Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sydney School of Architecture, Design and Planning</strong></td>
<td></td>
</tr>
<tr>
<td>All undergraduate courses</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)</td>
</tr>
<tr>
<td>Bachelor of Design in Architecture (Honours) / Master of Architecture</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)</td>
</tr>
<tr>
<td><strong>Faculty of Arts and Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts / Bachelor of Advanced Studies (Media and Communications)</td>
<td>IELTS: Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Economics, Bachelor of Economics / Bachelor of Advanced Studies, Bachelor of Economics / Bachelor of Laws</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Arts / Bachelor of Economics</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
</tbody>
</table>
| Bachelor of Education (all streams)                                          | IELTS: Minimum overall result of 7.5  
Minimum of 8.0 in speaking and listening modules  
Minimum of 7.0 in reading and writing modules |
<p>| <strong>Sydney Business School</strong>                                                   |                                                                                                |
| All undergraduate courses except combined law and Bachelor of Commerce / Doctor of Medicine (see below) | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |
| <strong>Faculty of Engineering and Information Technologies</strong>                      |                                                                                                |
| Bachelor of Engineering Honours / Bachelor of Commerce                      | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |
| Bachelor of Information Technologies / Bachelor of Commerce                  | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |</p>
<table>
<thead>
<tr>
<th>Bachelor of Engineering Honours (Civil) / Bachelor of Design in Architecture</th>
<th>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty of Health Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Health Sciences (including combined degrees)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Physiotherapy)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise and Sports Science) / Master of Nutrition and Dietetics</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components</td>
</tr>
<tr>
<td><strong>Sydney Law School</strong></td>
<td></td>
</tr>
<tr>
<td>All undergraduate courses</td>
<td>IELTS: Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td><strong>Faculty of Medicine and Health</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Commerce / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Economics / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Music Studies / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science (Advanced) / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Medical Science / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Program</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Arts / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Nursing and Midwifery combined degrees</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Nursing (Advanced Studies)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science (Advanced) / Doctor of Dental Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Oral Health</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
</tbody>
</table>

**Faculty of Science**

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science / Master of Nutrition and Dietetics</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Veterinary Biology / Doctor of Veterinary Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
</tbody>
</table>
**TABLE 5**

**Faculty-specific English Language Requirements – Postgraduate**

<table>
<thead>
<tr>
<th>Sydney School of Architecture, Design and Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All postgraduate (coursework and research) award courses</td>
<td>For students without a Bachelor’s Degree from an English language university, and who have studied less than two years in an institution of English instruction, an IELTS score of a minimum average of 7.0 with no section below 6.0 must be provided.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty of Arts and Social Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Applied Linguistics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Graduate Diploma of Applied Linguistics</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate of Applied Linguistics</td>
<td></td>
</tr>
<tr>
<td>Master of Art Curating,</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Graduate Diploma in Art Curating,</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Art Curating</td>
<td></td>
</tr>
<tr>
<td>Master of China Studies,</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Graduate Diploma in China Studies,</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in China Studies,</td>
<td></td>
</tr>
<tr>
<td>Master of China Public Administration</td>
<td></td>
</tr>
<tr>
<td>Master of Creative Writing,</td>
<td>IELTS overall 7.0 with a minimum of 7.0 in the Writing band and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Graduate Diploma in Creative Writing,</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Creative Writing</td>
<td></td>
</tr>
<tr>
<td>Master of Crosscultural Communication</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Crosscultural and Applied Linguistics, Graduate Diploma in Crosscultural and Applied Linguistics, Graduate Certificate in Crosscultural and Applied Linguistics</td>
<td></td>
</tr>
<tr>
<td>Master of Cultural Studies,</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Graduate Diploma in Cultural Studies,</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Cultural Studies</td>
<td></td>
</tr>
<tr>
<td>Master of Development Studies,</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Graduate Diploma in Development Studies,</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Development Studies</td>
<td></td>
</tr>
<tr>
<td>Master of Digital Communication and Culture, Graduate Diploma in Digital Communication and Culture, Graduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Digital Communication and Culture</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Master of Economic Analysis, Graduate Diploma in Economic Analysis</td>
<td>IELTS overall 7.0 and a minimum of 6.5 in other bands</td>
</tr>
<tr>
<td>Master of Economics, Graduate Diploma in Economics, Graduate Certificate in Economics (and embedded sequences)</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of English Studies, Graduate Diploma in English Studies, Graduate Certificate in English Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Health Communication, Graduate Diploma in Health Communication, Graduate Certificate in Health Communication</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Health Security, Graduate Diploma in Health Security, Graduate Certificate in Health Security</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Human Rights, Graduate Diploma in Human Rights, Graduate Certificate in Human Rights</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Relations, Graduate Diploma in International Relations, Graduate Certificate in International Relations, Graduate Certificate in Economics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Security, (and embedded sequences) Graduate Diploma in International Security, Graduate Certificate in International Security</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Studies, Graduate Diploma in International Studies, Graduate Certificate in International Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Media Practice, Graduate Diploma in Media Practice, Graduate Certificate in Media Practice</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Museum and Heritage Studies, Graduate Diploma in Museum and Heritage Studies, Graduate Certificate in Museum and Heritage Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Peace and Conflict Studies, Graduate Diploma in Peace and Conflict Studies, Graduate Certificate in Peace and Conflict Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Program</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Master of Political Economy, Graduate Diploma in Political Economy</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Public Policy, Graduate Diploma in Public Policy, Graduate Certificate in Public Policy</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Publishing, Graduate Diploma in Publishing, Graduate Certificate in Publishing</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Strategic Public Relations, Graduate Diploma in Strategic Public Relations, Graduate Certificate in Strategic Public Relations</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of US Studies, Graduate Diploma in US Studies, Graduate Certificate in US Studies</td>
<td>IELTS – Overall band score of 7.0 or above with a result of a minimum of 6.5 in Speaking and Writing and a minimum of 6.0 in Listening and Reading</td>
</tr>
<tr>
<td>Master of Teaching</td>
<td>IELTS – Overall band score of 7.5 or better with minimum of 8.0 in speaking and listening modules and minimum of 7.0 in reading and writing modules</td>
</tr>
<tr>
<td>Master of Social Work (Qualifying)</td>
<td>IELTS – Overall band score of 7.5 or better with minimum of 7.0 in each band</td>
</tr>
<tr>
<td><strong>Sydney Business School</strong></td>
<td></td>
</tr>
<tr>
<td>Executive Master of Business Administration</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Business Administration (Leadership and Enterprise)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Commerce (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Human Resource Management and Industrial Relations (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Graduate Certificate in Innovation and Enterprise</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of International Business (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Logistics and Supply Chain Management (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Logistics Management (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Program</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Master of Management, Master of Management (CEMS)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Marketing (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Professional Accounting</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Transport Management (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>All research degrees</td>
<td>IELTS – Overall band score of 7.0 or better, with a section minimum of 6.5</td>
</tr>
<tr>
<td><strong>Faculty of Engineering and Information Technologies</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Complex Systems, Graduate Diploma in Complex Systems</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td><strong>Faculty of Health Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Diagnostic Radiography</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 6.5 for Speaking and for Writing on each band</td>
</tr>
<tr>
<td>Master of Exercise Physiology</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components</td>
</tr>
<tr>
<td>Master of Physiotherapy</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components</td>
</tr>
<tr>
<td>Master of Speech Language Pathology</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td><strong>Sydney Conservatorium of Music</strong></td>
<td></td>
</tr>
<tr>
<td>All postgraduate (coursework and research) award course except for those below</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.5</td>
</tr>
<tr>
<td>Master of Music Studies (Composition)</td>
<td>IELTS – Overall band of 6.5 with no band less than 6.0</td>
</tr>
<tr>
<td>Master of Music Studies (Opera Performance), Graduate Diploma in Music (Opera Performance)</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.0</td>
</tr>
<tr>
<td>Graduate Diploma of Music (Performance) Master of Music Studies (Performance)</td>
<td>IELTS – Overall band of 6.0</td>
</tr>
<tr>
<td><strong>Sydney Law School</strong></td>
<td></td>
</tr>
<tr>
<td>Degree/Course</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>Overall band score of 7.5 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>All other postgraduate courses</td>
<td>Overall band score of 7.0 or better with at least 6.0 in each of the components</td>
</tr>
</tbody>
</table>

**Faculty of Medicine and Health**

<table>
<thead>
<tr>
<th>Degree/Course</th>
<th>IELTS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Bioethics, Graduate Diploma in Bioethics, Graduate Certificate in Bioethics</td>
<td>Overall band score of 7.0 or better with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Doctor of Clinical Dentistry, Graduate Diploma in Clinical Dentistry, Graduate Certificate in Clinical Dentistry</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Doctor of Dental Medicine</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>Overall band score of 7.0 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>Master of Clinical Trials Research, Graduate Diploma in Clinical Trials Research, Graduate Certificate in Clinical Trials Research</td>
<td>Overall band score of 7.0 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>Master of Genetic Counselling, Graduate Diploma of Genetic Counselling</td>
<td>Overall band score of 7.0 or better with a minimum of 6.5 in each band</td>
</tr>
<tr>
<td>Master of Medicine (stream), Master of Medicine (Advanced) (stream), Master of Science in Medicine (stream), Master of Science in Medicine (Advanced) (stream), Master of Medicine (stream)/Master of Philosophy, Master of Science in Medicine (stream)/Master of Philosophy, Graduate Diploma in Medicine (stream), Graduate Diploma in Science in Medicine (stream), Graduate Certificate in Medicine (stream), Graduate Certificate in Science in Medicine (stream).</td>
<td>Overall band score of 7.0 or better with a minimum of 6.5 in each band</td>
</tr>
</tbody>
</table>

This applies only to the following streams: Critical Care Medicine, HIV, STIs and Sexual Health, Metabolic Health, Paediatric Medicine, and Psychiatry.

<table>
<thead>
<tr>
<th>Degree/Course</th>
<th>IELTS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Qualitative Health Research, Graduate Certificate in Qualitative Health Research</td>
<td>Overall band score of 7.0 or better with a minimum of 6.5 in each band</td>
</tr>
<tr>
<td>Nursing and Midwifery - All postgraduate courses</td>
<td>Overall band score of 7.0 or better with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Pharmacy - All postgraduate award courses, with the exception of the Master of Philosophy and Doctor of Philosophy</td>
<td>Overall band score of 7.0 or better with no component being below 6.5</td>
</tr>
<tr>
<td>Program</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Master of Clinical Psychology Master of</td>
<td>IELTS – Overall band score of 7.0 with no band</td>
</tr>
<tr>
<td>Clinical Psychology/Doctor of Philosophy</td>
<td>less than 7.0</td>
</tr>
<tr>
<td></td>
<td>Additional English language requirements</td>
</tr>
<tr>
<td></td>
<td>apply under the current Australian Health</td>
</tr>
<tr>
<td></td>
<td>Practitioners Regulation Agency (AHPRA)</td>
</tr>
<tr>
<td></td>
<td>standards for registration. Where these are</td>
</tr>
<tr>
<td></td>
<td>inconsistent with University of Sydney</td>
</tr>
<tr>
<td></td>
<td>standards, the higher standard will apply.</td>
</tr>
<tr>
<td>Master of Science in Coaching Psychology</td>
<td>IELTS – Overall band score of 7.5 as a</td>
</tr>
<tr>
<td>Graduate Diploma in Coaching Psychology</td>
<td>minimum on each band with no band falling</td>
</tr>
<tr>
<td>Graduate Certificate in Coaching Psychology</td>
<td>below a score of 6.0</td>
</tr>
<tr>
<td>Master of Environmental Science and Law Master</td>
<td>IELTS – Overall band score of 7.0 with no band</td>
</tr>
<tr>
<td>of Environmental Law</td>
<td>less than 6.0</td>
</tr>
<tr>
<td>Master of Nutrition and Dietetics</td>
<td>IELTS – Overall band score of 7.5 or better,</td>
</tr>
<tr>
<td></td>
<td>with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Veterinary Science—All postgraduate award</td>
<td>IELTS—Overall band score of 7.0 with no band</td>
</tr>
<tr>
<td>courses except those below</td>
<td>falling below a score of 6.5.</td>
</tr>
<tr>
<td>Master of Veterinary Public Health</td>
<td>IELTS—A minimum result of 7.0 overall</td>
</tr>
<tr>
<td>Graduate Diploma in Veterinary Public Health</td>
<td>including a minimum result of 6.0 in Reading</td>
</tr>
<tr>
<td>Graduate Certificate in Veterinary Public</td>
<td>and Listening and 7.0 in Writing and</td>
</tr>
<tr>
<td>Health</td>
<td>Speaking</td>
</tr>
<tr>
<td>Master of Veterinary Public Health Management</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td>Graduate Diploma in Veterinary Public Health</td>
<td>with at least 7.0 for Speaking and 7.0 for</td>
</tr>
<tr>
<td>Management: Graduate Certificate in Veterinary</td>
<td>Writing on each band.</td>
</tr>
<tr>
<td>Public Health Management: Master of Animal</td>
<td></td>
</tr>
<tr>
<td>Science Graduate Diploma in Animal Science</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Animal Science</td>
<td></td>
</tr>
<tr>
<td>Doctor of Veterinary Medicine</td>
<td>IELTS – Overall band score of 7.0 or better</td>
</tr>
<tr>
<td></td>
<td>with a minimum score of 7.0 in each of the</td>
</tr>
<tr>
<td></td>
<td>components.</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Le Nevez, Senior Policy and Project Officer, Education Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Ross Coleman, Director - Graduate Research</td>
</tr>
<tr>
<td>Paper title</td>
<td>HDR Coursework Implementation</td>
</tr>
<tr>
<td>Purpose</td>
<td>To endorse the implementation model for the HDR coursework requirement; endorse enabling policy amendments; and request that faculties bring forward applications for existing HDR units to be included in the new Table R.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee:

1. **Endorse and recommend to the Academic Board** the proposed amendments to the Progress Planning and Review for Higher Degree by Research Students Policy 2015 to require students to complete the HDR coursework requirement and enable it to be managed through the student’s progression plan (Attachment 1).

EXECUTIVE SUMMARY

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities to all HDR students to develop the graduate qualities. An implementation model has been developed (Attachment 2) that:

- establishes a new table of units specifically designed for HDR students (Table R), from which coursework can be selected;
- makes the Graduate Studies Committee responsible for the approval of the inclusion of units of study in Table R;
- allows for coursework to be funded by top-slicing the Research Training Program grant, and returning a nominal amount for the cost of teaching to the faculty offering the units of study;
- allows for the completion of the HDR coursework requirement to be managed through the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progression Policy).

Three types of units are now proposed for inclusion in Table R, subject to approval by the Graduate Studies Committee (GSC). These are new, 5000-level, 2 credit point OLE units, existing units approved for HDR students that will be included in in Table R, and existing units where enrolment may be restricted. Students will be permitted to fulfil the coursework requirement with any combination of units from Table R.

New unit development is underway, and is scheduled for completion by the end of March 2019 to enable the Academic Model team to undertake the system configuration needed for students to enrol in units from Research Period 1, 2020. It is proposed that the coursework requirement will be implemented for PhD students in Research Period 1, 2020. Course resolutions for Masters by Research and other Doctorates by Research will be amended to reflect the HDR coursework requirement during 2019, for commencement in 2021.

BACKGROUND

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities for HDR students to develop the graduate qualities.

Under the new coursework requirement, candidates admitted to degrees governed by Parts 2, 3 or 4 of the *University of Sydney (Higher Degrees by Research) Rule 2011* (the HDR Rule) will be required to complete a minimum number of credit points of coursework. The HDR coursework requirement will not apply to higher doctorates governed by Part 5 of the HDR Rule. Each PhD or other Doctorate by Research student will be
required to complete a minimum of 12 credit points of coursework, and each Masters by research student a minimum of 6 credit points. To complete the HDR coursework requirement, students will be able to select any combination of units from a new Table designed specifically for HDR and Master of Advanced Studies students: Table R.

Table R will contain three types of units:
- OLE units developed specifically for the HDR coursework curriculum, which will be 2 credit points in size to maximise the opportunity for students to take a variety of units in support of their development of the graduate qualities.
- existing coursework units (5000 level or above) approved for HDR students, and
- faculty-restricted coursework units that use departmental permission to restrict enrolments to students enrolled with that faculty. These should only occur where class size must be limited because the cost of teaching is high, the units are narrowly specialised in focus or specialised facilities are utilised.

It is intended that the minimum requirement will commence for PhD students in 2020, and for Masters by Research and Doctorates by Research other than the PhD students in 2021 to allow for any necessary amendments to be made to course resolutions. Students will be required to complete the HDR coursework requirement within 8 research periods of commencement, for full-time Doctoral students, and 4 research periods of commencement for Masters by Research students. It is intended that students would take coursework early in their candidature to ensure they maximise the benefits to their research and their research capabilities. Students and supervisors will identify the skills and capabilities that the students need to develop through the individual progress plans required by the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

ISSUES

There are a number of ways in which the HDR coursework requirement can be implemented in policy. Different arrangements are in place for the management of the PhD, which has no course resolutions and is managed through the HDR Rule, and Masters and Doctorates by research that are managed by faculty resolutions. All HDR students, however, are required under the Progression Policy to develop a progress plan in consultation with their supervisor to monitor their progress throughout candidature. For this reason, the progress plan is considered the appropriate vehicle to manage students’ completion of the HDR coursework requirement.

Amendments are proposed to the Progression Policy to set clear requirements for students relating to the HDR coursework requirement (Attachment 1). The University milestones at Schedule 1 of the Policy have also been amended to include milestones relating to the completion of the HDR coursework requirement.

The HDR Rule already contains provision for students to undertake coursework at the direction of the supervisor, Associate Dean or Deputy Vice Chancellor, Education. The proposed amendments to the Progression Policy provide a suitable means of requiring all students across the University to undertake a minimum coursework requirement. Faculties may continue to specify additional coursework through the faculty milestones, and these will need to be changed and approved through normal routes; thus necessitating a longer implementation period.

As there are currently no PhD course resolutions, the HDR coursework requirement can be implemented for PhD students from Research Period 1, 2020. Faculty resolutions for other higher degrees by research may need to be amended to include the HDR coursework requirement. The Education portfolio will work with faculties over the course of 2019 to make any necessary changes, and the HDR coursework requirement for any higher degrees by research covered by faculty resolutions will be implemented from Research Period 1, 2021.

The HDR coursework requirement will not apply to higher doctorates governed by Part 5 of the HDR Rule.

A separate package of changes to the HDR Rule is currently progressing through the Committee that include reference to the HDR coursework requirement in the Progression Policy.
# IMPLEMENTATION

## Implementation timeframe

A high-level overview of the timeframe for implementation is outlined in the table below.

<table>
<thead>
<tr>
<th>Work stream</th>
<th>Deliverable</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of new, 5000-level OLE units targeted</td>
<td>OLE unit EOIIs approved by BIS OLE Subcommittee</td>
<td>21 September 2018</td>
</tr>
<tr>
<td>to HDR students</td>
<td>Full OLE unit proposals developed and approved by faculty boards</td>
<td>By 22 January 2018</td>
</tr>
<tr>
<td></td>
<td>Full OLE unit proposal approved by BIS OLE Subcommittee</td>
<td>5 February 2019</td>
</tr>
<tr>
<td></td>
<td>OLE units approved by GSC for inclusion in Table R</td>
<td>12 March 2019</td>
</tr>
<tr>
<td>Inclusion of existing HDR targeted units of study</td>
<td>GSC endorse process for considering and approving units for offer in Table R</td>
<td>6 November 2018</td>
</tr>
<tr>
<td>in the HDR curriculum</td>
<td>Academic Board endorse amended Terms of Reference for GSC</td>
<td>27 November 2018</td>
</tr>
<tr>
<td></td>
<td>Faculties provide relevant information for existing units to be included in</td>
<td>30 November 2018</td>
</tr>
<tr>
<td></td>
<td>GSC considers all proposed units for inclusion in Table R for 2020</td>
<td>12 March 2019</td>
</tr>
<tr>
<td>Policy amendments</td>
<td>Changes to HDR Rule endorsed, and amended <em>Progress Planning and Review for</em></td>
<td>27 November 2018</td>
</tr>
<tr>
<td></td>
<td><em>Higher Degree by Research Students Policy</em> approved by Academic Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Changes to HDR Rule endorsed by Senate</td>
<td>14 December 2018</td>
</tr>
<tr>
<td></td>
<td>Amendments to course resolutions for Masters by research and other Doctorates</td>
<td>Over the course of 2019 for commencement in 2021.</td>
</tr>
<tr>
<td></td>
<td>(exc. Higher Doctorates)</td>
<td></td>
</tr>
<tr>
<td>Operational implementation</td>
<td>Creation of Table R and system configuration</td>
<td>By March 2019</td>
</tr>
<tr>
<td></td>
<td>Build Table R, including with approved existing units and new OLE units</td>
<td>April 2019 onwards</td>
</tr>
<tr>
<td>Marketing and communications</td>
<td>Include the HDR coursework requirement in the Postgraduate Guide for students</td>
<td>February 2019</td>
</tr>
<tr>
<td>Commencement of HDR</td>
<td>HDR coursework requirement commences for PhD students</td>
<td>January 2020</td>
</tr>
<tr>
<td>coursework requirement</td>
<td>HDR coursework requirement commences for Masters by research and other</td>
<td>January 2021</td>
</tr>
<tr>
<td></td>
<td>Doctorate students (exc. Higher Doctorates)</td>
<td></td>
</tr>
</tbody>
</table>

## ATTACHMENTS

- **Attachment 1:** Proposed amendments to the *Progress Planning and Review Policy for Higher Degree by Research Students 2015*
- **Attachment 2:** HDR Coursework Implementation
PROGRESS PLANNING AND REVIEW FOR HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2015

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

Dated: 2 December 2015

Last amended: 28 November 2017, commencing 1 January 2018

Signature: Chair, Academic Board

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Part 1 Preliminary

1 Name of policy

This is the Progress Planning and Review for Higher Degree by Research Students Policy 2015.
2 Commencement

This policy commences on 1 January 2016.

3 Policy is binding

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

4 Statement of intent

(1) The University aspires for all higher degree by research students to have a quality research training experience and to produce research of the highest calibre. This includes the development of skills and knowledge necessary to be a successful researcher in the chosen discipline and the timely completion and successful examination of their research projects and theses.

(2) The University will partner with students to plan their progression throughout their candidature and set clear expectations of satisfactory progress. The University will provide appropriate institutional support and resources, regular reviewing, including a written submission and meeting, and support students to maintain research integrity and quality.

(3) This policy details the elements of the higher degree by research progress planning and review process. It should be read in conjunction with the University of Sydney (Higher Degree by Research) Rule 2011 (‘the Rule’), the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and the Progress Planning and Review for Higher Degree by Research Students Procedures 2015 (‘the Procedures’).

(4) This policy supports the conduct of research training in a safe manner which is conducive to student wellbeing.

5 Application

(1) Except to the extent that a contrary intention is expressed, this policy applies to higher degree by research students, staff and affiliates.

Note: See clause 20 for transitional provisions.

(2) It is a condition of each student’s admission to candidature that the student complies with his or her obligations under this policy.
6 Definitions

(1) In this policy:

- **activity** means a specific requirement in a student’s candidature that contributes to the completion of a milestone.

- **Associate Dean** means the Associate Dean responsible for overseeing higher degrees by research in the relevant faculty.

- **Dean** means the Dean of the relevant faculty, or Head of School and Dean of the relevant University school.

- **coordinating supervisor** means the supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.

- **degree** means the relevant higher degree by research.

- **disability support academic plan** means the statement of support and adjustments for educational needs provided for students registered with the Disability Support service of the University.

- **faculty** means a faculty or University school, and refers to the student’s faculty or University school of enrolment.

- **higher degree by research** means a doctorate by research or masters by research, as defined in the Rule.

- **milestone** means a significant event in a student’s candidature that is useful in monitoring and guiding the student’s progress to successful completion. Milestones may comprise a number of activities.

- **postgraduate coordinator** means the academic staff member with overall responsibility for the planning and coordination of postgraduate research studies within a faculty, school or University school.

- **progress** means the student’s progress against the requirements specified in subclause 13(1).

- **progress plan** means a progress plan developed in accordance with Part 2.

- **progress review** means a progress review conducted in accordance with Part 3.

- **research period** means a research period set by the University and published on its website.

  **Note:** Research periods are published at: [http://sydney.edu.au/study/study-dates.html](http://sydney.edu.au/study/study-dates.html)

- **Review Panel** means a panel established to conduct a progress review in accordance with clause 11.

- **Rule** means the *University of Sydney (Higher Degree by Research) Rule 2011*. 
school means the academic unit responsible for a student’s higher degree by research candidature. It may be called a discipline within the University.

student means a person who is currently admitted to candidature in a higher degree by research award course of the University.

supervisor means a person appointed to discharge the responsibilities set out in the *Supervision of Higher Degree by Research Students Policy 2013*, including research supervisors, coordinating supervisors and auxiliary supervisors.

supplementary progress review means a progress review conducted in accordance with clause 17.

PART 2 PROGRESS PLANNING

7 Progress plans

(1) Students and supervisors must begin progress planning at an early stage in each student’s higher degree by research candidature.

(2) All students must have a progress plan within three months from the date of commencement of candidature, or within six months for part-time students.

(3) The purpose of a progress plan is to align and manage student, University and faculty expectations about what is required to achieve the award of the degree.

(4) A student’s progress plan must include all activities and milestones required to achieve the award of the degree, including:

   (a) formulation and approval of research proposal;
   (b) formulation and approval of research projects;
   (c) thesis development and examination;
   (d) research training activities;
   (e) coursework requirements;
   (f) compliance and risk management activities.

Note: See Part 4 for information on activities and milestones.

8 Creating progress plans

(1) Students are responsible for creating their progress plan, based on current University templates, with the participation and support of their coordinating supervisor.

(2) Progress plans must be:

   (a) endorsed by the student’s coordinating supervisor; and
   (b) approved by the postgraduate coordinator; and
(c) for students with disabilities, compliant with the needs identified on the Disability Services Academic Plan.

Note: Progress plan templates are available on the University’s website at: myuni.sydney.edu.au.

9 Maintaining and varying progress plans

(1) Students are responsible for maintaining their progress plan, and for identifying any variations required, with the participation and support of their coordinating supervisor.

(2) Students must review their progress plan, in consultation with their coordinating supervisor, at least twice per year, with at least one review being conducted as part of the student’s preparation for a progress review.

(3) A variation to a progress plan may be required for many reasons, including:

(a) where a student:
   (i) changes attendance mode;
   (ii) requests a leave of absence or suspends candidature;
   (iii) transfers to another course or program;
   (iv) achieves a milestone;
   (v) fails to achieve or is delayed in achieving a milestone;
   (vi) submits a request for an extension of candidature;
   (vii) has encountered unanticipated barriers to progress; or

(b) where it becomes clear that the student’s research project needs improvement or is not viable, or

(4) Changes in a student’s health or disability state require different project approaches and support.

(5) Variations to progress plans may be material or non-material.

(6) Material variations are variations that:

(a) extend the date for achievement of a University, faculty or school milestone by more than three months from the original date;

(b) require a change to the thesis submission date to:
   (i) a new research period; or
   (ii) a date that is beyond the latest date for submission, as defined in sections 2.20, 3.20 and 4.19 of the Rule;

(c) substantially change the nature of the research.

Note: Sections 2.20, 3.20 and 4.19 of the Rule authorise an Associate Dean to permit a student to submit his or her thesis after a period of time greater than the maximum periods specified in that clause.

(7) Material variations to progress plans must be:

(a) endorsed by the student’s coordinating supervisor; and

(b) approved by the postgraduate coordinator.
(8) Students should discuss non-material variations to progress plans with their coordinating supervisor.

PART 2A COURSEWORK IN HIGHER DEGREES BY RESEARCH

10 Application of this part

This part applies to students commencing candidature:

(a) in 2020, for the Doctor of Philosophy; and
(b) in 2021, for Doctorates other than the Doctor of Philosophy and for the Masters by Research.

11 Coursework requirements

(1) All candidates admitted to a higher degree by research governed by Parts 2, 3 or 4 of the University of Sydney (Higher Degrees by Research) Rule 2011 must complete the coursework requirements specified in this part.

Note: Awards subject to this requirement are the Masters by Research, Doctor of Philosophy and doctorates other than the Doctor of Philosophy or higher doctorates.

(2) Candidates for the Doctor of Philosophy must complete a minimum of 12 credit points of coursework from Table R, which is set out in Schedule 2.

(3) Candidates for a Doctorate by Research other than the Doctor of Philosophy, must complete a minimum of 12 credit points of coursework from Table R, which is set out in Schedule 2. [effective 1 January 2021]

(4) Candidates for the Master’s by Research, must complete a minimum of 6 credit points of coursework from Table R.

(5) Candidates must complete the coursework requirements within:

(a) eight research periods from the commencement of full-time candidature; or
(b) 16 research periods from the commencement of part-time candidature.

(6) The course requirements for the Doctor of Philosophy are set out in Schedule 3.

(7) The course requirements for Doctorates by Research other than the Doctor of Philosophy are set out in the course resolutions for the award.

(8) The course requirements for Masters by Research degrees are set out in the course resolutions for the award.

12 Recognition of prior learning

(1) The relevant Associate Dean may grant specific credit for previously completed coursework.

(a) Specific credit is the recognition of previously completed studies as directly equivalent to specific units of study offered by the University.
The Associate Dean may only grant credit if:

(a) satisfied that there is a substantial overlap of skills, knowledge and experience at a level equivalent to a specific University of Sydney unit of study;

and

(b) the student has previously completed units listed in Table R that support the development of the graduate qualities; or

(c) the student has completed 12 credit points of study from units equivalent to units listed in Table R.

PART 3  PROGRESS REVIEW

10 Progress reviews

(1) Progress reviews (including supplementary progress reviews) must be conducted in accordance with this policy and the procedures.

(2) The purpose of a progress review is to:

(a) assess whether the student has adequate support and resources to complete his or her research project and thesis in accordance with the progress plan;

(b) assess whether the current supervisory arrangements are satisfactory;

(c) assess the feasibility of the progress plan; and

(d) assess and rate the student's progress.

(3) A copy of the student's progress plan will be provided to all parties involved in the progress review.

(4) A progress review must be conducted for each student as required by the postgraduate coordinator and at least once per year.

(5) Students re-enrolling for a period of more than six months as a result of a requirement to revise and resubmit in a previous thesis examination, must participate in a progress review between three and six months from the date of re-enrolment.

(6) Progress reviews should be supported by continuous evaluation of progress and regular meetings between students and supervisors.

11 Review Panel

(1) The postgraduate coordinator must appoint two or more academic staff members to form a review panel for each student's review, and nominate one of the panel members to act as chair.

(2) Each Review Panel member must have one or more of:

(a) relevant disciplinary expertise;

(b) experience in supervising and managing higher degree by research candidatures; or
In appointing members of a Review Panel, the postgraduate coordinator:

(a) may appoint from outside the department or faculty;
(b) must not appoint any of a student’s supervisors; and
(c) must consider and manage any actual, potential or perceived conflicts of interests.

Note: For information on evaluating and managing conflicts of interest, see the External Interests Policy 2010.

12 Progress review meetings

(1) Students must participate in a progress review meeting as required by the postgraduate coordinator and at least once per year.

(2) Students may be accompanied at the progress review meeting by a support person, such as a colleague, friend, family member or student representative.

(3) Progress review meetings will be conducted by the Review Panel.

(4) The Review Panel:
   (a) may invite any or all of the student’s supervisors to attend part of the progress review meeting;
   (b) must discuss the progress plan, and any required variations to the progress plan, with the student and (when in attendance) his or her supervisors; and
   (4d)(a) must provide the student with an opportunity to speak to the Review Panel without any of the student's supervisors present.

13 Progress review outcomes

(1) The student’s progress will be measured against:
   (a) University, faculty, school and student milestones and activities that are within the student’s control;
   (b) action items identified in the student’s previous progress reviews; and
   (c) compliance with student responsibilities set out in relevant University policies and procedures.

(2) Students must meet the requirements specified in subclause 13(1) to the required standard or quality.

(3) The progress review ratings are:
   (a) meets or exceeds objectives;
   (b) marginal progress;
   (c) unsatisfactory progress.

(4) The Review Panel must prepare a written report for the postgraduate coordinator:
   (a) giving its assessment of the feasibility of the progress plan;
   (b) setting out any required variations to the progress plan;
(c) identifying any actions to be taken as a result of the progress review, and
who will be responsible for them;
(d) recommending whether a supplementary progress review is required;
(e) indicating, where relevant, whether the student’s scholarship is at risk, and
the time frame for any potential termination of scholarship; and
(f) recommending a progress review rating based upon its assessment of the
student’s progress.

(5) The Review Panel may prepare a report and recommend a progress review rating
in the student’s absence, if:
(a) the student fails to attend the progress review meeting without notice or
good cause; or
(b) the student is unable to attend and the Review Panel forms the reasonable
view that the progress review meeting can properly be conducted in the
student’s absence.

(6) The student will have an opportunity to respond to the Review Panel’s report.

(7) The postgraduate coordinator must:
(a) determine a progress review rating, taking into account:
   (i) the recommendation of the Review Panel;
   (ii) the student’s response; and
   (iii) any exceptional circumstances related to the candidature and beyond
        the reasonable control of the student;
(b) specify any actions to be taken as a result of the progress review, including
   who will be responsible for them and timeframes for their completion;
(c) state whether the proposed supervision arrangements are satisfactory;
(d) determine whether a supplementary progress review is required; and
(e) monitor the implementation of any action items for the school, faculty or
   University identified by the Review Panel. Such items should be completed
   within three months of the date of the progress review.

14 ‘Meets or exceeds objectives’

(1) A rating of ‘meets or exceeds objectives’ means that the student’s progress since
the last progress review, or since commencement of candidature, has been
satisfactory or exceeded expectations.

(2) To achieve a rating of ‘meets or exceeds expectations’ the student must:
(a) have satisfactorily met all requirements (as specified in subclause 13(1))
since the last progress review;
(b) for a first progress review, have submitted a major piece of writing for
similarity checking; and
(c) be expected to submit the thesis for examination on time, or in a timely
fashion, allowing for any previous delays.
15 ‘Marginal progress’

(1) A rating of ‘marginal progress’ indicates that:

(a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review;

(b) there is some risk that the student’s thesis will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or

(c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.


(2) If a student receives a rating of ‘marginal progress’, the postgraduate coordinator:

(a) must specify a set of required actions and due dates; and

(b) must set a date for a supplementary progress review; and

(c) may:

(i) refer the Review Panel’s report to the Associate Dean; and

(ii) take such other action as they consider appropriate, consistent with the Rule and this policy.

(3) A rating of ‘marginal progress’ will be considered satisfactory for the purposes of a student’s scholarship, where the terms and conditions of the scholarship are under the University’s control.

(4) A rating of ‘marginal progress’ cannot be used as a trigger for the requirement for a student to show good cause why he or she should be permitted to continue the candidature.

(5) If a student is required to meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

16 ‘Unsatisfactory progress’

(1) A rating of ‘unsatisfactory progress’ indicates that:

(a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review; or

(b) there is a significant risk that the thesis:

(i) will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or

(ii) will not be completed at all; or

(c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.

(2) If a student receives a rating of ‘unsatisfactory progress’, the postgraduate coordinator:
   (a) must, except where the student is asked to show good cause:
       (i) specify a set of required actions and due dates;
       (ii) set a date for a supplementary progress review;
       (iii) refer the Review Panel’s report to the Associate Dean; and
       (iv) take such other action as they consider appropriate, consistent with
            the Rule and this policy.
   (b) may:
       (i) where relevant, recommend to the University that the student’s
           research scholarship be terminated;
       (ii) recommend to the Associate Dean that the student be asked to show
            good cause why he or she should be permitted to continue the
            candidature.

(3) In determining what action to take in accordance with subclause (2), the postgraduate coordinator will take into account:
   (a) any injury, illness or misadventure experienced by the student that has had
       an impact on progress since the last progress review;
   (b) any difficulties caused by, or fault on the part of, the University;
   (c) any exceptional circumstances related to the candidature and beyond the
       reasonable control of the student.

(4) If a student receives a rating of ‘unsatisfactory progress’ at two consecutive progress reviews, the postgraduate coordinator must recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(5) If a student must meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

17 Supplementary progress reviews

(1) If the postgraduate coordinator requires a student to undertake a supplementary progress review, that supplementary progress review:
   (a) should take place in one of the scheduled review cycles;
   (b) must take place no sooner than two months and no later than six months
       from the date of the previous review; and
   (c) must be conducted in accordance with this policy.

(2) Subject to sub-clause (3), if a student receives a rating of ‘marginal progress’ at a supplementary progress review, clause 15 of this policy will apply.

(3) If after two consecutive supplementary progress reviews the student fails to achieve a rating of ‘meets or exceeds expectations’, the student must receive a rating of ‘unsatisfactory progress’ for the second supplementary progress review, and clause 16 of this policy will apply.
PART 4  MILESTONES AND ACTIVITIES

18  Milestones and activities

(1) There are three types of milestones and activities:
   (a) University;
   (b) faculty and school;
   (c) student.

(2) University milestones and activities are:
   (a) set out in Schedule 1 of this policy;
   (b) mandatory (including the items listed in bullet-points); and
   (c) common for all candidates.

(3) Faculty and school milestones and activities:
   (a) are additional to University milestones and activities;
   (b) are mandatory specialist requirements specific to the faculty or school;
   (c) are common for all candidates in the faculty or school;
   (d) may include school specific activities required to achieve University milestones; and
   (e) must be approved by the UE Research Education Committee.

(4) Student milestones and activities are:
   (a) specific to the student’s candidature;
   (b) set in consultation with the student, and endorsed by the coordinating supervisor.

(5) Progress plans must include at least one faculty or school milestone between the University milestones ‘Confirmation’ and ‘Intent to Submit’.

19  Rescissions and replacements

This document replaces the Progress Review of Higher Degree by Research Students Guidelines, which commenced on 21 August 2014, which is rescinded as from the date of commencement of this document.

20  Transitional provisions

Rescinded
## SCHEDULE 1: UNIVERSITY MILESTONES AND ACTIVITIES

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
</table>
| Preliminary appraisal   | 6 months   | • Review research idea.  
• Draft research plan.  
• Draft data management plan.                                                        | • Complete training needs analysis.  
• Schedule relevant training activities.  
• Review communication skills (especially writing).  
• Identify subsequent actions in progress plan. | • Complete Responsible Research Practice module.  
• Complete induction(s).  
• Identify any need for ethics approval.  
• Conduct intellectual property review, and consider need for IP agreements.  
• Conduct autonomous sanctions check.  
• Consider potential for restricted information. | • Have all relevant action items been identified and included in the progress plan? |
<p>| WHS [Activity, within Preliminary Proposal Milestone] | 2 months   |                                                                                          |                                                                                   |                                                                             | • Complete WHS training                                                        | • WHS training completed.                                                      |</p>
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
</table>
| Confirmation | 12 months  | • Finalise research proposal/plan.  
• Finalise data management plan.  
• Conduct resources review, including information technology, hardware, software, space, funding, supervision. | • Ensure student has adequate written English to write thesis, or that measures are in place to assist the student to meet this requirement within a specified timeframe.  
• Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor | • Confirm ethics plan and commence ethics application process (where relevant).  
• Ensure autonomous sanctions check completed. | • Is the research project feasible? If not, consider next steps. |
|            |             | • Review the student’s development of the graduate qualities.  
• Review the results of coursework taken to date and agree on units of study to complete the HDR coursework requirement.  
• Identify actions to further develop the graduate qualities.  
• Identify potential industry/community engagement opportunities that would further develop the student’s research capabilities. | | • Is the student progressing satisfactorily in developing the graduate qualities? If not, consider what additional training or support is needed. |
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalise Research Proposal</td>
<td>12 months</td>
<td>• Agree a final research proposal</td>
<td></td>
<td></td>
<td>• Is the research proposal feasible?</td>
</tr>
<tr>
<td>[Activity, within Confirmation Milestone]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Is the research proposal agreed by all parties?</td>
</tr>
<tr>
<td></td>
<td>24 months</td>
<td>• Ensure the HDR coursework requirement is complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intent to submit</td>
<td>3 months from projected submission</td>
<td>• Check thesis draft. · Student to provide input on potential examiners.</td>
<td></td>
<td></td>
<td>• Will the thesis be ready for examination?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure all training activities from training needs analysis are complete.</td>
<td></td>
<td></td>
<td>• If no, does the progress plan need to be updated and an extension sought?</td>
</tr>
<tr>
<td>Submit for examination</td>
<td>Submission date</td>
<td>• Coordinating supervisor confirms thesis is in a form suitable for examination. · Faculty decides to proceed with examination.</td>
<td></td>
<td></td>
<td>• Is the thesis examinable?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Consider whether confidentiality agreements are required for examiners.</td>
<td></td>
<td></td>
<td>• If yes, have examiners been appointed?</td>
</tr>
<tr>
<td>Examination</td>
<td>Complete within 4 months of submission</td>
<td>• Determine outcome of examination.</td>
<td></td>
<td></td>
<td>• Does the thesis satisfy the requirements for award?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• If yes, are there any conditions that must be satisfied?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• If no, can the student revise and resubmit?</td>
</tr>
<tr>
<td>Milestone</td>
<td>Time frame</td>
<td>Research Project &amp; Thesis</td>
<td>Research Training</td>
<td>Compliance</td>
<td>Outcome Checklist</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Award</td>
<td>Within 4 months of award notification</td>
<td>• Complete requirements for award, including emendations.</td>
<td></td>
<td>• Comply with data management plan.</td>
<td>• Can the degree be conferred?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lodge final version of thesis.</td>
<td>Ensure the HDR coursework requirement is complete.</td>
<td>• Comply with any ethics approval and protocol.</td>
<td></td>
</tr>
<tr>
<td>Confer degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCHEDULE 2: TABLE R

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

---

Progress Planning and Review for Higher Degree by Research Students Policy 2015
SCHEDULE 3: COURSE REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY

(3) To qualify for the award of the Doctor of Philosophy, candidates must complete:

(a) a program of independent supervised study that produces significant and original research outcomes culminating in a thesis;

(b) a thesis reporting the results of research undertaken during the candidature as set out in the Thesis and Examinations of Higher Degree by Research Policy 2015;

(c) a minimum of 12 credit points of coursework from Table R.

(4) Candidates must complete coursework specified in (1) (b) within:

(a) for full-time candidates within 8 research periods from the commencement of candidature;

(b) for part-time candidates within 16 research periods from the commencement of candidature.
NOTES

Progress Planning and Review for Higher Degree by Research Students Policy 2016

Date adopted: 2 December 2015
Date registered: 11 December 2015
Date commenced: 1 January 2016
Date amended: 17 August 2016, commencing 19 September 2016
27 October 2016 (administrative amendment only)
1 May 2017, commencing 23 May 2017
28 November 2017, commencing 1 January 2018
Administrator: Director, Graduate Research
Review date: 1 January 2021

Rescinded documents:

Progress Review of Higher Degree by Research Students Guidelines

Related documents:

University of Sydney (Higher Degree by Research) Rule 2011

Essential Resources for Postgraduate Research Students Policy 2016

Research Data Management Policy 2014

Research Data Management Procedures 2015

Supervision of Higher Degree by Research Students Policy 2013

Thesis and Examination of Higher Degree by Research Policy 2015

Thesis and Examination of Higher Degree by Research Procedures 2015

Academic Honesty Procedures 2016

________________________________________

AMENDMENT HISTORY

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<th>Amendment</th>
<th>Commencing</th>
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<tr>
<td>15(1)(c), 16(1)(c)</td>
<td>Subclause and note added</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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<tr>
<td>15(2)(c)(ii), 16(2)(a)(iv)</td>
<td>Minor amendment</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>Notes</td>
<td>Change to Administrator of document</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>9(5)(b)(2) and related Note</td>
<td>Addition of other relevant clause references (administrative amendment)</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>18(3)(e)</td>
<td>References to Senior Executive Group Research Training Committee changed to University Executive Research Education Committee</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Hyperlinks to policy documents added</td>
<td>27 October 2016</td>
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<tr>
<td>4(3)</td>
<td>New clause referencing health, safety and wellbeing</td>
<td>23 May 2017</td>
</tr>
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<td>5(3)</td>
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<td>23 May 2017</td>
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<td>7(2)</td>
<td>Note deleted</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>8(2)</td>
<td>Insertion of new clause at (c) referencing disability action plan</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>9(4)</td>
<td>Wording changed to reference disability and health</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>9(6)</td>
<td>Terminology change (administrative amendment)</td>
<td>23 May 2017</td>
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<td>14(2)</td>
<td>New clause added at (b) specifying similarity checking of an item of student written work</td>
<td>23 May 2017</td>
</tr>
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<td>20</td>
<td>Rescinded</td>
<td>23 May 2017</td>
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<tr>
<td>Schedule 1</td>
<td>Insertion of new requirement for confirmation by 12 months of candidature</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>4(3); 6; 8(2)(b); 9(5); 9(6)(b); 10(4); 11(1); 11(3); 12(1); 13(4); 13(7); 15(2); 15(2)(c)(i); 16(2); 16(2)(a)(iii)</td>
<td>Amendments to align with <em>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</em></td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
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<td>---------------</td>
<td>---------------------------------------------------</td>
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<tr>
<td>16(3); 16(4); 17(1)</td>
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<tr>
<td>6; 9(5)(a); 13(10(a); 13(7)(e); 18(1); 18(3); 18(3)(b)-(d); 13(5)</td>
<td>Amendments to align with organisational design changes</td>
<td>1 January 2018</td>
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</table>
1. Background

In October 2017 the University Executive (UE) endorsed a paper recommending the introduction of a coursework requirement into Higher Degrees by Research (HDR degrees) at the University. The aim of this change is to provide structured learning opportunities that will enhance candidature, improve preparation for research and deliver on the University of Sydney’s vision of lifelong learning by students.

This paper outlines the proposed mechanisms for administering the new coursework requirement, the ways in which funding will be made available to support teaching this coursework, and the proposed manner in which the coursework curriculum will be developed in order to minimise unnecessary duplication and ensure a coherent, relevant, and challenging program is available to students.

The principle behind this enhancement to HDR education is to provide a coherent and consistent curriculum that will improve HDR candidatures and better prepare HDR students as leading researchers. Hence implementation will focus on offering the greatest range of units so that student and supervisor may identify relevant learning opportunities for a given student-project combination. Such a curriculum will necessarily be general in its entirety but specific in detail for a given student.

Completion of a given set of coursework units will better enable students to acquire and demonstrate the graduate qualities. The PhD graduate qualities were developed through consultation with PhD supervisors and coordinators and were introduced in November 2017. The graduate qualities enrich the Sydney PhD by assisting students to develop the broader skills and attributes that will allow them to become exceptional researchers.

PhD and students of other Doctorates by Research will be required to take 12 credit points of units from a newly created table (Table R). Masters by Research students will be required to take 6 credit points. Students may select any combination of units from Table R to fulfil the coursework requirement subject to consultation with their supervisor and in accordance with faculty milestones specified under the Progress, Planning and Review for Higher Degree by Research Students Policy 2015. These units will be delivered at a minimum of 5000 level with learning outcomes appropriate for HDR students enrolled in an Australian Qualification Framework (AQF) level 9 or 10 degree, consistent with the recommendations from the Australian Council of Learned Academics (ACOLA) implementation plan released by the Minister on 22 December 2017.

Additionally, a portion of Research Training Program (RTP) funding will be retained centrally and used to reimburse faculties based on the teaching load of those HDR curriculum coursework units which they deliver. The funding retained will be $1200 per PhD student and $600 per Masters student, and will be withheld from faculties based on student numbers commencing in any given year. This will then be reimbursed to faculties at a rate of $100 per student per credit point. The paper outlining these arrangements and an extract from the UE minutes are at Attachment 1.
2. Administering the Coursework Requirement

For technical reasons, to implement a credit point requirement for coursework in HDR degrees, it is necessary to establish enrolment diets in Sydney Student for HDR students that allow enrolment into the coursework units at any point during candidature. In order to ensure that students utilise the coursework to develop the skills and capabilities they need to complete their research however, students will be required to complete the coursework requirement within 24 months of commencement for PhD students, and 12 months of commencement for Masters by research students.

This requirement will be set out in the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progression Policy). The requirement will also be reflected in course resolutions for Masters by Research degrees, and for Doctorates by Research other than the PhD. Completion of the coursework requirement will be managed through the student’s progress plan and the annual progress review process. Section 3 provides further detail.

For PhD students, the HDR coursework requirement will commence in Research Period 1, 2020. For the degrees governed by Parts 2 and 3 of the HDR Rule (Masters by Research and Doctorates by Research other than the PhD), requirements additional to the HDR Rule are set out in course resolutions. Some course resolutions already require students to complete specified coursework; while others do not. Over the course of 2019, the Education portfolio will work with faculties to ensure that course resolutions reflect the HDR coursework requirement. For these degrees, the HDR coursework requirement will commence in Research Period 1, 2021.

An optional unit of study enrolment screen will be created as part of the SITS enrolment process for HDR students to allow them to select units of study that may be taken in fulfilment of the coursework requirement from a nominal ‘Table R’. This Table will include three types of units, namely:

- OLE units (section 2.1) at 5000 level developed specifically for the HDR coursework curriculum. New units should be of 2 credit points, although existing 6 credit point units will also be included;
- faculty-restricted (section 2.2) coursework units that use departmental permission to restrict enrolments to students enrolled with that faculty. These should only occur where class size must be limited because the cost of teaching is high or specialised facilities are utilised; and
- other existing coursework (section 2.3) units that faculties wish to make available to HDR students and which will be available to students from all faculties.

Some faculties already require or encourage HDR students to take some coursework as part of their HDR program. Faculties that wish to include some or all of these coursework units in Table R will need to apply to Graduate Studies Committee for approval to do so. Listing units of study in Table R means that they will generally be broadly available to HDR students across the University, and teaching will attract funding from the RTP as described in Section 4 below.

Alternatively, faculties may wish to continue teaching HDR units of study, but not include them in Table R. This means that the units can continue to be offered only to students enrolled within the faculty; however completion of these units will not count towards the student’s requirement to complete 12 credit points of coursework. Care needs to be
taken in these circumstances that students do not exceed the maximum proportion of coursework within a research degree. Also, no funding from the RTP will be provided for teaching these units.

On the system, this will result in an EFTSL higher than 1 in one or more years for each student, however the University currently reports HDR EFTSL to the Australian Government based on their research period EFTSL only and does not count any coursework units undertaken as part of the MPhil or PhD. This occurs at present whether or not the units of study have credit points attached. The units of study are reported, where required, to the Australian Government, but they do not contribute to EFTSL. It is proposed that the same arrangement will apply to the HDR curriculum units.

It is noted that research students are not permitted to allow the volume of coursework to exceed 33% of their degree. Because a research student's workload is measured in hours in a research period, it does not necessarily align perfectly with the expected volume of work required to complete a certain number of credit points. Students and supervisors will need to plan coursework as part of the research project to ensure that students do not exceed the maximum coursework allowed in a research degree. For guidance, it is suggested that PhD and Doctorate by Research students should take a maximum of 48 credit points of coursework, or 12 credit points per year. Masters by Research students should take no more than 24 credit points in total, or 6 per year.

At present, this arrangement for HDR student enrolment in coursework units does not generate fees for students and there is no subsequent allocation of revenue to the faculties teaching the units. A manual reallocation of funding between the enrolled faculty and the teaching faculty is therefore proposed in this case, using the model for top slicing the RTP funding (for international and domestic students) discussed in section 4, below. The workload for the finance adjustment should be minimal – each research period the credit points for the teaching and enrolment faculty could be calculated and a journal prepared. There are existing reports that could readily facilitate this work.

A two credit point limit on the size of new coursework units would allow students to take shorter courses on an as-needed basis, and to ‘stack’ units in such a way as to tailor them to their interests and needs, as agreed with their supervisor. It would also mean the time commitment to coursework can be spread throughout the academic year and permit greater flexibility for faculties in scheduling the required units. If this path is chosen, consideration could be given to redesigning the small number of 6 credit point 5000-level OLE units that have been given EOI approval by the BIS OLE Subcommittee; at least if the intention is for these to form part of the HDR curriculum. It should be noted that designating a single credit point size for the new units will also make funding teaching of these units more straightforward (see section 4). Existing faculty units which are larger than 2 credit points in size are not proposed to be modified if included within the HDR curriculum at this stage.

2.1 Units within the Open-Learning Environment

It is anticipated that as the HDR coursework curriculum grows, the bulk of the units available will be OLE units (see section 5). As per the rules of the OLE, OLE units will be open to all for enrolment, without pre-requisites or co-requisites and must also be available in a zero credit point, on-demand unit, the content and assessment of which is a subset of the credit-bearing unit. Note that this does not preclude units teaching advanced material, but that expected prior knowledge should be made clear to students using the ‘assumed knowledge’ field. The full requirements and further
information on developing an OLE unit is available online here. Please note that OLE units are units of study and subject to all applicable faculty approval and quality processes.

Discussions with Associate Deans Research Education have emphasised the valuable flexibility of fully online credit-bearing OLE units within the HDR curriculum, especially for students with limited access to the Camperdown/Darlington campus. Nonetheless, accompanying face-to-face workshops and masterclasses are often desirable and appropriate, and have the added benefit of building connections among the HDR cohort. As for-credit units of study, it will still be necessary to ensure that fully online OLE units are attached to a session for offer, rather than available on a ‘rolling’ basis in the manner of the zero credit point units.

2.2 Faculty-restricted Coursework Units
A small number of units of study that are specific to students enrolled in the faculty of offer may be offered in the HDR coursework curriculum, as ‘faculty-restricted’ units. Guidelines for the development and approval of these units of study are yet to be agreed (section 5 refers). For the same reasons that the OLE units of study may be best uniformly sized at two credit points, it is strongly recommended that newly created faculty-restricted units are also two credit points in size to encourage simplicity and allow students to choose more freely and in a manner attuned to individual need.

To enable units to be restricted to students enrolled in the faculty of offer, departmental permission can be used on these units. This would also allow for cases in which students outside the faculty have a good academic purpose for requesting access to them. Units of study with departmental permission also appear in all students’ enrolment lists, which would mean that unlike special permission units, students outside the faculty would still be able to discover the units and request access to them.

Where faculties already offer coursework to HDR students that would be appropriate for inclusion within the curriculum, an application should be made to the GSC to make these units available within Table R. In reviewing these, GSC will ensure that duplication and overlap between units is avoided, and quality standards are maintained.

2.3 Existing Coursework Units
There are a number of existing coursework units taught to HDR students that have helped students to develop skills in relevant research methods, for example. To avoid duplication of content, where there are existing coursework units that faculties wish to make available to HDR students across the University, an application should be made to GSC to make these units available in Table R.

As existing units are mostly 6 credit points in size, faculties should be cognisant that students who enrol in these units will have limited capacity to access a broad range of other units.

It is proposed that when considering applications for new units, the following principle be used to determine the mix of existing, ‘faculty-restricted’ and OLE units within the HDR coursework curriculum:

1 https://intranet.sydney.edu.au/teaching-support/curriculum/developing-an-open-learning-environment.html
− Faculties should, where possible, develop 5000-level units of study for offer in the Open Learning Environment rather than limiting units of study to students enrolled in the faculty. Faculties are strongly encouraged to only develop new units of study that will be restricted to students enrolled within their faculty where:
  - the unit deals with research techniques utilising specialised equipment (e.g. advanced microscopy) or teaching spaces;
  - teaching the unit involves substantial costs and the faculty needs to limit the number of students accordingly.

Existing units of study run by faculties for their students would be exempt from the above requirements, but faculties are encouraged to allow students from other faculties to participate in these.

Faculties who wish to require students to undertake coursework that is not listed within Table R will need to continue to do so via the milestone process, taking care that students are not required to exceed the limit of 33% coursework within a research degree.

Exemptions to allow faculty-specific restriction for new units of study would be approved by the Graduate Studies Committee (Figure 1).

3. Progression
Since HDR coursework is focused on enhancing the development of the researcher, completion of the coursework requirement should take place early in candidature. Supervisors must guide a student’s choice and the timing of units with respect to planned candidatures\(^2\), and Associate Deans / Postgraduate Coordinators will need to check through the Annual Progress Review process that the coursework has been completed at an appropriate point. A final check would also need to occur at the point an 'Intent to Submit' was received.

It is hoped that failure rates for the coursework units would be low. If students do fail these units, they may repeat them or take other units in fulfilment of the requirement. The Annual Progress Review process would be used to consider whether or not a student is making satisfactory progress, including in the coursework requirement.

The coursework requirement will be contained within course resolutions for the PhD and Masters by research degrees. These resolutions, or where applicable, amendments to existing resolutions, are currently being drafted. The resolutions will state that it is a requirement of the degree to complete the coursework requirement. Completed units of study will be recorded on the transcript, and students must achieve a pass. Units may be pass/fail, or graded, at the discretion of the offering faculty.

4. Funding
A portion of the RTP funding will be retained centrally and be taken just once for each commencing student at a rate of $1200 per PhD student and $600 per Masters student whether part time or full time. Using 2017 figures, this will mean a pool of approximately $1.3M will be available across the University to fund teaching. This will be reimbursed to faculties who teach units of study that fulfil the HDR coursework requirement.

\(^2\) It is already a requirement of the Progress Planning and Review for Higher Degree by Research Students Policy 2015 that the progress plan include any coursework requirements.
requirement at a rate of $100 per student per credit point. If each unit within the HDR coursework curriculum is nominally two credit points in size, this means each student enrolment in a unit will be funded at a rate of $200 per student. No University Economic Model (UEM) charge will be levied against this income.

If the ‘top slice’ is calculated by withdrawing $1200 per PhD student and $600 per Masters student from the total RTP received by the University as a whole and then following the normal distribution mechanism to faculties, this will result in a flat 4% reduction in revenue across all faculties (Table 1).

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Investment</th>
<th>HDR Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney Business School</td>
<td>4%</td>
<td>$1,147,474</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td>4%</td>
<td>$4,826,508</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Dental School)</td>
<td>4%</td>
<td>$312,598</td>
</tr>
<tr>
<td>Faculty of Engineering and Information Technologies</td>
<td>4%</td>
<td>$8,823,911</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td>4%</td>
<td>$1,547,599</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Medical School)</td>
<td>4%</td>
<td>$4,934,234</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Nursing School)</td>
<td>4%</td>
<td>$193,330</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Pharmacy School)</td>
<td>4%</td>
<td>$1,251,353</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>4%</td>
<td>$8,307,404</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>4%</td>
<td>$243,345</td>
</tr>
<tr>
<td>Sydney Law School</td>
<td>4%</td>
<td>$110,611</td>
</tr>
<tr>
<td>Sydney School of Architecture, Design and Planning</td>
<td>4%</td>
<td>$517,469</td>
</tr>
</tbody>
</table>

Table 1. Impact on HDR revenue to each faculty as a result of creating the funding pool for HDR coursework on a per-commencing student basis at the University level. Note that this calculation pre-dates the FMH change and so uses start 2018 faculties.

Students will be permitted to enrol in more than their required number of units from Table R. No further funding will be made available beyond the per student cap, which is the same as the per-student funding retained. While the retention of funds and the coursework requirements will only apply to commencing students from 2020, all students will be able to take coursework from its introduction. HDR student participation in other coursework units outside this scheme will continue as normal, managed by special permissions. Faculties should discourage this practice where possible.

The course resolutions described in Section 3 will outline the circumstances in which recognition of prior learning (RPL) may be granted by Associate Deans – Research Education. RPL may allow partial or full exemption from the HDR coursework requirement where students may have taken the same or similar courses, as part of another degree. This would apply where students have taken coursework as part of PhD-level study, or as part of a Masters or higher level study. To implement this, changes to academic delegations and University policy will be necessary.

If, however, a faculty chooses to exempt students from the requirement there will be no reimbursement of the funding retained for that student which will remain in the central pool to manage the ebb and flow of enrolment patterns. Supervisors directing students to take courses from providers other than the University may continue to do so as under the current arrangements, but no funding from this central pool will be available to support students undertaking those units of study.
5. Building a Coherent and Consistent Curriculum

5.1 Principles
To ensure the development of a coherent set of high-quality units for the HDR coursework curriculum, the following principles are proposed.

− Units must enhance the capacity of research students to meet one or more of the PhD graduate qualities.

− Units should be targeted towards postgraduate research students. While acknowledging that other students may take the units (particularly in the case of OLE units), the topics, content and material should be focused on students completing research projects and developing the skills and attributes needed for research careers.

− Units must not replicate content already available in the OLE at 1000-3000 level, but may build on that content to provide more advanced, research-focused material with learning outcomes appropriate for HDR students.

− Units should not be used to train students in basic compliance competencies such as work health and safety or legislative requirements.

− Units should not replicate standard introductory methods in a particular discipline – for example basic statistics in a stated discipline. Such topics should be covered in a single, discipline-agnostic unit teaching basic statistics.

− Where similar units are proposed, the project leaders should collaborate to form a single, broadly applicable unit and/or several appropriately differentiated units within a coherent set of options.

− Units in which the content is related should, if possible, be grouped together under a common theme. The common naming convention for doing this is Theme: Name.

The last three principles are important particularly because there is significant potential for a large number of near-duplicate units to be proposed for the HDR coursework curriculum. For example, many faculties have existing courses offered to HDR students that develop research skills and which would be good candidates to move to units of study available in the OLE to fulfil the HDR curriculum requirement. Often these units are quite similar in content, however, and differ only in of the extent of disciplinary focus. To resolve this situation, a single set of units is being developed that can be offered to all students, with faculties working together to identify the common set of students needs and the appropriate teaching mix.

5.2 Process
To support the initial establishment of the OLE HDR coursework curriculum a targeted development process has been undertaken, similar to that used to develop the Undergraduate Data Science major. A suite of units has been proposed for development that will deliver in three priority areas:

− Quantitative analysis
− Qualitative analysis
− Ethics

So that we maximise the comprehensive range of offerings and minimise duplication, the Education portfolio has run a whole-of-university approach to developing coursework units for HDR students in these four priority areas. A set of working parties, facilitated by the DVC Education and Director - Graduate Research has identified topics and pedagogy for suitable coursework units and coordinated effective development of these across interested faculties. The working parties took into consideration any existing HDR OLE units that relate to these subject areas and made
recommendations as to how these would fit within the eventual comprehensive coverage of the topic.

The outcome of these workshops is an agreed suite of units, with ownership and delivery agreed amongst participants. Membership of the working parties was open to all interested staff members and reflected established expertise in the priority areas as well as being informed by current provision of existing, non-HDR, units of study. The task of these working parties was to establish the 'skeleton' for what should be offered in each – that is to design a plan for a set of units that can work together or individually to deliver the key competencies in these areas.

The BIS OLE Subcommittee has considered the list of units proposed for creating the initial HDR coursework curriculum, and made recommendations on which units should progress to full development for the consideration of the Board of Interdisciplinary Studies (BIS). This process has operated in the same way as the Expressions of Interest (EOI)s do for the undergraduate units in the OLE.

6. Governance

OLE units are part of the shared curriculum, which is subject to endorsement by the BIS OLE Subcommittee and then approval of the BIS. An EOI process is used by the BIS OLE subcommittee to ensure that units proposed for development do not significantly overlap with existing or other pipeline units and fit the requirements of the OLE. As noted in section 5, above, in the first instance the agreed suites of units covering key topic areas will guide development work in place of an EOI process. These suites will be agreed by the BIS OLE Subcommittee.

Approval to add individual units of study to the OLE that might be proposed as part of the coursework curriculum but are not within these focus areas, must be sought from the BIS. Approval to include these units within the HDR coursework requirement must be sought from the Graduate Studies Committee (Figure 1).

The development of faculty-restricted HDR units, or the inclusion of existing coursework units in Table R, will be governed by faculty postgraduate coursework committees as for any other faculty coursework units at this level. Should a faculty or school wish to require that students complete specific units within Table R, then these may be detailed as milestones for students enrolled with that faculty. The inclusion of these units of study into the list for the faculty milestone must be considered by the University Executive – Research Education Committee as per the Progress and Planning for Higher Degree by Research Students Policy 2015. Approval to include these within the HDR coursework requirement must be sought from the Graduate Studies Committee.
Figure 1: Diagram of approval process for initial HDR curriculum units of study. DP here stands for departmental permission (section 2.2 refers). Note that the ‘4 identified areas’ portion of the diagram would not apply post-2018, while the other workflows are expected to remain.
RECOMMENDATION

That the Academic Standards & Policy Committee discuss the paper and endorse the DVC Education Portfolio as to necessary changes to policy.

CONTEXT

In August 2018, Universities Australia (UA) with the National Tertiary Education Union (NTEU), Council of Australian Postgraduate Associations (CAPA) and the Australian Council of Graduate Research (ACGR) released the ‘Principles for Respectful Supervisory Relationships’. This set of Principles was an outcome of the “Respect.Now.Always” initiative from UA, which itself was a response to community concern about the safety of students in the context of sexual violence. The UA report recognised that whilst the student-supervisor relationship was fundamental to the success of HDR candidatures, the nature of the work and the significant power asymmetry meant that HDR supervision was vulnerable to the development of inappropriate sexual or romantic relationships and ultimately the potential for non-consensual sexual interactions between student and supervisor. In developing the principles, the authors of the report drew on the analogy of medical and psychology practitioner-patient interactions, in which any sexualised/romantic relationships are expressly forbidden by codes of conduct¹.

The Principles for Respectful Supervisory Relationships sets out a series of expectations of an institution engaged in research supervision. The University has existing policies and codes of conduct that lay out our standards for behaviours in HDR supervision and so before considering how we address the points raised by the UA Principles, we need to examine how our current policies and standards already establish expected norms of behaviour consistent with the principles. At consideration of each principle, we have presented a question for discussion and a recommendation where changes to our policies and standards may be necessary.

This paper was discussed at the September UE-RE meeting and the recommendations from that committee are incorporated into the text below.

CURRENT STATE

Bold text is from ‘Principles for Respectful Supervisory Relationships’.
Text below is information drawn from about our existing policies.

Non-Confidential

‘Relevant policies, for example conflict of interest policy, should state clearly that sexual/romantic relationships between supervisors and their students are never appropriate.’

Supervision of Higher Degree by Research Students Policy 2013\(^2\) clauses:

- 14(3) states ‘Supervisors must maintain a professional relationship with their students, other supervisors and other University staff.’ and
- 15(1) states ‘It is the responsibility of students to maintain a professional relationship at all times with supervisors and other University staff.’

The policy doesn’t explicitly prohibit sexual/romantic relationships between supervisors and students beyond requiring the maintenance of ‘a professional relationship at all times’. The External Interests Policy 2010\(^3\) requires staff to declare external, personal, and financial interests, though doesn’t clearly state that sexual/romantic relationships between supervisors and students are never appropriate nor that these can represent a conflict of interest.

- **Discussion:** Do we agree with the UA Principle that sexual/romantic relationships between an HDR student and his/her supervisor(s) are never appropriate?
- **Recommendation:**
  - The UE-RE committee affirmed that the University should agree with the principle. The consequence of this is that at each of 14(3) and 15(1) of the Supervision of Higher Degree by Research Students Policy 2013, we insert the statement that “that sexual/romantic relationships between an HDR student and his/her supervisor(s) are never appropriate”. The External Interests Policy 2010 could also be amended to include a clause that sexual/romantic relationships between students and their supervising academics represent conflicts of interest.

‘These [policies that state that sexual or romantic relationships between supervisors and their students are never appropriate] should specify the actions to take removal of staff member from supervisory/teaching/assessment roles in involving the student...Universities will have policies in place to support the arrangement of alternative research supervision when a disclosure or formal report is made... How alternative supervision arrangements will be made/Universities will have policies in place to support the arrangement of alternative research provision when a disclosure or formal report is made.’

Our policies do not address this directly. The Supervision of Higher Degree by Research Students Policy 2013 deals with the supervisor register. For instance, 12(8) states ‘When a person is found to have committed research misconduct or other professional misconduct, the Provost, in consultation with the relevant delegate (or their designated nominee) responsible for managing the misconduct proceedings and the dean of the relevant faculty, may request removal of the person from the Supervisor Register’, but this doesn’t clearly address (beyond ‘professional misconduct’) removing staff from supervisory roles or outline alternative research arrangements in situations of inappropriate supervisor-student relationships. The Higher Degree by Research Rule 2011\(^4\) and Academic Delegations Rule 2018\(^5\) give the responsibility for supervisor-student assignment to faculties and schools and so if a sexual/romantic relationship between a student and his/her supervisor(s) is deemed to represent a conflict of interest, then a Dean, Associate Dean or Head of School can reassign supervision. This is essentially the same issue as identified in Principle 1.

- **Discussion:** Do we agree with the UA Principle that sexual/romantic relationships between an HDR student and his/her supervisor(s) are never appropriate?
- **Recommendation:**
  - The UE-RE committee affirmed that the University should agree with the principle. The consequence of this is that at each of 14(3) and 15(1) of the Supervision of Higher Degree by Research Students Policy 2013, we insert the statement that “that sexual/romantic relationships between an HDR student and his/her supervisor(s) are never appropriate”.

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\(^2\) Supervision of Higher Degree by Research Students Policy 2013
\(^3\) External Interests Policy 2010
\(^4\) University of Sydney (Higher Degree by Research) Rule 2011
\(^5\) University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
relationships between an HDR student and his/her supervisor(s) are never appropriate”. The
External Interests Policy 2010 could also be amended to include a clause that
sexual/romantic relationships between students and their supervising academics represent
conflicts of interest. Hence, Heads of School/Postgraduate Coordinators and Associate
Deans RE should reassign supervision they become aware that a romantic/sexual
relationship between a student and supervisor(s) is occurring

‘There is a considerable power imbalance between a supervisor and their student…The unequal
power dynamic means that the relationship can potentially be vulnerable to exploitation and can affect
the capacity of a student to consent freely to sex or relationships initiated by their supervisor. A
student’s academic progress must never depend on consenting to a sexual relationship with their
supervisor or a member of staff. Universities should encourage students to report such demands to
their institutions, and universities should take immediate action on these reports and investigate
under the relevant reporting mechanisms.’
Subclause 10(2)(b) of the Student Sexual Assault and Sexual Harassment Policy 2018 states that ‘a person
is not able to freely and voluntarily consent to a sexual act when: (b) the person is pressured to engage in the
sexual act by another person, who is in a position of power or authority over them.’ The policy also includes
clauses (12 and 13) on reporting sexual assault or sexual harassment. If staff become aware of exploitative
sexual/romantic relationships between supervisor(s) and HDR students, then concerns should be reported
through RiskWare as with any other risk to the wellbeing of the University community.

No change needed.

Professional relationship between a supervisor and their student is characterised by mutual respect
and trust.

No change needed.

‘Both supervisors and students have rights and responsibilities as outlined in their institutions code
of conduct, enterprise agreement or research supervision policy (or similar policy). These documents
need to include expected standards of behaviour.’
Clauses 14 and 15 of the Supervision of Higher Degree by Research Students Policy 2013 cover supervisors
and student responsibilities respectively. Both clauses require supervisors and students to ‘maintain a
professional relationship’.

No change needed.

‘Supervisors should use the Australian Council of Graduate Research’s Good Practice Principles to
ensure high-quality supervision and professional mentorship, including pastoral and personal
support for the student.’
These are broad guidelines generally covered in the Supervision of Higher Degree by Research Students
Policy 2013, and (for Admissions) the HDR Rule 2011.

No change needed.

‘Institutional policies and codes that relate to research supervision need to include details of relevant
contact points in the university should staff member or student wish to lodge a formal report of sexual
assault or sexual harassment.’
None that specifically ‘relate to research supervision’. However, the Student Sexual Assault and Sexual
Harassment Policy 2018 includes provisions for reporting sexual assault or harassment, and all staff and
students are covered by this policy.

6 University Of Sydney (Delegations Of Authority – Academic Functions) Rule 2016
7 Student Sexual Assault and Sexual Harassment Policy 2018
No change needed.

‘University codes of conduct should include specific reference to sexual harassment and sexual assault, sexist behaviour and gender-based violence. Codes should state that these behaviours are unacceptable, prohibited and, in some cases, criminal.’
See Student Sexual Assault and Sexual Harassment Policy 2018.

No change needed.

‘Universities should have targeted strategies and policies in place, preferably supported by industrial provisions, which extend to the entire university community.’
See Student Sexual Assault and Sexual Harassment Policy 2018.

No change needed.

‘The University will provide information on options for formally reporting the incident to the university and to external agencies, such as the police, and will provide appropriate support and assistance in all circumstances.’
See clauses 12 and 13 Student Sexual Assault and Sexual Harassment Policy 2018.

No change needed.

CONSULTATION

3. University Executive – Research Education Committee 5th September 2018
Continuing and Extra-Curricular Education

1. Course Title: *

Enter your answer

2. Convenor Name: *

Enter your answer

3. Presenter name(s): *

Enter your answer

4. Presenter(s) qualifications and experience: *

Enter your answer
5. Course Approver:
Name of the person within the faculty or centre responsible for approving the course.

Enter your answer

6. Discipline area *

Enter your answer

7. Purpose:
What will this course cover or what problems does the course solve for its target audience (e.g. latest updates in knowledge, better techniques, improved patient outcomes, non-award short course, etc.)?

Enter your answer

8. Format
Select multiple options if applicable.

- [ ] Online
- [ ] Seminar
- [ ] Conference
- [ ] Lecture
- [ ] Practical workshop
- [ ] Laboratory
- [ ] Other
9. Location and type of venue required:
Enter your answer

10. Estimate cohort size/likely venue capacity:
Enter your answer

11. Materials or equipment:
   Please list any required materials or equipment. If company specific add company/supplier.
Enter your answer

12. Duration:
   Number of hours/days.
Enter your answer

13. Proposed dates:
Enter your answer

14. Is prior experience or assumed knowledge required to enroll in the course?
   If yes, please specify.
15. Will the course include an assessment component? *

- Yes
- No

16. Course assessment:  
*Select multiple options if applicable.*

- [ ] Multiple choice quiz
- [ ] Short answer questions
- [ ] Case studies
- [ ] None
- [ ] Other

17. Rationale for having the assessment:

Enter your answer

18. Standards framework for assessment:

Enter your answer

19. How will participant competencies and standards be established and monitored?

Enter your answer
20. Does the course involve working with patients? *

☐ Yes
☐ No

21. If hands-on, identify the nature of the tasks to be completed, equipment to be used and materials required?

Enter your answer

22. If hands-on, is there a requirement to seek information in advance to assess current level of clinical expertise?

Enter your answer

23. Does the course involve working with children? *

☐ Yes
☐ No

24. Does the course presenter have a Working with Children Check? *

☐ Yes
☐ No
25. Does the course involve working with dangerous materials and/or hazardous substances? *

- Yes
- No

26. Please specify: *

Enter your answer

27. Does the course involve working with animals? *

- Yes
- No

28. If hands-on, identify the nature of the tasks to be completed, equipment to be used and materials required. *

Enter your answer

29. If hands-on, is there a requirement to seek information in advance to assess the current level of clinical expertise? *

Enter your answer
30. Ethics approval: *

*Please identify if ethics approval is required for this course.*

Enter your answer

---

31. Commercial support:

*Identify companies that may have an interest in providing support to this course/event.*

Enter your answer

---

32. Affiliates:

*List any organisations, societies, academies who may wish to be associated with or notified about this course, event, or conference.*

Enter your answer

---

33. Is an external party involved in the development or delivery of this course? *

- Yes
- No
34. Has an Office of General Council approved Educational Services Agreement been entered into? *

Note: in accordance with 7(2) of the Continuing and Extra-Curricular Education Procedures an Educational Services Agreement (and compliance with the Educational Services Agreements Policy 2017) is a requirement for external/third party delivery of courses.

- Option 1
- Option 2

35. Additional comments:

Please list any other considerations that will assist in evaluation of this course.

Enter your answer
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Tristan Enright, Manager, Educational Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Director, Education Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>EDUCATIONAL INTEGRITY DECISION-MAKING AND PENALTY GUIDELINES 2018</td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek endorsement of the decision-making and penalty guidelines developed by the Office of Educational Integrity in consultation with a working group comprised of faculty and University school Educational Integrity Coordinators for use in determining reported breaches of academic honesty.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee:
(1) endorse the Educational Integrity Decision-Making and Penalty Guidelines 2018 as presented, and
(2) recommend that the Academic Board endorse the guidelines.

EXECUTIVE SUMMARY

The Educational Integrity Decision-Making and Penalty Guidelines 2018 (Attachment 1) are the culmination of work undertaken during 2017 and 2018 by the Office of Educational Integrity and an Educational Integrity Working Group, which was established under the auspices of the Academic Board at its 2 May 2017 meeting on the recommendation of the Office of Educational Integrity. The Working Group is chaired by the Director, Education Strategy, and includes the Educational Integrity Coordinators from each faculty and University school. The guidelines are intended to enhance the consistency of decisions taken by Educational Integrity Coordinators and nominated academics under the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Feedback on the draft guidelines was sought from the Academic Standards and Policy Committee, faculties via the University Executive Education Committee, the Students’ Representative Council and the Sydney University Postgraduate Representative Association. Having worked systematically through this feedback, the Educational Integrity Working Group seeks the Academic Board’s endorsement of the guidelines for use in determining suspected breaches of academic honesty from 1 January 2019.

COMMUNICATION

Pending their endorsement, the Educational Integrity Decision-Making and Penalty Guidelines 2018 will be published in the University’s Policy Register and distributed to all Educational Integrity Coordinators, nominated academics and relevant professional staff. They will be linked to the academic integrity pages of the student website and the educational integrity pages of the staff intranet.

ATTACHMENTS

Attachment 1 – Educational Integrity Decision-Making and Penalty Guidelines 2018
1 Purpose

(1) These guidelines provide a practical guide for Educational Integrity Coordinators and other academics nominated by the deans of each faculty and University school to determine allegations of academic dishonesty and plagiarism in relation to coursework. They are to be read in conjunction with, and as a complement to, the Academic Honesty in Coursework Policy 2015 and Academic Honesty Procedures 2016 (the “policy” and “procedures”).

(2) The guidelines may also be of informational or educational value to unit of study coordinators, teaching staff, examiners and students. However:

(a) A staff member must not use the guidelines in a manner inconsistent with actions and delegations set out in the policy or procedures. This includes but is not limited to:

(i) failure to afford a student procedural fairness as specified in clause 14 of the policy.

(ii) failure to report a suspicion of academic dishonesty or plagiarism to an Educational Integrity Coordinator or nominated academic as specified in clause 15 of the policy.

(b) A student cannot appeal against an academic decision taken by an Educational Integrity Coordinator or nominated academic under clause 3.2 of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) on the grounds that the student believes that the academic decision was made in a manner that was inconsistent with the guidelines.

Note: See subclause 2(c) below.

2 Principles

(1) These guidelines embody the following principles:

(a) Procedural fairness. Students alleged to have engaged in a breach of academic honesty must be made fully aware of the specific nature of the allegation, the available evidence, and be given the opportunity to respond to the allegation in accordance with the policy and procedures.
(b) **Transparency and defensibility.** The determination of an alleged breach of academic honesty should be based on the open consideration of the available evidence, including any submissions made by or on behalf of a student, and a defensible assessment of the balance of probabilities.

(c) **Academic judgement and discretion.** These guidelines reaffirm the importance of academic judgement and discretion in determining whether a breach of academic honesty has occurred, and the specification of consequent actions or penalties. They do not prescribe the determination of specific forms of academic dishonesty or plagiarism, or circumscribe actions that may be specified otherwise under the policy and procedures.

(d) **No advantage.** Any corrective actions or penalties specified by Educational Integrity Coordinators and nominated academics under the policy and procedures must not enable any student to gain unfair academic advantage over other students.

(e) **Mitigation of educational disadvantage.** Any corrective actions or penalties specified by Educational Integrity Coordinators and nominated academics should give due consideration to extenuating circumstances experienced by a student at the time the breach was made.

(f) **Harm minimisation.** Any corrective actions or penalties specified by Educational Integrity Coordinators and nominated academics should give due consideration to the minimisation of harm. This includes, but is not limited to:

   (i) harm to a student’s capacity to develop the graduate quality of an integrated personal, professional and ethical identity;
   
   (ii) harm to other students, either through unfairness or to their capacity to develop an integrated personal, professional and ethical identity;
   
   (iii) harm to the educational or research integrity of the faculty or University school;
   
   (iv) harm to the good name and academic standing of the faculty, University school or University;
   
   (v) harm to the good order and governance of the University where such harm is realised as impeding the ability of others to pursue their education, research and work and to participate fully in the life of the University.

3 Definitions

Words and phrases used in these guidelines and not otherwise defined in this document have the meanings they have in the policy and procedures.

**Note:** See part 2 of each of the policy and procedures.

In this document:

**academic dishonesty** has the meaning given in subclauses 7(1) and 7(2) of the policy. In relation to higher degree by research students, it refers to academically dishonest conduct by such a student undertaking a coursework unit of study.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Honesty Education Module</td>
<td>means the mandatory online education module all students commencing a coursework award course after 1 January 2016 must complete prior to the census date in their first semester of enrolment.</td>
</tr>
<tr>
<td>alternative work</td>
<td>means work completed by a student in lieu of work for which a student has been alleged or found to have engaged in plagiarism or academic dishonesty by an Educational Integrity Coordinator or nominated academic.</td>
</tr>
<tr>
<td>corrected work</td>
<td>means work that has been amended by a student to ensure appropriate acknowledgement of source material, including attribution of the source or sources of this material, at the instruction of an Educational Integrity Coordinator or nominated academic.</td>
</tr>
<tr>
<td>coursework</td>
<td>has the meaning given in the policy which at the time of approval of the guidelines was:</td>
</tr>
<tr>
<td></td>
<td>a program of learning in which the dominant mode of instruction is through a program of classes, lectures, tutorials, practical sessions, online tasks and other modes of instruction that are not supervised research.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Work produced by students for the award of Honours is considered to have arisen as a result of coursework.</td>
</tr>
<tr>
<td>dishonest plagiarism</td>
<td>has the meaning given in clause 6 of the policy and, under subclause 7(2)(b), constitutes academically dishonest conduct.</td>
</tr>
<tr>
<td>donor (student)</td>
<td>means a student who has provided inappropriate information, including assessment questions or answers, to one or more other students, including via social media or other online platforms, and regardless of whether those students are known directly to the donor student or not.</td>
</tr>
<tr>
<td>engagement (of or from another person)</td>
<td>means entering in to a transactional or exchange-based relationship with another person or entity in relation to the completion of assessable work, whether for payment or otherwise.</td>
</tr>
<tr>
<td>fail item of assessment</td>
<td>means the application of a numerical mark between 0% and 49% and a Fail (FA) grade to work submitted by a student for a separately weighted item of assessment within a unit of study.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> See Schedule 1 of the Coursework Policy 2014.</td>
</tr>
<tr>
<td>fail unit of study</td>
<td>means the application of a numerical mark between 0% and 49% and a Fail (FA) grade to the overall result for a student within a unit of study.</td>
</tr>
<tr>
<td>formal development requirement/s (on record)</td>
<td>means a central, confidential record is held for a student who has previously completed an approved development activity at the instruction of an Educational Integrity Coordinator or nominated academic. The communication of such requirements to students also carry a formal caution</td>
</tr>
</tbody>
</table>
against engaging in future breaches of the policy, whether through negligence or dishonesty.

**formative task** means an item of assessment, typically of lower weighting, that has been designed to evaluate a student’s progress toward achieving learning outcomes for a unit that would be measured in a more substantial summative task.

**further development** means the further development activity a student is required to undertake after an Educational Integrity Coordinator or nominated academic has formed the preliminary view that the student has engaged in academic impropriety as a result of prior educational failure.

**further development activity** means a workshop or online module designed to assist students to develop their understanding of, and proficiency with, academic writing conventions and standards.

**illegitimate cooperation (i.e., collusion)** means collaboration that is inconsistent with subclause 8A of the policy. It is characterised by a lack of transparency and openness, providing unfair advantage to a student or group of students over others, undermining the advancement of student learning, and preventing the accurate assessment of the knowledge and skills a student or group of students has developed through the learning process.

**indicative outcome** means a statement on the combination of corrective actions and penalties ordinarily specified by an Educational Integrity Coordinator or a nominated academic to remediate a breach of academic honesty as determined under the policy and procedures.

**Note:** Throughout these guidelines, indicative outcomes refer to outcomes indicated prior to consideration being given to the impact of extenuating circumstances experienced by a student at the time a breach was made with reference to clause 2(1)(e) of these guidelines.

**plagiarism** has the meaning given in clause 8 of the policy.

**policy** means the Academic Honesty in Coursework Policy 2015.

**prior finding or findings** means a prior finding or findings of academic dishonesty, plagiarism or misconduct in an academic matter, which may also include formal development requirements, as determined by either an Educational Integrity Coordinator or nominated academic under the policy and procedures, or the Registrar under the University of Sydney (Student Discipline) Rule 2016, and as held on a central, confidential record. The communication of all such findings to students also carry a formal caution against engaging in future breaches of the policy, whether through negligence or dishonesty.

**procedures** means the Academic Honesty Procedures 2016.

**recipient (student)** means a student who has received inappropriate information, including assessment questions or answers,
from one or more donor students, including via social media or other online platforms, and regardless of whether the donor student or students are known directly to the recipient.

**recycling** has the meaning given in subclause 7(2)(a) of the policy which, at the time of approval of the guidelines was:

the resubmission for assessment of work that is the same, or substantially the same, as work previously submitted for assessment in the same or in a different unit of study (except in the case of legitimate resubmission with the approval of the examiner).

**referencing requirements** means the requirement to give proper attribution to another person’s or source’s ideas, findings or words in accordance with an established referencing and citation style as determined by the relevant discipline.

**specified mark penalty** means the reduction of a numerical mark by an amount expressed as a proportion of the total marks available for an item of assessment or unit of study.

Note: A specified mark penalty should be applied in its absolute form, rather than as a multiplier. For example, where a mark penalty of 10% (i.e., 10 marks out of 100) of the total available marks is specified for work assessed at 70% (i.e., 70 marks out of 100), the final mark after the penalty is applied is 60% (70 – 10 = 60).

**specified maximum mark** means the uppermost mark for which a student’s work is eligible, expressed as a proportion of the total marks available, for an item of assessment after it has first been assessed on its academic merit relative to the advertised criteria.

Note: A specified maximum mark does not immediately constitute the mark to be applied to a student’s corrected or alternative work. Rather, a specified maximum mark should only be recorded if the merit-based mark exceeds the specified maximum. Where the merit-based mark falls below the specified maximum, the lower mark should be recorded.

**stage of candidature** means the academic level to which a student has progressed as measured by the duration of the candidature and credit points gained relative to the requirements of the award course.

**summative task** means an item of assessment, typically of moderate to higher weighting, that has been designed to evaluate the extent to which a student has achieved one or more learning outcomes.
## 4 Guidelines

<table>
<thead>
<tr>
<th>Plagiarism – arising from failure to understand referencing requirements</th>
<th>No impropriety</th>
<th>Further Development</th>
<th>Plagiarism</th>
<th>Academic Dishonesty</th>
<th>Potential Misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plagiarised material is minimal and limited to a very small number of instances.</td>
<td>Plagiarised material is of low to moderate volume.</td>
<td>Plagiarised material is of low to moderate volume.</td>
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<td>Plagiarised material is of low to moderate volume.</td>
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<td></td>
<td>Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.</td>
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<td>Any stage of candidature.</td>
<td>Early- to mid-stage of candidature.</td>
<td>Mid- to late-stage of candidature.</td>
<td>Mid- to late-stage of candidature.</td>
<td>Mid- to late-stage of candidature.</td>
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<td>No prior findings or formal development requirements on record.</td>
<td>No prior findings or formal development requirements on record.</td>
<td>No prior findings on record, although may have formal development requirements on record.</td>
<td>No prior findings on record, although may have formal development requirements on record.</td>
<td>No prior findings on record, although may have formal development requirements on record.</td>
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<td></td>
<td>Corrective feedback sufficient.</td>
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<thead>
<tr>
<th>Indicative outcome</th>
<th>No penalty</th>
<th>Further development activity</th>
<th>Further development activity</th>
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<tbody>
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<td></td>
<td></td>
<td>Submission of corrected work</td>
<td>Submission of corrected work</td>
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<tr>
<td></td>
<td></td>
<td>Specified maximum mark of 64%</td>
<td>Specified maximum mark of 50% or 64%</td>
</tr>
<tr>
<td>Plagiarism – arising from negligence</td>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
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<tr>
<td>• Plagiarised material is minimal and limited to a small number of instances.</td>
<td>• Plagiarised material is of low volume.</td>
<td>• Plagiarised material is of low to moderate volume.</td>
<td>• Plagiarised material is of moderate to high volume.</td>
</tr>
<tr>
<td>• Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.</td>
<td>• Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.</td>
<td>• Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.</td>
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<td>• Any stage of candidature.</td>
<td>• Early- to mid-stage of candidature.</td>
<td>• Early- to mid-stage of candidature.</td>
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<tr>
<td>• No prior findings and/or formal development requirements on record.</td>
<td>• Prior formal development requirements on record.</td>
<td>• Prior formal development requirements on record.</td>
<td>• Prior findings and/or formal development requirements on record.</td>
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<tr>
<td>• Corrective feedback sufficient.</td>
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<tr>
<th>Indicative outcome</th>
<th>No penalty</th>
<th>Further development activity</th>
<th>Further development activity</th>
<th>Further development activity (can incl. Academic Honesty Education Module)</th>
<th>Submission of alternative work</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No penalty</td>
<td>• Submission of corrected work</td>
<td>• Specified maximum mark of 50% or 64%</td>
<td>• Submission of corrected or alternative work</td>
<td>• Specified maximum mark of 50%</td>
<td>• Specified maximum mark of 50%</td>
</tr>
<tr>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
<td>Academic dishonesty</td>
<td>Potential misconduct</td>
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<tr>
<td><strong>Plagiarism – arising from dishonesty</strong></td>
<td></td>
<td>• Low volume of plagiarised material, with insufficient attempt to paraphrase and/or acknowledge all sources.</td>
<td>• Moderate to high volume of plagiarised material.</td>
<td>• Multiple findings of academic dishonesty on record.</td>
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<td></td>
<td></td>
<td>• Early- to mid-stage of candidature.</td>
<td>• No attempt to acknowledge source material appropriately or accurately, demonstrating willful disregard for academic standards.</td>
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<td></td>
<td></td>
<td>• May or may not have formal development requirements on record.</td>
<td>• Any stage of candidature.</td>
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<td></td>
<td>• May or may not have formal development requirements on record.</td>
<td>• May or may not have prior findings and/or formal development requirements on record.</td>
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</tr>
<tr>
<td><strong>Indicative outcome</strong></td>
<td></td>
<td>• Further development activity (can incl. Academic Honesty Education Module)</td>
<td>• No prior finding of plagiarism or academic dishonesty: Fail item of assessment (0% - 49%)</td>
<td>• Refer to Registrar</td>
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<td></td>
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<td>• Submission of alternative work</td>
<td>• Prior finding: Fail unit of study (0% - 49%)</td>
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<td>• Specified maximum mark of 50%</td>
<td>• Further development activity (can incl. Academic Honesty Education Module)</td>
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</tr>
<tr>
<td><strong>Recycling</strong></td>
<td>• Recycled material is relevant to task, minimal and limited to a small number of instances.</td>
<td>• Recycled material is relevant and of low or moderate volume without acknowledgement of prior use.</td>
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<tr>
<td></td>
<td>• Genuine, but insufficient attempt to paraphrase from, or no acknowledgement of, the previously submitted work.</td>
<td>• Any stage of candidature.</td>
<td>• Recycled material is unacknowledged and of sufficiently high volume to demonstrate limited or no engagement with disciplinary content and/or learning outcomes specific to the unit of study.</td>
<td>• Multiple findings of academic dishonesty on record.</td>
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<td></td>
<td>• Any stage of candidature.</td>
<td>• No prior findings on record.</td>
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<td></td>
<td>• No prior findings and/or formal development requirements on record.</td>
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<td></td>
<td>• Cautionary feedback sufficient.</td>
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<tr>
<td><strong>Indicative outcome</strong></td>
<td>• No penalty</td>
<td>• Further development activity (can incl. Academic Honesty Education Module)</td>
<td>• No prior finding of academic dishonesty: Fail item of assessment (0% - 49%) or submission of corrected or alternative work for specified maximum mark of 50%.</td>
<td>• Refer to Registrar</td>
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<td></td>
<td></td>
<td>• Submission of corrected or alternative work</td>
<td>• Prior finding: Fail unit of study (0% - 49%)</td>
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<td></td>
<td></td>
<td>• Specified maximum mark of 50%</td>
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<tr>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
<td>Academic dishonesty</td>
<td>Potential misconduct</td>
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<tr>
<td>Fabricating data</td>
<td>• Submitted work is relevant, contains no plagiarised content, and includes only</td>
<td>• Evidence of systematic or deliberate attempt to mislead the examiner,</td>
<td>• Multiple findings of academic dishonesty on record.</td>
<td></td>
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<tr>
<td>and/or sources</td>
<td>single instance of inaccurate attribution to an unverifiable or non-existent source.</td>
<td>either by concealing: (a) the extent and/or quality of the empirical or</td>
<td></td>
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<tr>
<td></td>
<td>• Any stage of candidature.</td>
<td>scholarly research or (b) the actual sources of paraphrased or plagiarised material.</td>
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<tr>
<td></td>
<td>• No prior findings on record</td>
<td>• Any stage of candidature.</td>
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<td></td>
<td></td>
<td>• May or may not have prior findings on record.</td>
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</tbody>
</table>

<p>| Indicative outcome   | • Specified mark penalty of 5% or 10%                                               | • No prior finding of academic dishonesty: Fail item of assessment (0% - 49%) | • Refer to Registrar                                                            |
|                      | • Further development activity (can incl. Academic Honesty Education Module)         | • Prior finding: Fail unit of study (0% - 49%)                             |                                                                                  |
|                      |                                                                                     | • Further development activity (can incl. Academic Honesty Education Module) |                                                                                  |</p>
<table>
<thead>
<tr>
<th>No impropriety</th>
<th>Further development</th>
<th>Plagiarism</th>
<th>Academic dishonesty</th>
<th>Potential misconduct</th>
</tr>
</thead>
</table>
| Providing (or attempt to provide) assessment answers to another student | • The task is a formative task or of low weighting relative to the overall assessment.  
• Provision of work was inappropriate but done in good faith.  
• Recipient and donor students known to one another, with the donor student potentially under duress.  
• Early stage of candidature. | • The task is a summative task and of moderate or greater weighting relative to the overall assessment.  
• Recipient and donor students known to one another.  
• Any stage of candidature.  
• May or may not have prior findings on record. | • Prior (equivalent) finding or multiple findings of academic dishonesty.  
• There is evidence of systematic or calculated provision of assignment answers, including via online platforms (e.g., social media or sharing websites), regardless of whether the donor student knows the recipient/s or not. |

| Indicative outcome | No penalty | No prior finding of academic dishonesty: no penalty and warning.  
• Further development activity (can incl. Academic Honesty Education Module) | Refer to Registrar |
<table>
<thead>
<tr>
<th>Illegitimate cooperation (i.e., collusion) with another student or group of students in completing assessment task (incl. examination)</th>
<th>No impropriety</th>
<th>Further development</th>
<th>Plagiarism</th>
<th>Academic dishonesty</th>
<th>Potential misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence of illegitimate cooperation is obvious.</td>
<td></td>
<td></td>
<td>Systematic and/or sophisticated attempt to conceal extent of cooperation, which may span multiple units of study.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any stage of candidature.</td>
<td></td>
<td></td>
<td>Multiple findings of academic dishonesty on record.</td>
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<tr>
<td></td>
<td>May or may not have prior findings and/or formal development requirements on record.</td>
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<td>Systematic and/or sophisticated attempt to conceal extent of cooperation, which may span multiple units of study.</td>
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<td></td>
<td>Multiple findings of academic dishonesty on record.</td>
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<tr>
<td>Indicative outcome</td>
<td>No prior finding of academic dishonesty: (a) Fail item of low weighted assessment (0%) (b) Submit alternative work for moderate to highly weighted assessment with specified maximum mark of 50%.</td>
<td></td>
<td></td>
<td>Refer to Registrar</td>
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<td></td>
<td>Prior finding: Fail unit of study (0% - 49%)</td>
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<td></td>
<td>Further development activity (can incl. Academic Honesty Education Module)</td>
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<tr>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
<td>Academic dishonesty</td>
<td>Potential misconduct</td>
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<td>Submitting work for assessment that has been completed by, or with contribution from, another person</td>
<td></td>
<td>• The work contains a low to moderate amount of material plagiarised or paraphrased from the work of another student of the University, but which is counterbalanced by sufficient evidence of substantial contribution of original content by the student submitting the work.</td>
<td>• Refer to Registrar</td>
<td>• Submitting work for assessment that has been completed by, or with contribution from, another person (incl. from essay mills, sharing sites, or other third-party sources).</td>
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<tr>
<td>Indicative outcome</td>
<td></td>
<td>• Fail for item of low weighted assessment (0%)</td>
<td>★ Submit alternative work for moderate to highly weighted assessment with specified maximum mark of 50%</td>
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<td></td>
<td>• Further development activity (can incl. Academic Honesty Education Module)</td>
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<tr>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
<td>Academic dishonesty</td>
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<tr>
<td>Engaging another person to complete or contribute to an assessment</td>
<td>• Engaging another person to complete or contribute to an assessment (includes impersonation at examinations).</td>
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<tr>
<td>Indicative outcome</td>
<td>Refer to Registrar</td>
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<tr>
<td>Accepting an engagement from another student to complete or contribute to an</td>
<td>• Accepting an engagement from another student to complete or contribute to an</td>
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<td>assessment</td>
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<td>Indicative outcome</td>
<td>Refer to Registrar</td>
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<tr>
<td>Forbidden material in examinations (incl. textbooks, notes, calculators or</td>
<td>• Possession of materials is inadvertent and/or the result of examination conditions</td>
<td>• Rudimentary attempt to conceal materials, with no attempt to surrender</td>
<td>• Sophisticated attempt to conceal materials, including by hiding outside of venue</td>
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<td>computers)</td>
<td>(e.g., venue type), with materials surrendered voluntarily prior to start of</td>
<td>voluntarily prior to start of examination.</td>
<td>(e.g., in bathroom), with no attempt to surrender voluntarily prior to start of</td>
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<td></td>
<td>examination or immediately upon discovery by student.</td>
<td>• Any stage of candidature.</td>
<td>examination.</td>
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<td></td>
<td>• Any stage of candidature.</td>
<td>• No prior examination incidents on record.</td>
<td>• Multiple findings of academic dishonesty</td>
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<td></td>
<td>• No prior examination incidents on record.</td>
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<tr>
<td>Indicative outcome</td>
<td>• No penalty</td>
<td>• Academic Honesty Education Module</td>
<td>Refer to Registrar</td>
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<tr>
<td></td>
<td>• Warning as appropriate</td>
<td>• Sit supplementary examination.</td>
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<td></td>
<td></td>
<td>• Specified maximum mark of 50%.</td>
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<tr>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
<td>Academic dishonesty</td>
<td>Potential misconduct</td>
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<tr>
<td>Copying (or attempt to copy or read from) another student during an examination</td>
<td></td>
<td>• Any stage of candidature.</td>
<td>• Sophisticated or coordinated attempt to copy.</td>
<td>• Multiple findings of academic dishonesty</td>
<td></td>
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<tr>
<td>Indicative outcome (copying during an examination)</td>
<td></td>
<td>• Academic Honesty Education Module</td>
<td></td>
<td>Refer to Registrar</td>
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</tr>
<tr>
<td>Communicating (or attempt to communicate) with another student during an examination</td>
<td>• Communication non-verbal and incidental (e.g., dropped pen).</td>
<td>• Any stage of candidature.</td>
<td>• No prior examination incidents on record.</td>
<td>Multiple instances of academic dishonesty</td>
<td></td>
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<tr>
<td>Indicative outcome</td>
<td>• No penalty.</td>
<td>• Academic Honesty Education Module</td>
<td></td>
<td>Refer to Registrar</td>
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<tr>
<td>Consulting (or attempt to consult) another person outside examination venue without permission</td>
<td></td>
<td>• Any stage of candidature.</td>
<td>• No prior examination incidents on record.</td>
<td>Multiple instances of academic dishonesty</td>
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<tr>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
<td>Academic dishonesty</td>
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<tr>
<td>Possession or inappropriate use of communication device within or outside exam.</td>
<td>• Earlyest stages of candidature.</td>
<td>• Earliest stages of candidature. No prior examination incidents on record.</td>
<td>• Multiple instances of academic dishonesty</td>
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<tr>
<td>examination venue</td>
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<tr>
<td>Indicative outcome</td>
<td>• Academic Honesty Education Module</td>
<td>• Sit supplementary examination</td>
<td>• Refer to Registrar</td>
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<td></td>
<td>• Specified maximum mark of 50%</td>
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<td>Removal (or attempt to remove) confidential examination from venue</td>
<td>• Removal of materials is inadvertent or result of examination conditions (e.g., open book exam; venue type), with materials surrendered voluntarily at first available opportunity.</td>
<td>• Any stage of candidature. May or may not have prior examination incidents on record.</td>
<td>• Multiple instances of academic dishonesty</td>
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<td></td>
<td>• Any stage of candidature.</td>
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<tr>
<td>Indicative outcome</td>
<td>• No penalty</td>
<td>• Academic Honesty Education Module</td>
<td>• Refer to Registrar</td>
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<td></td>
<td>• Warning as appropriate</td>
<td>• No penalty</td>
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<tr>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
<td>Academic dishonesty</td>
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<tr>
<td>Breach of rules, codes or policies other than the Academic Honesty in Coursework Policy 2015 (see note below)</td>
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<td>• Breach of other rules, codes or policies, including but not limited to:</td>
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<td>(a) misuse of University’s ICT resources and intellectual property</td>
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<td>(b) promoting or advertising commercial cheating service</td>
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<td>(c) facilitating misuse of University resources or property by a third party</td>
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<td>(incl. ICT resources, IP or venues)</td>
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<tr>
<td>Indicative outcome</td>
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<td>• Refer to Registrar</td>
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<tr>
<td><strong>Note:</strong> Where an Educational Integrity Coordinator or nominated academic detects a potential breach of rules, codes or policies other than the Academic Honesty in Coursework Policy 2015, the potential breach should be referred to the Registrar for investigation under the University of Sydney (Student Discipline) Rule 2016 on grounds of personal, rather than academic, misconduct. While such breaches may be associated with an allegation of academic dishonesty or academic misconduct, their investigation and determination is beyond the scope of the policy and procedures.</td>
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</tbody>
</table>
NOTES

Educational Integrity Decision-Making and Penalty Guidelines 2018

Date adopted: [This is the date on which the guidelines are formally signed]

Date registered: [This is inserted by the Policy Management Unit, not all guidelines are registered on the Policy Register, this can be removed where they are hosted on a different website]

Date commenced: [This is the date on which the guidelines will commence, suggest at least two weeks from date of adoption/approval, consider if dates need to align with other documents]

Administrator: Office of Educational Integrity on behalf of the Deputy Vice-Chancellor (Education)

Review date: [This date must be no more than 5 years from the date of commencement.]

Related documents: 

- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)
- University of Sydney (Student Discipline) Rule 2016

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Rachel Symons, Senior Policy and Projects Officer, Office of DVC (Education)</th>
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</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Prof Pip Pattison, DVC (Education)</td>
</tr>
<tr>
<td></td>
<td>Prof Ross Coleman, Director, Graduate Research</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendments to the <a href="#">Student Placement and Project Policy 2015</a> and a new procedures document: <a href="#">Higher Degree by Research Internships Procedures 2018</a></td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek approval from the Academic Standards and Policy Committee for changes to the existing <a href="#">Student Placement and Project Policy 2015</a> to include HDR Internships and the creation of a new set of procedures relating to HDR Internships.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee recommend that the Academic Board:

1) approve changes to the [Student Placement and Project Policy 2015](#) to include clauses relating to higher degree by research internships; and

2) approve the new procedures document [Higher Degree by Research Internships Procedures](#).

EXECUTIVE SUMMARY

Currently internships for HDR students are occurring across the University with no concomitant governance structure. The HDR Engagement Strategy included initiatives relating to the HDR internships, specifically the development of policy documents. After consultation with the University Policy Manager, the decision was made to incorporate HDR internships into the existing [Student Placement and Project Policy 2015](#), and simultaneously to develop [HDR Internships Procedures](#).

BACKGROUND / CONTEXT

Internships are available across the University to students enrolled in undergraduate degrees, postgraduate coursework degrees, and higher degrees by research. Probably the fewest are offered to HDR students, as opportunities are mostly offered as units of study, which have historically not been a part of HDR degrees. Internships on offer tend to be between four weeks to twelve months in duration, with the majority less than twelve weeks long. Partners who currently offer internships to our students include businesses, social enterprises and government agencies, who offer various types of internships, including international industry internships, legal clerkships and industry mentoring. While HDR students are welcome to undertake internships with the agreement of their supervisor, and would welcome the opportunity to do so, there is no current reporting or recording of the activities that a student completes outside of their PhD. It is also worth noting that reporting on internships for HDR students will be the only measure of HDR engagement activity during 2018. - [Increasing engagement opportunities for HDR students](#) December 2017.

Currently, internships as part of HDR candidatures are occurring across the university without a governance structure, feedback, or record of what activities are completed by the student. In addition, the Commonwealth has indicated its intention to capture data about how HDR students are engaging with end-users of research through the introduction of a new HEIMS data element (593). Therefore, it is recommended that the University develop mechanisms to both promote internship opportunities for HDR students and capture
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information about how students are engaging with industry while undertaking internships. - HDR Internships Working Party report 2017.

The HDR Engagement Strategy recommended addressing the issue of governance of HDR internships referred to in the HDR Internships Working Party Report 2017 by drafting policy documents which would relate to HDR Internships. After consultation with the University Policy Manager, Kerrie Henderson, it was decided that this was best resolved by the inclusion of clauses relating to HDR internships in the existing Student Placement and Project Policy 2015 and the creation of a new procedures document specific to HDR Internships. There are currently no policy documents covering HDR internships. Whilst the existing Student Placement and Project Policy 2015 covers student placements, it does not cover matters which are specific to HDR internships. There are also no current procedures documents for either placements or internships.

FOR CONSIDERATION

The following changes to the Student Placement and Project Policy 2015 are put forward for consideration by the committee:

- Separation into four parts: Preliminary, Interpretation, Coursework Students, and HDR Internships
- New definitions included in clause 6: academic supervisor, HDR, HDR award course, HDR internship coordinator, HDR internship administrator, internship, internship provider.
- Inclusion of Part Four: HDR Internships

The HDR Internships Procedures cover the administrative aspects of an internship and set out responsibilities for the governance of an internship. Together with the changes to the Student Placement and Project Policy 2015, the two documents comprehensively cover the governance of HDR internships.

CONSULTATION

Kerrie Henderson, University Policy Manager, Office of General Counsel
Prof Richard Miles, Pro-Vice Chancellor (Education – Enterprise and Engagement)
Assoc Prof Eric Knight, Pro-Vice Chancellor (Research – Enterprise and Engagement)
Dr Andrew Tindall, Director, Commercial Development and Industry Partnerships

ATTACHMENTS

Attachment 1: Student Placement and Project Policy 2015
Attachment 2: HDR Internships Procedures 2018
STUDENT PLACEMENT AND PROJECTS POLICY 2015

The Deputy Vice-Chancellor (Education) as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 10 December 2015

Last amended: 10 August 2018 (administrative amendment only)

Signature:

Name: Professor Philippa Pattison

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PART ONE: PRELIMINARY

1 Name of policy

This is the Student Placement and Projects Policy 2015.

2 Commencement

This policy commences on 1 January 2016.
3 **Policy is binding**

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

4 **Statement of intent**

This policy:

(a) provides for students to be properly supported while undertaking professional placements, internships, or projects; and

(b) sets out the University's requirements for the development and management of such placement, internships, and project programs.

5 **Application**

(1) Parts One and Two apply to all placements, internships and projects undertaken as part of an award course.

(2) Part Three applies to placements and projects undertaken by students as a required part of a coursework award course.

(3) Part Four applies to internships undertaken by students during a higher degree by research award course.

(4) This policy does not apply to other placements, internships or projects, but may be used as a guide to practice in relation to them.

**PART TWO: INTERPRETATION**

6 **Definitions**

- **academic supervisor** means the academic staff member responsible for the academic supervision of HDR students undertaking an internship.

  **Note:** See clause 16(3).

- **coursework award course** has the meaning given in the [University of Sydney (Coursework) Rule 2014](#), which at the date of this policy is:

  a course approved by the Senate, on the recommendation of Academic Board, that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, graduate certificates, graduate diplomas and those master's degrees that comprise less than 66% research are coursework award courses.
delegate means an officer, employee or committee of the University to whom Senate has made a delegation of authority.

Note: See University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 and University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

faculty means a faculty or University school or, where applicable, a board of studies.

HDR means higher degree by research.

HDR award course means higher degree by research award course, which will usually be Doctor of Philosophy or Master’s by research, subject to University of Sydney (Higher Degree by Research) Rule 2011.

HDR internship coordinator means a member of academic staff with responsibilities as set out in Part 4 of this policy.

HDR internship administration officer means a professional staff member in the Office of the Deputy Vice-Chancellor (Education), or within a faculty or University school responsible for administering HDR internships.

placement coordinator means a member of staff of a faculty with responsibilities as set out in this policy. The placement coordinator may be the unit of study coordinator.

placement provider means an individual or organisation with whom a student is undertaking a placement under this policy.

placement supervisor means the placement provider (if an individual) or an employee of the placement provider who is responsible for the work-based supervision of a student on placement. The University may also employ supervisors who visit the workplace. In this policy the placement supervisor refers to the person employed by the placement provider.
project means a problem-based learning experience built around any of researching, proposing or implementing solutions to a real world case study, presented by a project partner. A project may be undertaken individually or by a group, and may or may not require work to be undertaken at sites other than the University.

project co-ordinator means a member of staff of a faculty with responsibilities as set out in this policy. The project co-ordinator may be the unit of study coordinator.

project partner means the person or organisation presenting a case study which forms the basis for a project. A project partner may be internal or external to the University.

PART THREE: COURSEWORK STUDENTS

7 Principles

(1) Placements and projects are intended to provide students with authentic experiential learning.

(2) In order to maximise their learning, students working on a placement should:

(a) be given a clear explanation of the professional and academic expectations and learning outcomes of the placement;

(b) have access to quality supervision;

(c) be given work related responsibilities relevant to the intended learning outcomes; and

(d) have structured opportunities for critical reflection.

(3) In order to maximise their learning, students working on a project should:

(a) be given a clear explanation of the professional and academic expectations and learning outcomes of the project;

(b) have access to quality preparation for the learning experience;

(c) have access to quality guidance and advice, including in the resolution of any actual or perceived barriers to progress; and

(d) have access to structured opportunities for critical reflection.

(4) The requirements for assessment of a placement or a project must be set out in the unit of study outline.

(a) The final assessment mark for each student on placement or undertaking a project must be determined by the relevant member of the faculty’s academic staff, consistently with the requirements of the Coursework Policy 2014 and the Assessment Procedures 2011.

(b) As from 31 December 2018, each student involved in group work on placement or in a project must be assessed according to their individual achievement of the learning outcomes and graduate qualities.
(i) Assessment may include consideration of contributions to effective group functioning and communication in intercultural and interdisciplinary settings.

Note: See subclause 15(3). For each student placement or project there must be an identified placement or project co-ordinator.

(5) The relevant unit of study co-ordinator or agreement sponsor must register a copy of the final version of each agreement to which this policy applies in the University contract register, maintained by Archives and Records Management.

Note: See Educational Services Agreements Policy 2017

8 Engagement with placement providers and project partners

(1) Placement co-ordinators are responsible for informing placement providers of the objectives and learning outcomes, including the attendance requirements, of the placement.

(2) Placement and project co-ordinators are responsible for establishing appropriate plans for managing any conflict of interests which may arise from any pre-existing relationships between the placement provider or project partner (or relevant member of the their staff) and any proposed student participant.

Note: The details of any such plan will depend on the particular circumstances of each case. If no appropriate plan can be developed, the student should be placed with another placement provider or project partner.

9 Placement and project agreements with external parties

(1) Students must not be assigned to a placement provider or to a project with an external project partner without an overarching written agreement between the University and the external party which sets out:

(a) the responsibilities of each of the University and the external party;

(b) the insurance requirements for each of the University and the external party;

(c) the level of supervision which will be provided to participating students; and

(d) the applicable intellectual property, confidentiality and privacy obligations.

Note: The intent of placement and project agreements is that the University should have a clear, documented agreement with each provider of student placements or projects. This does not mean a separate agreement for each student, or necessarily each cohort, but a document to which each party has formally agreed which sets out the terms of the relationship.

(2) Placement and project co-ordinators are responsible for ensuring placement providers and project partners are aware of any reasonable adjustments agreed between the University and the placement provider or project partner to accommodate a student with a disability.

Note: The University will only be able to make or agree to any such adjustments if the student has disclosed the disability and consented to the release of necessary information to the placement provider or project partner. See clause 13 of this policy.

(3) Before approving an agreement between the University and a placement provider or project partner, the relevant delegate must consider:
(a) the placement provider’s or project partner’s ability to meet the objectives of placements or projects, as applicable;
(b) the appropriateness of the learning environment and the proposed learning experience; and
(c) compliance with:
   (i) the Educational Services Agreements Policy 2017; and
   (ii) the Higher Education Standards Framework.

10 Projects with internal parties

(1) The terms of a project with an internal project partner must be recorded in writing and retained in a University file by the project co-ordinator.
   Note: See the Recordkeeping Policy 2017 and Recordkeeping Manual.

(2) Students should not be assigned to a project with an internal partner until the following have been agreed between the project co-ordinator and the internal project partner, and recorded:
   (a) the responsibilities of each of the project co-ordinator and the project partner;
   (b) the level of supervision which will be provided to participating students; and
   (c) the applicable intellectual property, confidentiality and privacy obligations.

11 Communication with students prior to placement or project

(1) Placement and project co-ordinators must inform students of the following before the student commences a placement or project:
   (a) the objectives of the placement or project, including:
      (i) learning outcomes;
      (ii) assessment requirements; and
      (iii) attendance requirements;
   (b) how to apply for special consideration or special arrangements in relation to the placement or project;
      Note: See Coursework Policy 2014 and Assessment Procedures 2011.
   (c) what other University policies or procedures apply to a particular placement or project;
      Note: For example, the Travel Policy 2018 and Travel Procedures 2018 will apply to international placements.
   (d) any obligations of confidentiality which will apply to them during or after the placement or project;
   (e) whom to contact in the faculty if the student should have any concerns while undertaking the placement or project, and how contact may be made; and
   (f) the circumstances under which a placement or project may be terminated by any of the placement supervisor, the project partner or the placement or project co-ordinator; and
(g) the circumstances under which a student would be considered to have failed any assessment relating to the placement or project.

Note: Requirements to complete placements or projects are specified in the relevant course resolutions.

(2) If a placement or project is terminated early for reasons beyond a student’s control, the placement or project co-ordinator, or the unit of study co-ordinator, must:

(a) arrange for the student to be assessed on the basis of the completed component; and

(b) inform the student as soon as possible of any remaining requirements to be met in order to complete the placement or project requirement of their course.

(i) If a placement or project is terminated because the placement provider, project partner or facilities provided are determined to be unsuitable, the relevant co-ordinator must work with the student to provide options for the student to meet the placement or project requirements of their course without penalty.

(3) Placement or project co-ordinators must request from students details of any pre-existing relationships between the placement provider or project partner (or relevant member of their staff) and any student proposed for placement or project with that provider.

(4) Faculties should develop and register local provisions setting out any requirements for placements in addition to those specified in University policy and procedures.

Note: All University policies and procedures, and registered local provisions, are available from the Policy Register.

12 Communication with students while undertaking placement or project

(1) Placement or project co-ordinators must establish and maintain mechanisms for communication between the faculty and students on placement or undertaking a project, including in relation to:

(a) the quality of the experience;

(b) the student’s progress; and

(c) potential or actual problems.

(2) Communication mechanisms must be available to students at all times while on placement or while undertaking a project.

13 Work health and safety

(1) Placement, project and unit of study co-ordinators must:

(a) take all reasonable steps to identify and record where students are undertaking placements or projects at any given time;

(b) for placements or projects where work is undertaken on non-University premises:

(i) inform placement providers or project partners of the requirement to provide a work health and safety induction to all participating students;
(ii) notify placement providers or project partners that the placement or project co-ordinator needs to be informed of any work health or safety concern;

(iii) inform students of relevant work health and safety issues before they commence the placement or project; and

(c) notify students of the contact details for relevant faculty staff who should be informed of any work health or safety concern during a placement or project.

(2) Placement and project co-ordinators are responsible for recording reported work health and safety incidents occurring during placements or projects on the University’s work health and safety reporting system, Riskware.

(3) Placement and project co-ordinators must request students to disclose health issues that have a work health and safety significance for placement before commencing a placement or project, so that student safety can be optimised.


14 Feedback after placements and projects

(1) Placement, project and unit of study co-ordinators must establish and maintain robust mechanisms to obtain feedback from:

(a) students, particularly in relation to:
   (i) the quality of the supervision;
   (ii) their level of preparedness for the placement or project; and
   (iii) the overall value of the placement or project as a learning experience; and

(b) placement providers and project partners, particularly in relation to:
   (i) the educational design of the placement or project;
   (ii) the preparedness of students on placement or project; and
   (iii) the performance of students during the placement or project.

15 Transitional provisions

(1) Faculties are required to achieve compliance with the requirements of this policy by 1 January 2017.

(2) In particular, by 1 January 2017 each faculty must:

   (a) develop and register appropriate local provisions for implementation of this policy in the faculty’s circumstances; and

   (b) develop and be ready to implement standard template agreements for student placements.

(3) Subclause 7(4)(b) commences on 31 December 2018.
PART FOUR: HDR INTERNSHIPS

16 Principles

(1) Internships are intended to provide HDR students with an authentic research training experience.
   (a) They do not form part of a research project but are a discrete and separate activity.

(2) In order to maximise their research training, students working on an HDR internship should:
   (a) be given a clear explanation of the professional and academic expectations, learning outcomes, and career development opportunities of the internship;
   (b) have access to quality supervision from staff within the internship provider;
   (c) be given work related responsibilities relevant to the intended learning outcomes; and
   (d) have structured opportunities for critical reflection.

(3) Students undertaking internships will be supervised during their internship by the internship by the HDR internship coordinator rather than their usual supervisor.

(4) Before applying to undertake an internship, an HDR student must:
   (a) obtain their usual supervisor’s permission for time taken away from their research;
   (b) discuss with their usual supervisor the learning outcomes and career development opportunities presented by the internship.

(5) HDR students undertaking internships must be enrolled as part–time students for the duration of their internship.
   Note: Enrolment is a prerequisite for insurance coverage.

(6) Students are not required to undertake work on their research if the internship provider requires full time attendance, but the learning outcomes and career development opportunities of the internship must be added to the student’s progress plan.
   Note: See Progress Planning and Review for Higher Degree by Research Students Policy 2015 and Progress Planning and Review for Higher Degree by Research Students Procedures 2015.

(7) The HDR internship coordinator, or the HDR internship administration officer, must register a final version of each agreement to which this policy applies in the University contract register, maintained by Archives and Records Management.
   Note: See: Educational Services Agreement Policy 2017
Engagement with internship providers

(1) The HDR internship coordinator is responsible for informing internship providers of the objectives, learning outcomes, career development opportunities and attendance requirements of the internship.

(2) The HDR internship coordinator is responsible for establishing appropriate plans for managing any conflict of interests which may arise from any pre-existing relationships with the internship provider (or relevant member of their staff) and any proposed student participant.

Note: The details of any such plan will depend on the particular circumstances of each case. If no appropriate plan can be developed, the student should be placed with another internship provider.

HDR internship agreements with external parties

(1) Students must not be assigned to an internship provider without an overarching written agreement between the University and the external party which sets out:
   (a) the responsibilities of each of the University and the external party;
   (b) the insurance requirements for each of the University and the external party;
   (c) the level of supervision which will be provided to participating students;
   (d) the applicable intellectual property, confidentiality and privacy obligations;
   (e) an acknowledgement that the work undertaken during the internship will not form part of the student's thesis.

Note: See the Intellectual Property Policy 2016 which provides that students own the intellectual property in their own work unless there is specific agreement to the contrary.

(2) and any processes for managing conflicts of interests.

Note: The intent of student internship agreements is that the University should have a clear, documented agreement with each provider of internships for HDR students. This does not mean a separate agreement for each student but a document to which each party has formally agreed which sets out the terms of the relationship.

(2) The HDR internship coordinator is responsible for ensuring that internship providers are aware of any reasonable adjustments agreed between the University and the internship provider to accommodate a student with a disability.

Note: The University will only be able to make or agree to any such adjustments if the student has disclosed the disability and consented to the release of necessary information to the internship provider. See clause 20 of this policy.

(3) Before approving an agreement between the University and an internship provider, the relevant delegate must consider:
   (a) the internship provider’s ability to meet the objectives of such internships, as applicable;
   (b) the appropriateness of the learning environment and the proposed research training experience; and
   (c) compliance with:
      (i) the Educational Services Agreements Policy 2017; and
      (ii) the Higher Education Standards Framework.
19 Communication with students prior to internships

(1) The HDR internship coordinator must inform students of the following before the student commences an internship:
   (a) the objectives of the internship, including:
       (i) learning outcomes and career development opportunities; and
       (ii) attendance requirements;
   (b) what other policies or procedures apply to a particular internship;
   (c) any obligations of confidentiality which will apply to them during or after the internship;
   (d) whom to contact in the University if the student should have any concerns while undertaking the internship, and how contact may be made; and
   (e) the circumstances under which an internship may be terminated by the internship supervisor or the HDR internship coordinator.

(2) The HDR internship coordinator must request from students details of any pre-existing relationships between the internship providers (or relevant member of their staff) and any student proposed for internship with that institution.

Note: See External Interests Policy 2010 and External Interests Guidelines

20 Communication with students while undertaking internships

(1) The HDR internship coordinator must establish and maintain mechanisms for communication between the University and students on internship, including in relation to:
   (a) the quality of the experience;
   (b) the student’s progress; and
   (c) potential or actual problems.

(2) Communication mechanisms must be available to students at all times while on internship.

21 Work health and safety

(1) The HDR internship coordinator must:
   (a) take all reasonable steps to identify and record where students are undertaking internships at any given time;
   (b) for internships where work is undertaken on non-University premises:
       (i) inform internship providers of the requirement to provide a work health and safety induction to all participating students;
       (ii) notify internship providers that the HDR internship coordinator needs to be informed of any work health or safety concern;
       (iii) inform students of relevant work health and safety issues before they commence the internship; and
   (c) notify students of the contact details for relevant University staff who should be informed of any work health or safety concern during an internship.
The HDR internship coordinator is responsible for recording work health and safety incidents occurring during internships on the University’s work health and safety reporting system, Riskware.

The HDR internship coordinator must request students to disclose any health issues that may have a work health and safety significance for internships before commencing an internship, so that student safety can be optimised.


22 Feedback after internships

(1) The HDR internship coordinator must establish and maintain robust mechanisms to obtain feedback from:

(a) students, particularly in relation to:
   (i) the quality of supervision;
   (ii) the level of preparedness for the internship;
   (iii) the overall value of the placement as a research training experience.

(b) internship providers, particularly in relation to:
   (i) the educational design of the internship;
   (ii) the preparedness of students for the internship; and
   (iii) the performance of students during the internship.

23 Commencement of this part

(1) This part of the Policy commences on [date to be inserted]

NOTES

Student Placement and Projects Policy 2015

Date adopted: 10 December 2015
Date commenced: 1 January 2016
Date amended: 10 August 2018
Date amendment commenced: 1 January 2018
Administrator: Deputy Vice-Chancellor (Education)
Review date: 10 December 2020
Rescinded documents:
Related documents:

Fair Work Act 2009 (Cth)
Health Records and Information Privacy Act 2002 (NSW)
Privacy and Personal Information Protection Act 1998 (NSW)
Work Health and Safety Act 2011 (NSW)

University of Sydney (Coursework) Rule 2014

University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016

University of Sydney (Higher Degree by Research) Rule 2011 (as amended)

Coursework Policy 2014

Educational Services Agreements Policy 2017

Essential Resources for Higher Degree by Research Students Policy 2016

External Interests Policy 2010

Intellectual Property Policy 2016

Privacy Policy 2017

Supervision of Higher Degree by Research Students Policy 2013

Privacy Procedures 2018

Travel Policy 2017

Travel Procedures 2018

Recordkeeping Policy 2017

Recordkeeping Manual

Assessment Procedures 2011

Higher Degree by Research Internships Procedures

External Interests Guidelines

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AMENDMENT HISTORY

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<td>Update references and links to Privacy Policy 2017, Privacy Procedures 2018 and Recordkeeping Policy 2017</td>
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Notes


TO BE ADDED AFTER CONSULTATION
HIGHER DEGREE BY RESEARCH INTERNSHIPS PROCEDURES 2018

Issued by: Deputy Vice-Chancellor (Education)
Dated: [insert date the final document is approved/signed]
Last amended:
Signature: Prof Philippa Pattison

1 Purpose and application

(1) These procedures are to give effect to Part Four of the Student Placement and Project Policy 2015 (“the policy”).
(2) These procedures apply to:
   (a) staff; and
   (b) higher degree by research students.
(3) These procedures apply to all higher degree by research internships organised by the University. They do not apply to internships organised by external organisations.

2 Commencement

These procedures commence on [date].

3 Interpretation

(1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.

Note: See clause 6 of the Student Placement and Project Policy 2015

Dean means the Dean of a faculty or the Head of School and Dean of a University School
information package means a written document setting out all the information required by clause 10.
internship program means a program undertaken by HDR students while working in industry on discrete projects that differ from their own research questions
interpretation

- internship schedule means a schedule in the format specified for the relevant SIA, which provides details of each placed student, as required by clause 8.
- letter of intent means an agreement between the University and an individual or organisation arranging internships for HDR students by acting as a broker for client organisations who are potential internship providers.
  
  **Note:** See clause 6.
- post-internship forum means a forum organised after completion of an internship as required by clause 12.
- pre-internship seminar means a seminar organised prior to commencement of an internship as required by clause 9 of these procedures.
- research period means a research period set by the University and published on its website.
  
  **Note:** Research periods are published at:
  
  `http://sydney.edu.au/study/study-dates.html`
- student internship agreement (SIA) means a written agreement between the University and an internship provider, relating to one or more students, as required by clause 7 of these procedures and clause 18 of the policy.
- supervisor means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in clause 14 of the *Supervision of Higher Degree by Research Students Policy 2013*.

**4 HDR internship process overview**

(1) Each internship program must follow the sequence specified in subclauses 4(2) to 4(25).

(2) For a new internship, the HDR internship coordinator will determine:

(a) the required learning outcomes, career development opportunities and the types of tasks necessary to achieve them;

(b) the type of external organisation which may provide internship opportunities (which may or may not be organisations which have an existing relationship with the University); and

(c) indicative timing and events necessary to select students for internships during the year.

  **Note:** Timing for internships will be determined by research periods.

(3) For a new or existing internship program, the HDR internship coordinator will contact potential internship providers and arrange for discussions, in which the relevant HDR internship administration officer may also participate.

  **Note:** These discussions may take place with individual internship providers and or with a broker organisation acting on behalf of a number of potential internship providers.
(4) For new internship providers, the HDR internship administration officer and the HDR internship coordinator will arrange for a new SIA to be negotiated and executed.

(5) If a broker is arranging the internships on behalf of client organisations, the HDR internship coordinator and the HDR internship administration officer will also arrange for a letter of intent to be negotiated and executed.

(6) For organisations with whom a current SIA exists, the HDR internship administration officer will confirm the duration of the SIA with the HDR internship coordinator.

(7) Internships will be advertised to all HDR students through existing University communication channels, including but not limited to:
   (a) HDR Administration Centre communication lists;
   (b) faculty and University school Associate Deans (Research Education) or equivalents;
   (c) student news publications; and
   (d) other relevant means.

(8) The HDR internship coordinator will ask for expressions of interest from students.

(9) The HDR internship coordinator will:
   (a) request all necessary information from each student; and
   (b) select appropriate students for each internship program on the basis of the expressions of interest received.

(10) Selected students must meet with their supervisor to:
   (a) discuss the possibility of undertaking an internship during their candidature; and
   (b) obtain approval to undertake the internship.

(11) If the supervisor declines approval, the student may request that the relevant postgraduate coordinator review and, if thought appropriate, grant the approval.

(12) If approval is not given by the supervisor or the postgraduate coordinator, then the student must inform the HDR internship coordinator immediately so that:
   (a) another student can be offered a place; and
   (b) the internship provider can be informed.

(13) Selected students will provide the HDR internship coordinator with the information specified in clause 5.

(14) If there are more applicants for a particular internship provider than available internships, the HDR internship coordinator will:
   (a) request permission from the students to pass their information to the internship provider; and
   (b) the internship provider will make a final selection from those students who have agreed to provide their information.

(15) Once the internship provider has selected the students, they will pass the names to the HDR internship coordinator and the HDR internship administration officer.

(16) The HDR internship coordinator will ask selected students for permission to provide the internship provider with their contact details.
(17) As required, the HDR internship coordinator or the HDR internship administration officer will liaise with relevant University professional services units about:

(a) intellectual property arrangements;
(b) insurance coverage;
(c) scholarships (if applicable);
(d) student internship agreements;
(e) letters of intent (if applicable); and
(f) any other relevant matters.

(18) Before commencing the internship each student must complete a deed poll assigning their intellectual property to the University for the duration of the internship.

**Note:** see clause 8 of the *Intellectual Property Policy 2016*

(19) The HDR internship coordinator and the HDR internship administration officer will hold a pre-internship seminar for the selected students, and provide them each with an information package.

**Note:** If it is not possible to hold a pre-internship seminar, the HDR internship administration officer will send the information packages by email.

**Note:** See also clause 7(1) of these procedures for internships where a single student is placed with an internship provider.

(20) The HDR internship administration officer will complete an internship schedule for each student undertaking an internship.

(21) The HDR internship coordinator will inform the internship provider of the requirements for:

(a) each placed student to receive a work health and safety induction;
(b) informing the HDR internship coordinator of any work health or safety issues which arise during an internship; and
(c) providing any relevant workplace adjustments for particular students.

(22) The student will undertake the internship, monitored by the HDR internship coordinator.

(23) At the conclusion of the internship the student must complete, and return to the HDR internship administration officer, an evaluation form about their experiences before and during the internship.

(24) The HDR Internship coordinator will obtain written feedback from the internship provider, as required by the student internship agreement.

(25) The HDR internship coordinator and the HDR internship administration officer will arrange a post-internship forum to:

(a) obtain feedback from students and the internship provider; and
(b) provide members of the University HDR community with information about internships.
5 Information required from students

(1) Students providing expressions of interest for internships must:
   (a) provide them to the HDR internship coordinator; and
   (b) include details of:
       (i) field of research and or topic of thesis;
       (ii) faculty, school or discipline in which they are undertaking their candidature;
       (iii) name of current supervisor(s);
       (iv) year of candidature;
       (v) any scholarships or grants which they are currently receiving;
       (vi) any publications;
       (vii) predicted date of thesis submission, or date on which thesis was submitted; and
       (viii) reasons for applying for the internship.

(2) Students undertaking internships must inform the HDR internship coordinator of the following before commencing:
   (a) Full name and preferred given name;
   (b) student ID;
   (c) mobile phone number; and
   (d) email address.
   (e) any requirements relating to a disability;
   (f) any health issues which may have a work health and safety significance for the internship;
   (g) details of any pre-existing relationship between the student and the internship provider or any member of the internship provider’s staff, including board members.

Note: See External Interests Policy 2010 and External Interests Guidelines

6 Letters of intent

(1) The HDR internship coordinator must not take any steps toward placing students with internships providers sourced through a third party broker until a letter of intent between the University and the broker has been executed.

(2) The letter of intent must specify:
   (a) the objectives of the program;
   (b) the obligations of the parties;
   (c) the terms of the SIAs;
   (d) commencement date and term of the letter of intent;
   (e) confidentiality, privacy and personal information requirements;
   (f) publicity requirements, including conditions relating to the use of the parties’ logos, brands or other marketing material; and
(g) review and amendment requirements.

7 Student internship agreements (SIA)

(1) The HDR internship coordinator and the HDR internship administration officer must explain the nature and purpose of the internships to the internship provider as part of discussions about possible internships.

(2) The SIA must:
   (a) be in a form approved by the Office of General Counsel;
   (b) be signed:
      (i) on behalf of the University by the DVC (Education);
      (ii) on behalf of the internship provider, by an authorised representative;
   (c) specify an agreed term of years; and
   (d) address all matters required by the policy.

   Note: see clause 18 of the policy. Template agreements, and instructions for selecting and completing them are available from the HDR internship administration officer.

(3) If either party requires a variation from the University's standard form SIA, or the use of a different form of agreement, the HDR internship administration officer must obtain advice from the Office of General Counsel before any variation is agreed to.

(4) If any proposed variation is not agreed to by either party:
   (a) the internship will not proceed; and if possible, the student will be placed with another internship provider.

(5) Once an SIA has been signed by both parties, the HDR internship administration officer must:
   (a) register it with the University's Contract Register; and
   (b) arrange for a copy to be provided to the internship provider.

   Note: See University contract register.

8 Student internship schedules

(1) The HDR internship administration officer must complete a student internship schedule for each student undertaking an internship. If more than one student is being placed with an internship provider, a separate internship schedule must be completed for each student.

(2) The student internship schedule must be in the form specified in the SIA, and must be signed on behalf of each of the parties before the internship commences.

(3) The student internship schedule must specify:
   (a) the student’s name and address;
   (b) internship commencement and completion dates;
   (c) the address and contact details of the HDR internship administration officer;
   (d) the internship provider’s address;
   (e) contact details for the internship supervisor;
(f) details of the student’s current enrolment;
(g) the name of the student’s University supervisor, usually the HDR internship coordinator;
(h) any special conditions for the internship;
(i) details of any compliance documents and processes required by the internship provider.

9 Pre-internship seminars

(1) If a number of students are undertaking internships within one organisation or a group of related organisations (the HDR internship coordinator must arrange a pre-internship seminar for the students before the internships commence.

(a) If the internship is being undertaken by a single student with a single internship provider, the HDR internship coordinator will meet with the student to provide the information which would usually be provided in the pre-internship seminar.

(2) The purpose of the pre-internship seminar is to:

(a) inform students fully about the requirements and expectations associated with the internship; and
(b) provide students with the opportunity to:
   (i) inform the HDR internship coordinator of any requirements they may have in relation to their internship;
   (ii) clarify commitments and expectations of the internship;
   (iii) clarify conditions relating to the status of their supervision, thesis, research and intellectual property during the internship; and
   (iv) obtain responses from the HDR internship coordinator and or the HDR internship administration officer to any concerns.

(3) Pre-internship seminars must provide the following information to students:

(a) the learning outcomes and career development opportunities expected from the internship;
(b) the dates on which the internship commences and finishes;
(c) contact information for their supervisor at the internship provider;
(d) contact information for the HDR internship coordinator and HDR internship administration officer at the University;
(e) relevant work health and safety issues;
(f) details of insurance coverage during the internship;
(g) the student’s intellectual property rights and obligations; and
(h) other relevant information such as advice on workplace etiquette (including use of social media), confidentiality, and conflict of interests information.
10 Student information packages

(1) The HDR internship administration officer must provide each student undertaking an internship with a written information package relating specifically to the student’s internship.

(a) The information package must be provided at the pre-internship seminar, or by email if the student is unable to attend the seminar.

(2) The information package must contain the following information:

(a) the physical location of the internship;
(b) contact details for relevant staff within the University and the internship provider;
(c) information about the internship provider and the internship program, including learning outcomes and career development opportunities;
(d) details about the supervision arrangements at the University and at the internship provider;
(e) progression requirements during the internship, including any required mid-point and end of internship reviews;
(f) information relating to:
   (i) academic honesty;
   (ii) the University Code of Conduct for Students;
   (iii) the internships provider’s code of conduct or similar documents;
   (iv) confidentiality requirements;
   (v) conflict of interests requirements;
   (vi) intellectual property rights and requirements;
   (vii) compliance with University and internship provider policies;
   (viii) the bases upon which the internship may be terminated, and by whom;
   (ix) work health and safety requirements; and
   (x) obligations relating to research and the student’s thesis whilst undertaking an internship.

(g) an evaluation form to be completed at the end of the internship; and

(h) any other information relevant to the internship.

11 Monitoring internships

(1) The HDR internship coordinator must maintain regular contact with students on internship to monitor:

(a) the quality of the experience;
(b) the student’s progress; and
(c) any potential or actual problems with the internship.

(2) The HDR internship coordinator must:

(a) maintain a record of all contacts with students during internships; and
(b) report any work health and safety incidents that occur during an internship in the University’s Riskware system.

12 Feedback during and after internships

(1) The HDR internship coordinator must request feedback at the mid-point and end of the internship.

(2) In both instances, the HDR internship coordinator must:
   (a) contact students to review their progress; and
   (b) contact the student’s internship provider supervisor to seek feedback on the student’s progress.

(3) At the end of the internship, the student must complete an evaluation form and return it to the HDR internship administration officer.
   Note: An example of an evaluation form is at Schedule One

(4) At the end of the internship, the HDR internship coordinator must ask the internship provider to provide a written report addressing:
   (a) the student’s progress and achievements during the internship;
   (b) the experience of running an internship program for HDR students; and
   (c) any improvements that they think are necessary before participating in any future internship programs.

13 Post-internship forum

(1) The HDR internship coordinator and the HDR internship administration officer must organise a post-internship forum to be held in the month following the completion of each internship program.

(2) The purpose of the post-internship forum is to
   (a) share the experience of an internship from the point of view of:
      (i) students;
      (ii) internship providers; and
      (iii) relevant University staff; and
   (b) inform members of the higher degree by research community about the opportunities afforded by HDR internships.

(3) The following people should be invited to the post-internship forum:
   (a) all students who participated in the internship program;
   (b) internship providers, including staff who supervised students during the program;
   (c) the regular supervisors of students who participated in the internship program;
   (d) other HDR students;
   (e) academic staff from the faculties or University schools in which the students are normally enrolled;
(f) academic staff from any centres at which the student normally works or studies;

(g) members of the University Executive Research Education Committee;

(h) members of the University Executive Research Committee;

(i) members of the Academic Board Graduate Studies Committee;

(j) staff from relevant professional service units; and

(k) any other relevant members of the University community.

(4) If required, the forum will be streamed to other locations and campuses.

(5) The format for the forum will be decided by the HDR internship coordinator.

14 Roles and responsibilities

(1) The HDR internship coordinator is responsible for:

(a) familiarising themselves with the requirements of the policy and these procedures;

(b) contacting existing and or potential internship providers;

(c) arranging for any discussions with internship providers to include the HDR internship administration officer;

(d) ensuring that both the internship provider and students know and understand the learning outcomes and career development opportunities which will be provided during the internship;

(e) determining indicative timelines for the selection of students for internships during the year;

(f) liaising with the internship provider regarding the selection of students for internships;

(g) informing students that they should seek independent legal advice about

(i) intellectual property; and

(ii) any other legal issues relevant to their internship;

(h) advising the internship provider about requirements:

(i) for students to have a work health and safety induction;

(ii) promptly to inform the HDR internship coordinator of any issues arising during the internship;

(iii) for necessary workplace adjustments for particular students; and

(i) seeking feedback from students and the internship provider during and at the end of each internship program.

(2) During a student internship, the HDR internship coordinator is also responsible for:

(a) academic supervision of students on internships;

(b) maintaining regular contact with students to monitor:

(i) the quality of the experience;

(ii) the student's progress; and

(iii) any potential or actual problems with the internship.
(c) maintaining a record of contact with students during the internship;
(d) reporting any work health and safety issues in Riskware;
(e) noting any conflict of interests between the student and staff in the internship provider, including directors and board members.

(3) The HDR internship coordinator and the HDR internship administration officer are responsible for:
(a) arranging for completion of an SIA between the University and each internship provider; and
(b) organising pre-internship seminars for all students undertaking internships; and
(c) organising post-internship forums at the end of each internship program.

(4) The HDR internship administration officer is responsible for:
(a) familiarising themselves with the requirements of the policy and these procedures;
(b) where necessary, liaising with the Office of General Counsel about SIAs and proposed variations;
(c) liaising with relevant University professional services units about:
(i) intellectual property provisions during an internship;
(ii) any relevant scholarship arrangements; and
(iii) insurance for students while participating in an internship;
(d) confirming with the internship provider the appropriateness of the terms of a proposed SIA before it is entered into;
(e) forwarding a completed student internship schedule for each student to the relevant internship provider; and
(f) providing each student with a copy of their student internship schedule and information package before commencement of the internship; and
(g) providing each student with an evaluation form regarding the internship.

(5) Students are responsible for:
(a) providing the HDR internship coordinator with required information;
(b) discussing the internship opportunity with their supervisor or postgraduate coordinator:
   (i) prior to applying for an internship; and
   (ii) if accepted, prior to beginning the internship;
(c) seeking independent legal advice where appropriate;
(d) attending the pre-internship seminar;
(e) providing feedback about the internship through the evaluation form to the HDR internship administration officer; and
(f) attending the post-internship forum.
NOTES

Higher Degree by Research Internships Procedures 2018

Date adopted:

Date commenced:

Administrator: Director, Graduate Research

Review date: 2023

Rescinded documents:

Related documents:

University of Sydney (Higher Degree by Research) Rule 2011 (as amended)

External Interests Policy 2010

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

Intellectual Property Policy 2015

Student Placement, Internships and Project Policy 2015

Supervision of Higher Degree by Research Students Policy 2013

Progress Planning and Review of Higher Degree by Research Students Procedures 2015

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<th>Amendment</th>
<th>Commencing</th>
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</table>

Higher Degree by Research Internships Procedures 2018

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# Schedule One

## Evaluation form for higher degree by research interns

We are interested in hearing about your experience before and during the internship. Your information will help us in the provision of future internships.

This evaluation is in two parts: ratings against experience and outcomes; and a comments section. Please note that your name will not be used in any report on the program.

Name:

Internship provider:

Internship supervisor:

## 1 Rating your experience

Please rate each of the following items on a scale of 1 to 5

1 = Very unsatisfactory; 2 = Unsatisfactory; 3 = Neutral; 4 = Satisfactory; 5 = Excellent

<table>
<thead>
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<th>Item</th>
<th>1</th>
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<tbody>
<tr>
<td>Advertising of the internship program to students</td>
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<td>Selection process: University of Sydney</td>
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<td>Selection process: internship provider</td>
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<td>Preparedness for internship</td>
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<td>Induction at internship provider</td>
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<td>Supervision during internship: at internship provider</td>
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<td>Supervision during internship: by academic supervisor</td>
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<td>Work experience in the internship provider</td>
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<td>Exposure to commercial research and development</td>
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<td>Knowledge programs provided by internship provider/ broker</td>
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<td>Networking opportunities</td>
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<td>Career development opportunities</td>
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<td>Mid-point review</td>
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<td>Communication with University of Sydney during internship</td>
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## 2 Commenting on your experience

What were the best aspects of your experience?

What aspects of your experience could be improved and how?

Any other comments
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Prof. Ross Coleman, Director – Graduate Research</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Prof. Ross Coleman, Director – Graduate Research</td>
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<tr>
<td>Paper title</td>
<td>Research Training Program Scholarships Policy 2018</td>
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<tr>
<td>Purpose</td>
<td>In response to a request by the Department of Education and Training in the Commonwealth of Australia, the University has created a policy to govern the award and administration of scholarships awarded under the Research Training Programme. This policy is attached for noting.</td>
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</table>

RECOMMENDATIONS

That the Academic Standards & Policy Committee note the Academic Board’s approval to introduce the Research Training Program Scholarships Policy 2018, as presented.

EXECUTIVE SUMMARY

In 2016, the Commonwealth changed the Research Block Grants in line with the Watt Review\(^1\). This resulted in the replacement of the Research Training Scholarship scheme with scholarships awarded under the Research Training Programme (RTP). The RTP scheme required that participating institutions have a publically available policy to inform potential and actual scholarship recipients of the mechanisms for award and administration of the RTP scholarships. For various reasons, the University of Sydney included these in a separate policy (Student Recognition and Awards Policy 2017). The Department of Education and Training formally advised the University in 2017 that this was not appropriate and we should have a separate Research Training Scheme Policy. This was created in June of this year by extracting the RTP components and revising the previous policy accordingly. The new RTP policy has been sent to DET who have not provided any further commentary nor criticism.

The Committee is asked to note that due to the urgent need to introduce this policy for compliance purposes, the Academic Board approved the introduction of this policy at its meeting of 2 October 2018 on the recommendation of the Graduate Studies Committee. The policy is therefore presented to the Committee for noting.

ATTACHMENTS

Attachment 1:

RESEARCH TRAINING PROGRAM
SCHOLARSHIPS POLICY 2018

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

Dated: DRAFT ONLY

Last amended:

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 [date].

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.
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 means the Executive Dean 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 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 is:

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](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 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 clause 14 of the Supervision of Higher Degree by Research Students Policy 2013.

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.

8 RTP Fee Offset

(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 Stipend**

(1) Domestic students and international students must apply to be considered for an RTP Stipend.

(2) Applications for an RTP Stipend must be made by:
   (a) **for new students**, the student:
      (i) indicating that they wish to be considered for an RTP Stipend as part of the application for admission to their HDR course; and
      (ii) submitting research experience evidence through the relevant process specified on the [Scholarships Office website](#); or
   (b) **for current students**, completing the application form available on the [Scholarships Office website](#).

(3) RTP Stipends are awarded by a competitive process determined by the Academic Board consistently with the following principles.

   **Note:** Details of the process are available from the [Scholarships Office website](#).

   (a) Recipients will be selected on the bases of academic merit and research experience.

   (b) All applications will be assessed initially by the Scholarships Office and reviewed by the relevant 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.

   (c) The Scholarships Office, in consultation with the relevant faculty, may prioritise applicants based on:
      (i) 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; and
      (ii) whether the current course of study is the first that the applicant will complete at that level.

   (d) After assessment, the HDR Scholarships Subcommittee will consider all eligible applicants on the basis of the criteria in clause 9(3), and determine the number of offers to be made.
The RTP Stipend rate will be determined in accordance with clause 1.6.10 of the RTP Guidelines.

(a) 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.

(b) 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.

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

(d) If a recipient is approved to study on a part-time basis in accordance with clause 15 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.

10 RTP Allowance

(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 12 of this policy.

11 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.

12 Terms and conditions

(1) The Deputy Vice Chancellor (Registrar) 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 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 Student Recognition Awards Policy 2016.

13 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 – 36 months, 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;

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) – twelve research periods with a possible extension of one research period.

(d) An application for extension of scholarship must be made in writing to, and approved by, the student’s supervisor and the relevant Head of School or Head of Discipline.

(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.

14 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 advance 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.

15 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.

16 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(2) of this policy; and
   (b) the scholarship duration will be adjusted accordingly.

6. Maximum durations specified in clause 13 of this policy will apply.

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 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.
19 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.

20 Supervision and facilities

(1) Supervision of HDR students is governed by the *Supervision of Higher Degree by Research Students Policy 2013*.

Note: In particular, the responsibilities of supervisors are set out in clause 14 of the *Supervision of Higher Degree by Research Students Policy 2013*. 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 the *Essential Resources for Higher Degree by Research Students Policy 2016*.

21 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 13 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.

22 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”.

23 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 13;
(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.

   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 2013 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 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 23(1) by email to their University email address.

24 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.

25 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.

NOTES

Research Training Program Scholarships Policy 2018

Date adopted: [This is the date on which the policy is formally signed]

Date commenced: [This is the date on which the policy will commence, suggest at least two weeks from date of adoption/approval]

Administrator: Deputy Registrar

Review date: [Date 5 years from date of adoption]

Rescinded documents:

Related documents:

- Higher Education Support Act 2003 (Cth)
- Commonwealth Scholarships Guidelines (Research) 2017
- University of Sydney (Higher Degree by Research) Rule 2011
- Essential Resources for Higher Degree by Research Students Policy 2016
- Progress Planning and Review for Higher Degree by Research Students Policy 2015
- Student Recognition Awards Policy 2016
Supervision of Higher Degree by Research Students Policy 2013

Student Complaints Procedures 2015

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 5.1 RTP Scholarships Policy 2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Non-Confidential

Author | Peter Spolc, Manager, Student Affairs Unit
Reviewer/Approver | Associate Professor Peter McCallum, Director Education Strategy and Acting Registrar
Paper title | Annual Report of Student Misconduct, 2017
Purpose | This report for noting fulfils the requirements of clause 8.4 of the University of Sydney (Student Discipline) Rule 2016 as the Deputy Vice-Chancellor (Registrar)’s annual report to Senate on student discipline matters, and the misconduct reporting requirements under cl.76(3) of the Chapter 8 of the University of Sydney By-Law 1999 (as amended).

RECOMMENDATION
That the Academic Standards and Policy Committee consider and note this report for submission to Academic Board and the University Senate as fulfilment of the reporting requirement of clause 76(3) of the University of Sydney By-Law 1999 (as amended) and Clause 8.4 of the University of Sydney (Student Discipline) Rule 2016.

EXECUTIVE SUMMARY
This report fulfils the requirements for reporting of misconduct matters for the calendar year 2017 of both the University of Sydney By-Law 1999 (as amended) (‘the By-Law’) and University of Sydney (Student Discipline) Rule 2016 (‘the Rule’) which replaced the relevant chapter (Chapter 8) of the By-Law on 31 March 2017.

In 2017 a total of 224 misconduct matters were referred to the Student Affairs Unit in 2017. This represents more than a fourfold increase on figures for the previous year (52 cases). The increase can, in part, be explained by: (a) the creation of a new complaints portal in March 2017, (b) improvements in detecting academic dishonesty and the use of fraudulent documents.

The largest category of allegations (59.4% of allegations equating to 133 cases) related to fraud, category which includes a range of academic misconduct including fraudulent medical certificates, assignments, plagiarism as well as fraudulent documentation for admission. The next largest category was harassment (15.2% of allegations equating to 34 cases), followed by bullying (11.6% - 26 cases). Sexual or indecent assault and harassment accounted for 5.8% of cases (12 cases: 5 for sexual and indecent assault and 7 for sexual harassment). None of the five cases of sexual or indecent assault in 2017 resulted in a finding of misconduct.

Of the 224 misconduct matters, 109 resulted in a penalty, 5 were referred to other business units within the University and 110 resulted in no penalty.

The Student Affairs Unit implemented an online complaint portal and workflow system in March 2017 in conjunction with the commencement date for the Rule and is also implementing educational strategies.

BACKGROUND / CONTEXT
Prior to 31 March 2017, allegations of student misconduct were investigated in accordance with Chapter 8 of the University of Sydney By-Law 1999 (as amended) (‘the By-Law’). On 31 March 2017, Chapter 8 was excised from the By-law, and the University of Sydney (Student Discipline) Rule 2016 (‘the Rule’) was promulgated.
Chapter 8 of the By-law set out the procedures for resolving allegations of misconduct by students. Clause 76(3) required the Vice-Chancellor and any Proctorial Board to provide a report to the Senate and the Academic Board on all matters in which a penalty was imposed on a student following a finding of misconduct.

As a result of the Rule replacing the By-law, the foundation and processes for managing allegations of student misconduct and some aspects of the delegations and penalties changed. The Student Affairs Unit implemented a new complaint portal and workflow management system in March 2017 to coincide with the introduction of the Rule.

ISSUES

Student misconduct cases received in 2017

This report combines all student misconduct cases:
1. received between 1 January 2017 up to 31 March 2017 under the By-Law and
2. those received on or after 31 March 2017 under the Rule.

A total of 224 misconduct matters were referred to the Student Affairs Unit in 2017. Of these, 15 were dealt with under the By-Law, and the remaining 209 were dealt with under the Rule. Except where otherwise stated, this report documents the details surrounding all of the misconduct cases received between 1 January 2017 and 31 December 2017, including the 15 By-law cases received between January and March 2017 and all of those dealt with under the Rule.

The cases received in 2017 represent nearly a fourfold increase on cases in previous years. The number of cases where penalties were applied increased more than threefold, and the number of cases that did not proceed to investigation increased sixfold. Reasons for this include improved detection of academic dishonesty and misconduct and fraudulent documentation in the special consideration process and improved complaint reporting through an online portal. The portal has been the main factor in the steep rise in cases that did not proceed to investigation. The increased caseload has imposed strains on resources within the SAU which have been ameliorated in part by installation of an automated workload management system.

Table 1

<table>
<thead>
<tr>
<th>Cases received by SAU</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation or admission &amp; penalties applied</td>
<td>36</td>
<td>33</td>
<td>109</td>
</tr>
<tr>
<td>Investigation &amp; no penalty applied</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Did not proceed to investigation, referred to Faculty or withdrawn</td>
<td>20</td>
<td>19</td>
<td>114</td>
</tr>
</tbody>
</table>

Table 1. A comparison of cases received by the Student Affairs Unit and penalties applied

Table 2

<table>
<thead>
<tr>
<th>Visa status</th>
<th>no. of cases</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anonymous / out of scope*</td>
<td>36</td>
<td>16.1%</td>
</tr>
<tr>
<td>Domestic students</td>
<td>87</td>
<td>38.8%</td>
</tr>
<tr>
<td>Student visa holder</td>
<td>94</td>
<td>42.0%</td>
</tr>
<tr>
<td>Other international</td>
<td>5</td>
<td>2.2%</td>
</tr>
<tr>
<td>Multiple visa holder</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>Unrecorded</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>Total</td>
<td>224</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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

* The first 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.
As shown in Table 2, international students (including Student visa holders and other international) are over-represented in misconduct cases. International students are involved in 44.2% of cases while representing 36.7% of enrolments during 2017. This may be explained by the high incidence of student visa holders facing allegations of fraud, particularly in the provision of fraudulent medical certificates and Professional Practice Certificates (PPCs) in special consideration applications (in 2017, the recording of cases in the Student Affairs Unit complaints/misconduct workflow under the category of ‘fraud’ did not allow for the separate identification of subtypes).

To address this situation, the Student Affairs Unit initiated proactive educational activities to reduce the incidence of fraud in the special consideration process, involving an educational training component for all commencing students on verifying the credentials of practitioners and on the correct use of medical certificates/PPCs in the special consideration process.

**Table 3**

<table>
<thead>
<tr>
<th>Alleged Misconduct breaches</th>
<th>Primary alleged breach</th>
<th>Additional alleged breaches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Fraud</td>
<td>133</td>
<td>59.4%</td>
</tr>
<tr>
<td>Harassment</td>
<td>34</td>
<td>15.2%</td>
</tr>
<tr>
<td>Bullying</td>
<td>26</td>
<td>11.6%</td>
</tr>
<tr>
<td>Discrimination</td>
<td>9</td>
<td>4.0%</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>7</td>
<td>3.6%</td>
</tr>
<tr>
<td>Sexual &amp; indecent assault</td>
<td>5</td>
<td>2.2%</td>
</tr>
<tr>
<td>Assault</td>
<td>4</td>
<td>1.8%</td>
</tr>
<tr>
<td>Larceny</td>
<td>3</td>
<td>1.3%</td>
</tr>
<tr>
<td>Breach of Privacy</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>224</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Table 3: Summary of breach types under the Rule. Each case has a primary breach, and 20 of the cases have one or more additional breaches.

Table 3 reveals:
1. fraud (including the range of academic activities indicated above) as the predominant primary breach;
2. bullying as the predominant additional breach; and
3. the collective of fraud, harassment and bullying, represent 85% of all misconducts.
Non-Confidential

Misconduct outcomes

Approximately half of the matters received by the Student Affairs Unit as reports of misconduct did not result in a finding or a penalty being imposed. In most cases, this is a result of the allegations being unsubstantiated based on; insufficient evidence to support the claims; the matter being determined feedback or being withdrawn; or one or more of the other reasons indicated in Table 3. ‘No further action’ generally means that the allegation lacked merit in some form, including an allegation that is deemed to fall below the threshold for misconduct, but still warrants the provision of a formal warning letter.

Table 4

<table>
<thead>
<tr>
<th>Misconduct outcomes</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases with no penalty applied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No further action</td>
<td>29</td>
<td>12.9%</td>
</tr>
<tr>
<td>No/insufficient evidence</td>
<td>24</td>
<td>10.7%</td>
</tr>
<tr>
<td>Case not proceeded with</td>
<td>20</td>
<td>8.9%</td>
</tr>
<tr>
<td>Withdraw</td>
<td>16</td>
<td>7.1%</td>
</tr>
<tr>
<td>Feedback</td>
<td>8</td>
<td>3.6%</td>
</tr>
<tr>
<td>Complaint dismissed</td>
<td>6</td>
<td>2.7%</td>
</tr>
<tr>
<td>Frivolous</td>
<td>4</td>
<td>1.8%</td>
</tr>
<tr>
<td>Suspension of Investigation</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>No finding</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>110</td>
<td>49.1%</td>
</tr>
<tr>
<td>Cases with a penalty applied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penalty applied (DVC Registrar)</td>
<td>92</td>
<td>41.1%</td>
</tr>
<tr>
<td>Penalty applied (VC)</td>
<td>17</td>
<td>7.6%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>109</td>
<td>48.7%</td>
</tr>
<tr>
<td>Cases redirected to other units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referred to OGC</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Referred back to Faculty</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Referred to HR</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>5</td>
<td>2.2%</td>
</tr>
<tr>
<td>Total</td>
<td>224</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 Summary of the outcomes of misconduct cases.

Table 4 shows that, of the cases in which a penalty was imposed, the majority were decided by the Registrar, and the number of cases with Registrar-determined penalties is four times larger than the next largest category, ‘no further action’. 
Non-Confidential
Matching misconduct with penalties

The association between misconduct type and penalty imposed provides a broad indication of how the University regards the nature and severity of misconduct.

Table 5

<table>
<thead>
<tr>
<th>Misconduct breach</th>
<th>Penalty imposed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fail unit of study</td>
<td>Suspended suspension</td>
</tr>
<tr>
<td>Bullying</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Harassment</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Larceny</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fraud</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td>Stalking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Assault</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total no. cases with this penalty</strong></td>
<td><strong>79</strong></td>
<td><strong>87</strong></td>
</tr>
</tbody>
</table>

Table 5 Summary of the outcomes of misconduct cases with penalties imposed.

Table 5 shows how the profile of penalties is typically applied to individual misconduct types. A significant example is that of fraud, which, as noted, covers a wide range of falsifications and attracts the largest number and range of penalties. The two strongest penalties for misconduct, that of expulsion or the rescission of award, were only applied in the most serious fraud cases.

It is noteworthy that none of the five allegations of sexual assault resulted in a penalty imposed. No case proceeded to a point where a finding was made such that a penalty could be imposed under the Rule in 2017. This occurred because one was withdrawn, three lacked sufficient evidence and the fifth was determined to be out of scope or jurisdiction of the Rule.

While only 109 cases had a penalty imposed, it is not uncommon for there to be two or more penalties imposed per case. For example, the most common form of fraud, submission of falsified PPCs as a first-time offence, commonly received: a reprimand; a zero mark and fail grade for the relevant unit of study; and a suspended suspension from the student’s award course.

Table 6

<table>
<thead>
<tr>
<th>Summary of Penalties and Appeals</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Cases with Penalty Applied</td>
<td>109</td>
<td>100.0%</td>
</tr>
<tr>
<td>Academic</td>
<td>79</td>
<td>72.5%</td>
</tr>
<tr>
<td>Non-Academic</td>
<td>30</td>
<td>27.5%</td>
</tr>
<tr>
<td>Penalty/ies suspended</td>
<td>56</td>
<td>51.4%</td>
</tr>
<tr>
<td>No. of Cases Appealed</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Appealed under the By-law</td>
<td>9</td>
<td>8.3%</td>
</tr>
<tr>
<td>Appealed under the Rule</td>
<td>7</td>
<td>6.4%</td>
</tr>
<tr>
<td>Appeal upheld, incl. penalty changed</td>
<td>4</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Table 6 Summary of penalties and appeals
Non-Confidential
Table 6 indicates a low rate of students submitting an appeal against misconduct findings and/or penalties imposed. Of the total appeals submitted, only 25% were upheld, representing 3.7% of cases with penalties imposed. It is noteworthy that more than half of all misconduct cases with a penalty imposed had one or more penalties suspended at the discretion of the Deputy Vice-Chancellor (Registrar).

Faculties, Schools and Administrative Units

Student misconduct may be associated with respondent students or former students being in a faculty or school; or related to interactions with administrative unit such as Faculty Services.

In the faculty or school case, the misconduct may include or involve locations, students, staff or property of that faculty or school. A total of 83.5% of all student misconduct cases in 2017 related in some way to respondent as a student or former student of a faculty or school and can include academic or behavioural misconduct.

The remainder were misconduct cases associated with administrative units and most typically relate to fraudulent medical documents provided with Special Consideration applications.

The proportion of misconduct cases within a faculty or school can be referenced against their respective proportion of student enrolments. Overall, five of the fourteen faculties and schools reflected a greater proportion of misconduct cases than their relative proportion of enrolled students (percentages given in red in Table 2), and nine of the fourteen had a smaller proportion of misconduct cases than their relative proportion of total enrolments.

As shown in Table 7, the School of Business has the highest difference between percentage of misconduct cases and overall percentage of enrolments. This issue may relate to the higher percentages of international students in the Business School making it more exposed to the high number of fraudulent medical certificates discussed above. At the other extreme is the Faculty of Health Sciences which has the lowest incidence of misconduct allegations as a proportion of student enrolments. The significant variation in the incidence of misconduct across Faculties and Schools warrants annual monitoring.
Table 7

The proportion of student enrolments is not the only relevant factor in comparing the rate of misconduct across faculties and schools. Very small faculties and schools, such as the cases of Veterinary Science and Education and Social Work, have such low baselines of misconduct that a single additional case can double their rate of misconduct.

More critically, faculties and schools vary in their capacity and methods of detecting and referring non-academic misconduct matters. Cases associated with faculties or schools may not be relevant to faculty or school processes or decision-making but may arise from external circumstances. Some cases like this are accounted for in the ‘Not Faculty-related’ case group (13.39% of all cases, Table 2). The degree to which a misconduct can be regarded as directly associated with the actions or processes of a faculty or school is not discernible from the data.

It is also noteworthy that the misconduct cases formally associated with non-academic business units is less than 14% of all misconducts. On that point, it should be noted that a number of units, including University accommodation, demonstrate the lowest level of misconduct, with only one misconduct case having been referred to the Registrar. This may also suggest that either internal practices have succeeded in resolving matters locally or a tendency for under-reporting.
Non-Confidential

Student misconduct cases under the By-law

In the period 1 January to 31 March 2017, 15 misconduct cases were referred to the Registrar for handling under the By-law. All cases were either a form of academic misconduct or related to the provision of fraudulent documents (in particular, the use of Professional Practice Certificates, or PPCs) specifically arising from the special consideration process.

Table 8

<table>
<thead>
<tr>
<th>Penalty</th>
<th>Misconduct type</th>
<th>academic impropriety</th>
<th>plagiarism / ghost writing</th>
<th>exam miscond.</th>
<th>fraud: medical certificates / PPCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>returned to Faculty</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>penalty including suspended suspension</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>penalty including suspension</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>penalty including exclusion</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>penalty deferred - student no longer enrolled</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No penalty; case not proceeded with</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Table 8. A summary of the misconduct cases received, and penalties applied in substantiated cases received in 2017 under Chapter 8 of the University’s By-law.
RECOMMENDATION

That the Academic Standards and Policy Committee consider and note this report for submission to Academic Board and the University Senate as fulfilment of the annual reporting requirement of Clause 7.5 of the University of Sydney (Student Appeals Against Academic Decision) Rule 2006 (as amended).

EXECUTIVE SUMMARY

Clause 7.5 of the University of Sydney (Student Appeals Against Academic Decision) Rule 2006 (as amended) requires that the Deputy Vice-Chancellor (Registrar) report annually to the senate on the Student Appeals Body decisions, and the number of appeal hearings for which membership of the Student Appeals Body did not include a Student of the University, as a proportion of the total number of appeal hearings.

BACKGROUND / CONTEXT

2017 Student Appeals Body (SAB) Annual Report

The University of Sydney (Student Appeals against Academic Decisions) Rule 2006 provides that any student may appeal to the Student Appeals Body against an academic decision on the basis that due academic process had not been observed by the relevant faculty in relation to an academic decision.

In accordance with section 7.5 of the above Rule, the Registrar is required to provide the Student Appeals Body 2017 Annual Report to Senate. The Report provides information on the following:

7.5.1 Student Appeals Body decisions; and
7.5.2 The number of appeal hearings for which the membership of the Student Appeals Body did not include a Student of the University, as a proportion of the total number of appeal hearings.

Total appeals to the Student Appeals Body (SAB) in 2017 & 2016

<table>
<thead>
<tr>
<th>S.7.5.1 SAB decision type</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of appeals</td>
<td>Proportion %</td>
<td>Number of appeals</td>
</tr>
<tr>
<td>Appeals heard by the SAB</td>
<td>58</td>
<td>40</td>
</tr>
<tr>
<td>Appeals not heard by the SAB</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>Appeal upheld at hearing</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Appeal dismissed at hearing</td>
<td>39</td>
<td>67</td>
</tr>
<tr>
<td>Appeal withdrawn</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Appeal reconsidered by Faculty</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Referred back to Faculty</td>
<td>33*</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
<td>-</td>
</tr>
</tbody>
</table>
Non-Confidential

s.7.5.2 Number of hearings (out of total hearings) that did not include a Student of the University

|                | 17 | 29 | 16 | 34 |

*5 of the 33 SAB appeals were referred back to the Faculty after being heard by the SAB
**All 5 of these SAB appeals were referred back to the Faculty after being heard by the SAB

Demographic data for SAB appeals received in 2017

<table>
<thead>
<tr>
<th>Appeal Category</th>
<th>2017 Number of Appeals</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeals by domestic students</td>
<td>77</td>
<td>50</td>
</tr>
<tr>
<td>Appeals by international students</td>
<td>76</td>
<td>50</td>
</tr>
<tr>
<td>Appeals by postgraduate students</td>
<td>55</td>
<td>36</td>
</tr>
<tr>
<td>Appeals by undergraduate students</td>
<td>98</td>
<td>64</td>
</tr>
</tbody>
</table>

Analysis

All 2017 SAB appeals matters have been completed and closed. In 2017, the Student Affairs Unit (SAU) received 153 SAB appeals against academic decisions, including (but not limited to), exclusions, final mark and grade, mark against an assessment task, special consideration/special arrangements and credit applications, etc. 46 of the 2017 appeal applications to the SAB were delayed beyond the end of the year and carried forward into 2018 as a result of significant changes to the staffing structure and the delayed establishment of a new TRIM appeals workflow. These issues have since been resolved.

The number of appeals received by the SAU in 2017 increased by 6%, when compared with figures for 2016 resulting an increase of 2% of appeals heard by the Student Appeals Body (SAB). Interestingly, there were also increases in appeals being referred back to Faculty - reflecting 22% in 2017, when compared with 11% in 2016. It has been the preference of the SAB to refer matters back to the relevant Faculty for Academic Panel for reconsideration and provide them an opportunity to follow due academic process, rather than enforcing a new or amended decision as allowed for in Clause 8.9.2 of the Appeals Rule.

2017 figures suggest a slight decrease of 5% in the number of hearings that did not include a student representative student of the University represented on the Student Appeals Body at the hearing when compared with 2016 data. Although there is a preference to have a student on the panel, issues relating to appeal timeliness, other sensitivities surrounding certain cases and student availability, particularly during vacations and exam periods, sometimes requires a hearing to be held without students. The SAU has recently increased its efforts to recruit additional panel members and increase the numbers of substitute student representatives on SAB panels to further promote participation and diversity in the decision-making process.

In 2017, the SAU reviewed SAB appeals more intensively to ensure a more consistent approach by Faculties when reviewing the validity of appeals and supporting documents submitted by students at the Faculty level appeals stage. To this effect, where the SAU considered that supporting documentation was either incomplete or may have afforded appropriate consideration at the Faculty level, those appeals were returned to Faculty for further consideration, and where Faculties determined not to reconsider, then were consequently heard by the SAB. This ensured that all local level appeals had in fact been exhausted before escalating to the SAB or refusing on the basis of a preliminary assessment by the Registrar’s delegate. Feedback from SAB hearings suggested a strong desire for faculties to comprehensibly consider submitted medical attestations/medical documentations during the faculty level appeal process. Consequently, it is worth noting that 10% of SAB appeal applications, had been reconsidered by the Faculty prior to further review and assessment by the SAU.

More detailed information regarding SAB appeals is found in the attached table.
### Total appeals to the (SAB) by Faculty

<table>
<thead>
<tr>
<th>Faculty, University school or unit (number of enrolments)</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total appeals</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences (14,368)</td>
<td>22</td>
</tr>
<tr>
<td>Faculty of Dentistry</td>
<td>2</td>
</tr>
<tr>
<td>Faculty of Education and Social Work (merged with FASS)</td>
<td>3</td>
</tr>
<tr>
<td>Faculty of Engineering and IT (8705)</td>
<td>20</td>
</tr>
<tr>
<td>Faculty of Health Sciences (4431)</td>
<td>8</td>
</tr>
<tr>
<td>Faculty of Pharmacy</td>
<td>4</td>
</tr>
<tr>
<td>Faculty of Science* (9621)</td>
<td>32</td>
</tr>
<tr>
<td>School of Architecture, Design and Planning (2033)</td>
<td>3</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music (1032)</td>
<td>2</td>
</tr>
<tr>
<td>Sydney Law School (2524)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Sydney Medical School (9265)</strong></td>
<td>10</td>
</tr>
<tr>
<td>Sydney Nursing School</td>
<td>5</td>
</tr>
<tr>
<td>University of Sydney Business School (13,390)</td>
<td>33</td>
</tr>
<tr>
<td>Special Consideration/Special Arrangement</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>153</td>
</tr>
<tr>
<td>% COMPARISON</td>
<td>100</td>
</tr>
</tbody>
</table>

* Inclusive of Veterinary Science and Agriculture

** Currently known as Faculty of Health and Medicine (Sydney Medical School, Faculty of Dentistry, Faculty of Pharmacy and Sydney Nursing School)

Appeals referred back to the Faculty by the SAB panel for a revised decision.
In most cases, the number of appeals received are proportionate to the size of the Faculties or Schools that the appellants represent. The highest number of SAB appeals that were received were from appellants within the University of Sydney Business School, Faculty of Science and the Faculty of Arts and Social Sciences, closely followed by the Faculty of Engineering and IT.

**Turnaround Times**

The University commissioned external auditors, Deloitte, to conduct an audit on complaints and appeals handling during the period September 2017 – August 2018. It was identified from this report that the average time frame attached to SAB appeals obtained from the prescribed sample was 77 days. While time frame might be considered to be reasonable in the circumstances when taking into account, examination and holiday periods in addition to the scheduling and availability of multiple panel members the Acting Registrar and Student Affairs Unit will are developing strategies to improve this figure and target timeframes. Audit findings reflect the need for improvement to turn around times at the faculty and SAU level appeal stages and for improved communication updates to appellants at all stages of both local/faculty and SAB appeals.