NOTICE OF MEETING

Meeting 3/2017 of the Graduate Studies Committee will be held at 2:00 pm on Tuesday 11 April 2017 in the Senate Room, Quadrangle. The Agenda for the meeting is below.

Matthew Charet  
Executive Officer to Academic Board

AGENDA

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<td>4.5 Amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015</td>
<td>Ross Coleman</td>
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4.6 Accountability changes within the *Supervision of Higher Degree by Research Students Policy 2013*  
Ross Coleman attached

5 ITEMS FOR NOTING

6 OTHER BUSINESS

6.1 Limits on Suspension  
Patrick Kelly verbal

Clause 57 of the *Coursework Policy 2015* states that with the approval of the Associate Dean, a student may suspend studies for a maximum period of two years. Sydney Medical School would like to discuss this restriction.

6.2 Any Other Business

Next meeting: 2:00pm – 4:00pm, **Tuesday 23 May 2017**  
Senate Room, Quadrangle

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**Graduate Studies Committee – Terms of Reference**

**Purpose**

The Graduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning, research training and scholarship at the University of Sydney and, in this context, advises the Academic Board about Resolutions, policy and procedures relating to postgraduate study at the University and acts as the Academic Board's agent in determining postgraduate matters, including the approval of new and amended courses, in accordance with the Resolutions of the Senate: Delegations of Authority: Academic Functions.

**Terms of Reference**

1. To monitor issues relating to quality in relation to postgraduate award courses and research training, and to make recommendations to the Academic Board as detailed below.
2. To advise the Academic Board on Resolutions, policy and procedures relating to all postgraduate studies in the University, including the assessment and examinations of postgraduate research candidates.
3. To make recommendations to the Academic Board regarding:
   3.1. proposals to introduce new postgraduate award courses and amendments to existing postgraduate award courses; and
   3.2. requirements to be satisfied by candidates for the award of a degree, diploma or certificate.
4. To act for the Academic Board in:
   4.1. admitting candidates, on the advice of the faculty or board of studies concerned, for higher doctorates who are not graduates of the University of Sydney; and
   4.2. determining, on the recommendation of the faculty or board of studies concerned, whether or not a Higher Doctorate be awarded.
5. To contribute to the development of the University’s strategic objectives in relation to postgraduate study and research training, and to develop, recommend to the Academic Board, and regularly review Resolutions, policy and procedures supporting those strategic objectives.
6. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education), and, where appropriate the Deputy Vice-Chancellor (Research) and the Deputy-Vice Chancellor (International) on quality assurance and others matters relating to postgraduate study and research training at the University.
7. To determine matters relating to the award of the degree of Doctor of Philosophy;
8. To establish effective supervisory policy and procedures for postgraduate research students;
9. To obtain information or reports from any faculty, school or department, the Library or other academic unit on academic matters relating to postgraduate studies.
10. To ensure proper communication channels are established with other committees of the Academic Board and University Executive to promote cross-referencing and discussion of matters concerning postgraduate students.

11. To determine the terms and conditions of awards, postgraduate scholarships and prizes established within the University.

12. To act for the Academic Board in:
   12.1. recognising institutions, programs and courses for the purposes of admission postgraduate coursework and research;
   12.2. approving special admission schemes for postgraduate courses; and
   12.3. confirming academic selection criteria for international students set by Deans.

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

14. To consider and report on any matter referred to it by the Academic Board, or its committees, the University Executive or the Vice-Chancellor.
Graduate Studies Committee
11 April 2017

Non-Confidential

Author
Dr Matthew Charet, Executive Officer to Academic Board

Reviewer/Approver
Associate Professor Michael Kertesz, Acting Chair

Paper title
Minutes of the Previous Meeting

Purpose
To seek approval of the minutes of the previous meeting.

RECOMMENDATION

That the Graduate Studies Committee resolve that the minutes of meeting 2/2017, held on 7 March 2017, be confirmed as a true record.

MINUTES

GRADUATE STUDIES COMMITTEE

2:00pm – 4:00pm, Tuesday 7 March 2017
Senate Room, Quadrangle (A14)

Members Present: Associate Professor Michael Kertesz (Acting Chair); Nicholas Avery (Nominee of the President, SUPRA); Associate Professor Aek Phakiti (Education & Social Work); Dr Roslyn Bathgate (Veterinary Science); Associate Professor Rachel Codd (Medicine); Associate Professor Ross Coleman (Director, Graduate Research); Anne Fernandez (Nominee of the Deputy Registrar); Associate Professor Geoff Frost (Business); Dr Janice Gullick (Nursing); Associate Professor Patrick Kelly (Medicine); Tong Li (Postgraduate Research Student); Associate Professor Tony Masters (Chair of the Academic Board); Associate Professor Shae McCrystal (Chair, HDR Scholarships Sub-Committee); Associate Professor Lynette MacKenzie (Health Sciences); Associate Professor Kathleen Nelson (Chair, HDR Examinations Sub-Committee); Associate Professor Gaby Ramia (Arts & Social Sciences); Associate Professor Lee Stickells (Architecture, Design & Planning); Justin Trendall (Sydney College of the Arts); Associate Professor Marjorie Valix (Engineering & IT).

Attendees: Dr Matthew Charet (Secretary); Dr Glenys Eddy, University Secretariat; Professor Guy Ford (Business, for Item 4.1); Edwina Grose, Head, Academic Model & Student Progression; Dr Alison Purcell (Health Sciences, for Item 4.2).

Apologies: Professor Jo-Anne Brien, Pharmacy; Professor David Hamer, Law; Dean Lovett (Postgraduate Coursework Student); Associate Professor Kirsten McKenzie (Chair); Dr Tim Newsome, Science; Associate Professor Susan Park, Arts and Social Sciences.

UNCONFIRMED MINUTES

1 WELCOME AND APOLOGIES

The Committee noted apologies and welcomed Dean Lovett and Tong Li as postgraduate coursework and research student members respectively.

2 PROCEDURAL MATTERS

2.1 Minutes of Previous Meeting

Members confirmed the minutes of the previous meeting, held on 7 February 2017, as an accurate record.
Resolution GSC17/2-1
That the Graduate Studies Committee resolve that the minutes of meeting 1/2017, held on 7 February 2017, be confirmed as a true record.

2.2 Actions Arising

Ms Fernandez provided an update regarding Item 4.2 in the previous agenda, a proposal from Sydney Nursing School to amend the Master of Nursing. At that meeting, it was agreed that an alternative mechanism to meet the intent of the proposal be investigated, and Ms Fernandez advised that the intent of the proposal can be met using a modification to existing system functionality. A final meeting is scheduled with the Faculty on 9 March to sign off on this solution prior to deployment.

3 STANDING ITEMS

3.1 Report of the Chair

The Chair drew the attention of members to the written report. He highlighted the approval of a number of applications for recognition of prior learning, primarily from students whose supervisors are transferring to the University from other institutions. Because one of the requirements in providing this recognition is continuity of the area of previous research, there is a need for applicants to identify whether or not they are transferring with a supervisor. Associate Professor Masters informed members that transferring students must complete at least 6 months of candidature at the University to be eligible to graduate with a Sydney award, and cautioned against possible perception in late-candidature transfers that the University is appropriating completion funding from the previous institution which may have made a significant investment in the project.

Resolution GSC17/2-2
That the Graduate Studies Committee note the report of the Chair.

3.2 Report of the Academic Board

Further to the written report, Associate Professor Masters highlighted that the report of the external review of the Academic Board was formally received at the February meeting. Board members were requested to circulate the report to their constituencies seeking feedback to bring back to the March meeting, at which discussion of the review will be a focus. Due to the urgent need to revise the composition and membership of the Board to better reflect the University’s new structure, a working group has been established under Professor Jane Hanrahan to develop a proposed model to be presented to the March Board meeting. It is anticipated that a revised Academic Governance Rule will be prepared for presentation to Senate in May, to enable the conduct of elections in Semester 2.

Noting that some members of the committee have not received the review report, the Secretary undertook to circulate it to the members of the Board’s standing committees.

The Report of the Academic Board was noted as presented.

Action: Circulate the report of the external review of the Academic Board to members of standing committees. Responsible: Secretary. Timing: Immediately following meeting.

Resolution GSC17/2-3
That the Graduate Studies Committee note the report of the Academic Board meeting held on 28 February 2017.

3.3 Report of HDR Examinations Sub-Committee

Associate Professor Nelson advised that she had nothing to add to the written report, which was noted as presented.

In discussion, the Chair asked whether the revised process of appointing a Chair of Examination for each examination is increasing or alleviating the workload of the committee. Associate Professor Nelson suggested that it is too early to say, but she highlighted the need for Chairs of Examination to provide a clear recommendation to the committee to eliminate the need for follow-up.
Resolution GSC17/2-4
That the Graduate Studies Committee note the report of the HDR Examinations Sub-Committee meeting of 31 January 2017.

3.4 Report of HDR Scholarships Sub-Committee

Further to the written report, which was noted as presented, Associate Professor McCrystal advised members that the Sub-Committee has moved to the rolling model for scholarship allocation. The first scholarship has now been awarded to an outstanding applicant via this process and the remaining applications are awaiting consideration at the first 2017 quarterly ranking meeting in April.

The introduction of strategically-aligned research scholarships has so far been challenging to implement, in particular the allocation of points to applicants undertaking study in strategically aligned areas in faculty compacts. It has been agreed to revisit this part of the model in 2018 as part of the negotiation process for faculty research compacts. The Scholarships Office has also requested (and the HDR Scholarships Sub-Committee has agreed) to delay the making of conditional offers to students who have yet to receive final results to allow re-alignment of resources to accommodate the new rolling process.

Resolution GSC17/2-5
That the Graduate Studies Committee note the report of the Higher Degree by Research Scholarships Sub-Committee (HDRSSC) meeting held on 24 February 2017.

4 ITEMS FOR APPROVAL

Major Course Proposals

4.1 Business: Master of Business Administration (Full-Time)

Professor Guy Ford, Program Director for the MBA, attended the meeting to answer any questions arising from this proposal. Associate Professor Frost introduced the proposal and advised that it has been developed as a complement to the Business School’s existing MBA programs. The content of this program is distinct from the current part-time courses, meaning that it can be offered as a distinct MBA option. Professor Ford advised that the full-time program targets a different cohort and provides a different learning experience than the existing part-time MBA offerings.

In discussion, Associate Professor Masters expressed his support for the “exciting and timely” proposal but expressed reservations that the proposed name (specifically, use of the term Full-Time in brackets after the degree title) did not meet our commitment in the Learning and Teaching Policy to abide by the naming requirements outlined in the AQF. A name change was therefore advised before presentation of the proposal to the Academic Board and Associate Professor Masters undertook to liaise with the faculty to assist with this.

Associate Professor Masters also highlighted the desirability of including in the proposal an explanation of how the faculty will check the achievement of learning outcomes, pointing to the requirement in the Higher Education Standards Framework the need for institutions to periodically review and improve courses. Associate Professor Frost advised that Business conducts an annual or semi-annual process of reviewing assurance of learning in all of its programs, and Associate Professor Masters suggested that a generic statement of this process could be incorporated into the proposal (and any future proposals from Business). Other faculties were asked to include similar statements in any proposals they may currently be developing.

The inclusion of the Graduate Certificate and Graduate Diploma as exit-only degrees was flagged as problematic under the AQF, and it was recommended that reference to this in the course resolutions be amended to read “transfer only” rather than “exit award only”.

It was also recommended that the faculty outline the criteria against which the ‘statement of motivation’ (at 5(1)(iii) in the course resolutions) will be assessed, in order to minimise possible dispute. This need not be done in the resolutions, but should be available on a website or other publicly-available source.

The proposal was endorsed subject to these concerns being addressed before presentation to the Academic Board.
Non-Confidential

**Action:** Liaise with Business to agree on naming of this program and address HESF requirements for review of assurance of learning, changes to the course resolutions, and the development of criteria for the assessment of the ‘statement of motivation’ for admission. **Responsible:** Chair of Academic Board. **Timing:** Before presentation of proposal to the Academic Board.

**Resolution GSC17/2-6**

That the Graduate Studies Committee recommends that Academic Board:

1. approve the proposal from the University of Sydney Business School to introduce the Master of Business Administration (Full-Time);
2. recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the University of Sydney Business School; and
3. approve the introduction of Course Resolutions arising from this proposal, with effect from 1 July 2018.

**Minor Course Proposals**

**Health Sciences: Master of Speech Language Pathology**

Dr Alison Purcell spoke to this proposal and advised that it arises from a desire to streamline the degree. Graduate qualities imparted by the program have been modernised in response to industry and graduate feedback, and units of study have been restructured and rebadged to better reflect the content they contain. Delivery methods have also been revised, and the course now contains more clinical and simulation content as well as leadership opportunities.

In discussion, the Chair questioned changes to admission requirements that now necessitate prior completion of specific tertiary subjects. This was explained as arising from feedback from students and applicants which has suggested that students would be happy to complete these subjects as prerequisites to enable them to directly focus on the requirements of the discipline as soon as they commence study. It was recommended that the listed subjects be explicitly required as prerequisites, rather than assumed knowledge, to ensure that this knowledge is understood as foundational. It was also requested that the reference to the Graduate Certificate and Graduate Diploma as exit-only degrees be amended to read “admission only by transfer from the Masters”, and that reference in the course resolutions to “A PhD, master’s or bachelor’s degree” at clause 4(2)(a) be amended to read “A minimum of a bachelor’s degree”.

Subject to these amendments, the proposal was endorsed for presentation to the Academic Board.

**Resolution GSC17/2-7**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Health Sciences to amend the Master of Speech Language Pathology; and
2. approve the amendment of course resolutions and unit of study tables arising from this proposal,

with effect from 1 January 2018.

**5 ITEMS FOR NOTING**

**6 OTHER BUSINESS**

**6.1 Any Other Business**

Associate Professor Kelly sought clarification regarding whether 3 credit point units of study are permitted and was advised that they are, but that the Academic Board needs to approve any units of study that have values other than 6 credit points. Where the content, assessment and learning outcomes academically necessitate the creation of non-standard units of study, a case can be presented to the Academic Board for consideration. It is essential, however, to ensure that the degree is not unnecessarily fragmented. It was also necessary to ensure that non-standard units of study can be undertaken in a balanced pattern in multiples of 6 credit points so that students are not forced to exceed the requirements of their degree to complete a program of study.

Associate Professor Nelson asked whether it is possible to cancel units of study that attract very small enrolment numbers. Ms Fernandez advised that the University needs to advise the government of any
Non-Confidential

cancellations at least a month in advance and require justification as to how students will not be disadvantaged by the cancellation. It was agreed that such courses will therefore need to be taught, and that this provides an opportunity for the faculty to re-examine its elective offerings for future delivery. It was also suggested that as a means of allowing flexibility in offering units with potentially small enrolments, enrolment could be restricted by requiring permission or implementing an expression of interest process. If sufficient numbers are not obtained, delivering the unit could then be reassessed without disadvantage to students.

Next meeting: 2:00pm – 4:00pm, Tuesday 11 April 2017
Senate Room, Quadrangle

RECOMMENDATION

That the Graduate Studies Committee note the report of the Chair.

THESIS EMBARGO

Members are asked to note that the Acting Chair has approved an embargo request for a period of 12 months for a Doctor of Philosophy candidate in the Sydney Medical School.

The Acting Chair has also approved an embargo request for a period of 18 months for a Doctor of Philosophy candidate in the Sydney Medical School.

HIGHER DOCTORATES

Members are asked to note that the Chair of Academic Board has approved (on behalf of the Acting Chair of the Committee, who declared a conflict of interest), the admission to candidature and appointment of examiners for one candidate for the degree of Doctor of Science in Agriculture in the Faculty of Science.

RECOGNITION OF PRIOR LEARNING

Members are asked to note that the Acting Chair has approved the recognition of prior learning for one Doctor of Philosophy candidate transferring to the Faculty of Engineering and Information Technologies and two Doctor of Philosophy candidates transferring to the Faculty of Arts and Social Sciences.

REGISTRATION OF SUPERVISORS

Members are asked to note that the Acting Chair has approved the registration of three supervisors and twelve auxiliary supervisors, to be added to the Supervisor Register.
RECOMMENDATION

That the Graduate Studies Committee note the report of the Academic Board meeting held on 28 March 2017.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Graduate Studies Committee

The Academic Board:

- Noted the report from the meeting of the Graduate Studies Committee held on 7 March 2017;
- Approved a proposal from the University of Sydney Business School to introduce the Master of Business Administration in Leadership and Enterprise; agreed to recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the University of Sydney Business School; and approved the introduction of Course Resolutions arising from this proposal, with effect from 1 July 2018; and
- approved a proposal from the Faculty of Health Sciences to amend the Master of Speech Language Pathology; and approved the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2018.

Other matters

The Academic Board also:

- endorsed the model prepared by the Composition Working Party for future composition of the Academic Board and recommended the revision of the University of Sydney (Academic Governance) Rule 2003 (as amended) to reflect the agreed structure, to be presented to Senate;
- noted the initial response of the Senior Executive to the Review of the Academic Board;
- accepted the recommendations in the report of the Review of University of Sydney’s Academic Board, as presented;
- noted the verbal report from the Chair of the Academic Board on matters considered by Senate at its 24 March 2017 meeting;
- noted the General Report of the Chair;
- noted the report of the student members of the Academic Board;
- noted the verbal report from the Vice-Chancellor and Principal on matters considered by Senate at its 24 March 2017 meeting and noted the General Report from the Vice-Chancellor and Principal; and
- noted the proposed minor amendment to the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016.

- Noted the report from the meeting of the Admissions Committee held on 14 March 2017; and
- approved the recognition of Foundation programs, Pre-University programs, Overseas Degree Transfer Programmes and Other pathway programs offered by a recognised university in Malaysia and registered under the Malaysian Qualifications Framework as an entry pathway to undergraduate courses of the University of Sydney; and agreed that these programs be assessed as equivalent to an Australian Year 12 qualification and be assessed in the same manner as Australian and UK foundations programs.

- Noted that the meeting of the Undergraduate Studies Committee scheduled for 7 March 2017 was cancelled.
Non-Confidential

- Noted the report from the meeting of the Academic Standards and Policy Committee held on 14 March 2017; and
- Noted the Committee's endorsement of the aims, scope and governance and section on partnerships of a proposed Policy on Continuing and Extra-curricular Education.
RECOMMENDATION

That the Graduate Studies Committee note the updated actions reported.

EXECUTIVE SUMMARY

Report of the HDR Examinations Sub-Committee meeting held on Tuesday, 31 January 2017, when there were present: the Chair of the HDR Examinations Sub-Committee (Associate Professor K Nelson) presiding, Professor I Krass, Professor F Lovicu, Professor G Clarke and Associate Professor J Atai. Ms C Rolph in attendance.

Proceedings of the Sub-Committee

1 Doctor of Philosophy

(1) Cases referred to the Sub-Committee

The Sub-Committee considered the examiners’ reports and faculty recommendations with respect to 4 candidates. The Sub-Committee resolved:

• in one case, that the degree be awarded subject to the making of emendations to the satisfaction of the Head of School or equivalent;
• in two cases that the degree not be awarded but that the candidate be permitted to revise and resubmit the thesis;
• in one case, that an additional examiner (not assessor) be appointed to examine the thesis and act as an assessor of the other examiner reports.

(2) Action taken by the Chair

The Sub-Committee noted that the Chair had considered the examiners’ reports, the recommendations of the heads of department/school and the faculty board of postgraduate studies concerned and reports by the candidates’ supervisors, with respect to 4 candidates. The Chair determined:

• in three cases, that the degree be awarded subject to the making of emendations to the satisfaction of the Head of School or equivalent;
• in one case, that the degree not be awarded but that the candidate be permitted to revise and resubmit the thesis.

(3) Appointment of Examiners

The Sub-Committee noted that the Chair had endorsed the appointment of examiners for 82 candidates.

2 Cotutelles

The Sub-Committee noted that the Chair had considered the examination arrangements for 1 candidate. The Chair determined:

• in one case, that the examination arrangements at the partner institution were approved.
RECOMMENDATION

That the Graduate Studies Committee note the actions reported.

EXECUTIVE SUMMARY

Report of the HDR Examinations Sub-Committee meeting held on Tuesday, 28 February 2017, when there were present: the Chair of the HDR Examinations Sub-Committee (Associate Professor K Nelson) presiding, Professor I Krass, P Wilson and G Clarke, Associate Professor T Allender and F Lovicu. Ms F Miranda was in attendance. Mr T Gatling was in attendance for Items 3 and 5 (cotutelle discussion).

Proceedings of the Sub-Committee

1 Doctor of Philosophy
   (1) Cases referred to the Sub-Committee
   The Sub-Committee considered the examiners’ reports and faculty recommendations with respect to 3 candidates. The Sub-Committee resolved:
   • in two cases that the degree not be awarded but that the candidate be permitted to revised and resubmit;
   • in one case, that an additional examiner as assessor be appointed to examine the thesis and act as an assessor of the other examiner reports.

   (2) Action taken by the Chair
   The Sub-Committee noted that the Chair had considered the examiners’ reports, the recommendations of the heads of department/school and the faculty board of postgraduate studies concerned and reports by the candidates’ supervisors, with respect to 3 candidates. The Chair determined:
   • in three cases, that the degree be awarded subject to the making of corrections to the satisfaction of the Head of School or equivalent;

   (3) Appointment of Examiners
   The Sub-Committee noted that the Chair had endorsed the appointment of examiners for 66 candidates.

2 Cotutelles
   The Sub-Committee considered the examination arrangements for 1 candidate. The Sub-Committee determined:
   • in one case, to review the wording of the examination arrangements.

3 Cotutelle Discussion
   Thommy Gatling from the Office of Global Social Mobility presented the discussion paper about cotutelle agreements. Members discussed the need for a body or a unit within the university to take ownership of the program and suggested that the quarterly reports include a section on cotutelle awards. Mr Gatling presented the template for the Student Cotutelle Agreements and requested feedback from the Sub-Committee, noting that the information provided in the Cotutelle Scheme
Confidential

Policy, the Thesis and Under Examination HDR 2015 Policy and the associated Procedures was disjointed and difficult to navigate for partner institutions.

It was suggested that an examination documentation matrix be compiled to give to the partner institutions which outlines the required documentation for external examinations. Members were requested to consider any amendments to the current policy which may be beneficial to ensuring that the requirements for forming an agreement are more robust. Mr Gatling committed to reorganising the current information and to seek feedback from the Sub-Committee and the Graduate Studies Committee at a later date.

The Chair confirmed that any recommendations made by the Sub-Committee can only be enacted by the Graduate Studies Committee, which may be the appropriate place to bring forth any suggested changes.

Resolution 2/17
The HDR Examinations Sub-Committee noted the discussion paper and requested the creation of an examination documentation matrix, as well as the inclusion of Cotutelle student data in the quarterly award reports.
RECOMMENDATION

That the Graduate Studies Committee note the actions reported.

EXECUTIVE SUMMARY

Report of the HDR Examinations Sub-Committee meeting held on Tuesday, 28 March 2017, when there were present: the Chair of the HDR Examinations Sub-Committee (Associate Professor K Nelson) presiding, Professors I Krass, F Lovicu, P Wilson and G Clarke, and Associate Professor J Atai. Dr George Carayannopoulos and Ms F Miranda were in attendance.

Proceedings of the Sub-Committee

1 Doctor of Philosophy

(1) Cases referred to the Sub-Committee

The Sub-Committee considered the examiners’ reports and faculty recommendations with respect to 2 candidates. The Sub-Committee resolved:
- in one case, that an additional examiner-as-assessor be appointed to examine the thesis and act as an assessor of the other examiner reports.
- In one case, that an additional examiner (not assessor) be appointed to examine the thesis.

(2) Action taken by the Chair

The Sub-Committee noted that the Chair had considered the examiners’ reports, the recommendations of the heads of department/school and the faculty board of postgraduate studies concerned and reports by the candidates’ supervisors, with respect to 4 candidates. The Chair determined:
- in four cases, that the degree be awarded subject to the making of corrections to the satisfaction of the Head of School or equivalent;

(3) Appointment of Examiners

The Sub-Committee noted that the Chair had endorsed the appointment of examiners for 77 candidates.

2 Cotutelles

The Sub-Committee considered the examination arrangements for 1 candidate. The Sub-Committee determined:
- in one case, to review the wording of the examination arrangements.

3 Principles for writing an award outcome recommendation to HDRESC

Members discussed the aspects of well-written and convincing award outcome recommendations and drafted the following set of principles
Review of Conflict of Interest principles, guidelines and form

Overview
The University of Sydney has required supervisors to source conflict of interest declarations from prospective examiners by using a specific conflict of interest declaration form since the beginning of 2016. The Thesis and Examination Procedures 2015 ascribes this responsibility to supervisors.

Resistance to the requirement for supervisors to complete this process is both philosophical and logistical. Some supervisors believe the conflict declaration is unnecessary in principle, while others support the process but would prefer that it be completed by administrative staff or be completed in a different way. Feedback about the process has been received by the HDR Administration Centre, Postgraduate Coordinators, and the HDR Examinations Committee directly.

In the discussion, members drew on the verbal feedback received in their own faculties, information provided in the meeting by Dr George Carayannopoulos in his capacity as Head of the HDR Administration Centre, as well as written feedback provided in the meeting documentation.

Members agreed that the sourcing of conflict of interest declarations provides valuable information about actual, potential and perceived conflicts, and helps to protect the integrity of the examination process at the University. The requirement for the declaration was supported. Members agreed that the current documentation used to support this process should be reviewed.
Non-Confidential

Author
Sally Pearce, Head Scholarships and Prizes

Reviewer/Approver
Associate Professor Shae McCrystal

Paper title
Assessing research alignment in HDR scholarship applications

Purpose
Request a review of the mechanisms for assessing research alignment when allocating HDR scholarships

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board approve the deferment of use of the mechanism for awarding HDR scholarship applicants additional points for strategic alignment to applicants whose scholarships will commence in 2018 (approx. July onwards), to allow for review of the effectiveness of the current model for differentiating applicants.

EXECUTIVE SUMMARY

The HDR Scholarships Sub-Committee has identified problems in implementing the new HDR Scholarship ranking processes approved by the Academic Board in November 2016. From January 2017, scholarships applicants are to receive an additional 2.5 points where they are strategically aligned through affiliation with a University research centre or where their supervisor is in an ERA field of research category of 5.

The HDRSSC has assessed the first applications assessed under this mechanism and finds the categories are too broad and do not have appropriate controls. To date, 65% of domestic and 51% of international students received additional points for strategic alignment. It is proposed the working group that considered the proposal be reconvened to consider alternative mechanisms for identifying strategic alignment.

BACKGROUND / CONTEXT

Associate Professor Ross Coleman chaired a working group of faculty representatives to review some of the processes for awarding University-wide HDR Scholarships. The Academic Board approved the following:

- Move from semester based to rolling scholarship application, assessment and award
- Conditional scholarship offers being made to applicants who have not yet received admission
- Allocation of up to 20% of scholarships to students whose research is “strategically aligned”

The change to rolling award and conditional offers has been successfully implemented. However, the identification of strategically aligned students is problematic.

ISSUES

Identify issues for consideration and decision. From January 2017, scholarship applicants are to be given an additional 2.5 points where they can demonstrate strategic alignment in one of three areas. The HDRSSC has concerns with the reliability of each of these three areas as a basis for assessing strategic alignment, as set out below.

1. Faculty research priority in the 2017 Faculty Research Compact
   The Research Office has advised that no faculty research priorities were identified in the 2017 Compacts. As such, this element has not been considered

2. Research is aligned with a University Research Centre
   The Research Office provided the following list of University Research Centres and affiliated academic staff.
Non-Confidential

<table>
<thead>
<tr>
<th>Research Centre</th>
<th>Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander Res Net</td>
<td>14</td>
</tr>
<tr>
<td>Advanced Composite Structures CRC (ACS-CRC)</td>
<td>1</td>
</tr>
<tr>
<td>Australian Centre for Microscopy &amp; Microanalysis</td>
<td>4</td>
</tr>
<tr>
<td>Australian Institute for Nanoscale Science &amp; Tech</td>
<td>2</td>
</tr>
<tr>
<td>Brain and Mind Centre</td>
<td>171</td>
</tr>
<tr>
<td>Cancer Research Network</td>
<td>472</td>
</tr>
<tr>
<td>Capital Markets CRC (CM-CRC)</td>
<td>1</td>
</tr>
<tr>
<td>Centre for Translational Data Science</td>
<td>1</td>
</tr>
<tr>
<td>Charles Perkins Centre</td>
<td>654</td>
</tr>
<tr>
<td>China Studies Centre</td>
<td>266</td>
</tr>
<tr>
<td>Cotton CRC (CCC-CRC)</td>
<td>1</td>
</tr>
<tr>
<td>Marie Bashir Institute</td>
<td>184</td>
</tr>
<tr>
<td>Menzies Centre for Health Policy</td>
<td>24</td>
</tr>
<tr>
<td>National Centre for Cultural Competence (NCCC)</td>
<td>6</td>
</tr>
<tr>
<td>Plant Breeding Institute</td>
<td>16</td>
</tr>
<tr>
<td>SOLES Biochemistry Cellular and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>SOLES Ecology Evolution and Environmental Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Sydney Asia-Pacific Migration Centre (SAPMiC)</td>
<td>2</td>
</tr>
<tr>
<td>Sydney Southeast Asia Centre</td>
<td>271</td>
</tr>
<tr>
<td>The Centre for Carbon, Water and Food</td>
<td>11</td>
</tr>
<tr>
<td>The Science and Technologies of Learning</td>
<td>1</td>
</tr>
<tr>
<td>University of Sydney Cancer Research Network</td>
<td>340</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2447</strong></td>
</tr>
</tbody>
</table>

*Note: Academics can be affiliated with more than one research centre*

The above list highlights a significant portion of University of Sydney academics are aligned to a research centre, which diminishes the value of this as a differentiator of research priority.

In addition the Sub-Committee has the following concerns regarding this criteria:

- There is a wide variety of requirements for membership with no University wide standards applied
- A number of Centres have been established to encourage cross discipline collaboration and want to maximise the number of affiliated academics
- Centres are predominately in the health and medicine and science faculties
- Membership of a research centre is sometimes promoted as a means of increasing research quality for academics in a FOR 3 or 4 category
- There is a potential unintended consequence that academics may affiliate with a research centre purely or mainly for the purpose of enabling students to get HDR scholarships, which over time may diminish the purpose of the centre.

To date, 37% of 89 domestic and 33% of 630 international applicants would receive additional points under this criteria.

3.  ERA 4 digit field of research ranking of 5
The Research Office provided an IRMA report on field of research for each academic. This data is entered by individual academics (or administration staff in FASS) and is only validated every three years by the Research Office prior to submission to the government. Staff that commence between submissions may not have a field of research entered.
Non-Confidential

Academics have a perverse incentive to change their field of research to one with an ERA ranking of 5. This diminishes the value of this category for ranking purposes. More problematically, it may diminish the quality of data submitted in future government submissions and reduce the number of ERA 5 classifications received by the University.

In the first quarterly ranking for 2017, 48% of 89 domestic and 33% of 630 international applicants would receive additional points under this criteria.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Jamie Glistner, Associate Dean, Professional Law Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Joellen Riley, Head of School and Dean, Sydney Law School</td>
</tr>
<tr>
<td>Paper title</td>
<td>Sydney Law School: Proposed changes to the Juris Doctor credit rules and requirements for the award</td>
</tr>
<tr>
<td>Purpose</td>
<td>To vary the credit rules of the Juris Doctor to allow candidates with a completed postgraduate degree from Sydney Law School to receive some credit.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from Sydney Law School to amend the Juris Doctor; and
(2) approve the amendment of the course resolutions arising from this proposal, with immediate effect.

EXECUTIVE SUMMARY

The purpose of this proposal is to amend the Course Resolutions for the Juris Doctor to allow students with a completed Masters' degree or other postgraduate qualification from Sydney Law School, to receive up to 24 credit points of credit towards the Juris Doctor degree.
Minor Course Amendment Proposal

Faculty: Sydney Law School
Contact person: Jamie Glister, Associate Dean (Professional Law Programs)

1. **Name of award course**
   Juris Doctor

2. **Purpose of proposal**
   To amend the Course Resolutions of the Juris Doctor (JD) to allow students with a completed master’s degree or other postgraduate qualification from Sydney Law School to apply for up to 24cp of electives credit towards the JD degree.

3. **Details of amendment**
   Amend the Course Resolutions for the Juris Doctor with additions and deletions as shown.

4. Requirements for award

   (1) The units of study that may be taken for the course are set out in the School of Law Juris Doctor Table.

   (2) To qualify for the award of the Juris Doctor a candidate must complete 144 credit points taken from the School of Law Juris Doctor Table, including:
   (a) 102 credit points of compulsory units of study; and
   (b) 42 credit points of elective units of study comprising:
      (i) a minimum of one unit of study taken from Part 1, and
      (ii) a maximum of five units of study taken from Electives Part 2, and
      (iii) a minimum of one unit of study taken from Part 3.

   (3) Students may apply to take up to a maximum of 24 credit points of LAWS6000/JURS6000 units of study as elective units of study.
   (a) Enrolment in LAWS6000/JURS6000 units will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.
   (b) Enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Juris Doctor.
   (c) Students may only enrol in LAWS6000/JURS6000 units listed in the Juris Doctor Elective units of study Table.
   
   Any credit given under clause 8 below for units taken as part of a Masters degree or other postgraduate qualification will reduce to that extent the ability to take LAWS6000/JURS6000 units under this clause.

   (4) All candidates will be required to complete a capstone experience in their final year which is a unit of study designed to draw together and synthesize prior learning and experience, and form the basis for further intellectual and professional growth. This requirement will be met by completion of a Jurisprudence elective. Other electives taken in final year which may meet this requirement include external placements, mooting activities or research projects.

   […]

8. Credit for previous study

   (1) A candidate may be granted a maximum of 48 credit points towards the requirements of the Juris Doctor. Specific credit will only be granted for equivalent compulsory units of study undertaken as part of a Juris Doctor degree at an approved Australian law school. Except as provided in 8(3) below, a maximum of 24 credit points of non-specific credit may be granted for elective units undertaken as part of a Juris Doctor or Masters degree at an approved law school. Of these 24 credit points, a maximum of two advanced learning Masters units can be credited to the Juris Doctor.
(2) A candidate may be granted credit for law units which have the equivalent face-to-face teaching hours and similar assessment requirements as units offered by the Faculty.

(3) Candidates may be granted up to 42 credit points of unspecified credit only in the following circumstances:
   (a) Candidates who have completed a law degree or equivalent professional legal qualification from a recognised law school outside Australia; or
   (b) Candidates who are admitted into the Dual Law Degree Pathway. Students granted up to 42 credit points of non-specific credit in these circumstances will be required to complete all compulsory units listed in the Faculty of Law Juris Doctor Table.

(4) A candidate may not be granted credit for units of study:
   (a) for which the result is Terminating Pass, Conceded Pass or equivalent; or
   (b) which were conducted on a distance or online basis; or
   (c) which have been relied upon to qualify for the award of another degree or qualification, except for:
      (i) units of study which were taken as part of a completed overseas legal qualification; or
      (ii) candidates admitted to the Dual Law Degree Pathway; or
      (iii) units of study which were taken as part of a completed Masters degree or other postgraduate qualification at The University of Sydney Law School;
   (d) which were undertaken as part of Bachelor of Laws degree.

4. Transitional arrangements
No transitional arrangements are required.

5. Other relevant information
This proposal fixes an inconsistency. Recent amendments to the JD course resolutions permit JD students to take up to 24cp of LAWS6000/JURS6000 units as electives on the JD. If a student then enrols in the Master of Laws (LLM), any LAWS6000/JURS6000 units taken on the JD may be credited towards the LLM by awarding a reduced volume of learning.

Some students may wish to do this ‘in reverse’. They may already have a Sydney Law School master’s degree, or other Sydney Law School postgraduate qualification, and may wish to proceed to a JD. This proposal would allow them to apply for 24cp of credit in the JD based on units taken in the master’s degree or other postgraduate qualification.

Currently, students in this position are not able to seek credit on the JD degree because the units taken in their earlier master’s degree have been ‘relied upon to qualify for the award of another degree or qualification’ and so cannot ground an application for credit: see cl 8(4)(c). By exempting units taken as part of a Sydney Law School master’s degree from the general prohibition in cl 8(4)(c), this proposal effects the desired change.

Regardless of any credit awarded on this basis, a student would still need to complete all compulsory JD units of study, all other requirements of the JD (such as a Jurisprudence elective), and would still need to achieve and demonstrate the learning outcomes for the JD. This last point is the reason for the proposed amendment to cl 4(3).

The number of students affected by this proposed change will be very small, since it is rare to take a master’s degree in law before taking a professionally-qualifying degree such as the JD.

6. Signature of Dean

[Signature]

Professor Matthew Conaglen
Acting Head of School and Acting Dean

28/3/17

Minor Course Amendment Proposal Version 01.10.2014
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Leo Davies</th>
</tr>
</thead>
</table>
| Reviewer/Approver    | Associate Professor Patrick Kelly  
|                      | Associate Dean for Postgraduate Coursework for the Sydney Medical School |
| Paper title          | Minor amendment to the Master of Medicine (Internal Medicine) |
| Purpose              | Sydney Medical School seeks the Graduate Studies Committee' approval for a minor amendment to the Master of Medicine (Internal Medicine) |

**RECOMMENDATION**

That the Graduate Studies Committee recommend that Academic Board:
1)  Approve the change in INTM5008 Basic Cardiology from a 3 credit point Unit of Study to a 6 credit point Unit of Study; and
2)  Approve changes to the Table of Units of Study arising from this proposal with effect from Semester 2, 2017.

**EXECUTIVE SUMMARY**

To change INTM5008 Basic Cardiology from a 3 credit point unit of study to a 6 credit point unit of study

No student will be disadvantaged by this change for Semester 2, 2017.

The AQF outcomes are not in any way affected by this change.
Minor Course Amendment Proposal

Faculty: Sydney Medical School

Contact person: A/Prof Leo Davies
   Phone: +61 2 9036 6427
   Email: leo.davies@sydney.edu.au

1. Name of award course
   Graduate Certificate in Medicine (Internal Medicine)
   Graduate Diploma in Medicine (Internal Medicine)
   Master of Medicine (Internal Medicine)
   Master of Medicine (Advanced) (Internal Medicine)

2. Purpose of proposal
   To change INTM5008 Basic Cardiology from 3 to 6 credit points.

3. Details of amendment
   INTM5008 Basic Cardiology is a new unit of study which is to be offered for the first time in Semester 2, 2017, as part of the new Internal Medicine Stream in the Master of Medicine, which started in Semester 1 2017.

   Several units of study in this degree were planned as 3 credit point units. The Basic Cardiology Unit of Study was one of those units. However, as the unit has developed, it has become apparent that the required content for this unit does not conform to 3 credit points and is instead equivalent to 6 point unit of study.

   The move to a 6 credit points does not disadvantage students:
   i) There is a requirement for students to undertake 24 credit points from stream specific units. All stream specific units can also be undertaken as part of the requirement for elective units. Students can continue to populate their stream specific requirements with a total of 8 short (3 credit point) units, while nominating Cardiology as one of their elective units. Almost all of the units available as electives are 6 credit point units.
   ii) The degree has just enrolled its first cohort so the current students are not at a point in their studies where this change will affect their finish date.
   iii) All students enrolled in INTM500 have been advised of the proposed change in the first week of Semester 1. Only one student advised us that this would cause her any difficulties and this was based on her mistaken belief that she could not drop one of her other 3 credit point units and would therefore have a heavier course load than she had anticipated. No student has indicated that they would drop Basic Cardiology in response to the proposed change
   iv) The proposal has no effect on the overall cost of the course for any student.

4. Transitional arrangements
   As described above. The course will be offered for the first time in Semester 2 of 2017. Students who have enrolled for this semester have been advised of the proposed change.

5. Other relevant information

6. Signature of Dean

   Professor Arthur Conigrave
   Dean, Sydney Medical School
RECOMMENDATION

That the Graduate Studies Committee recommend that Academic Board:
1) Approve the change of name of the current Master of Medicine/Master of Science in Medicine stream in ‘HIV, STIs and Sexual Health’ to ‘Sexual and Reproductive Health’;
2) Approve the reconfigured Pathway structure within this Stream, including a new Reproductive Health and Fertility Pathway.
3) Approve the deletion of the stream ‘Maternal, Fetal & Reproductive Medicine’ from the Master of Medicine and Master of Science in Medicine;
4) Recommend that the Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Sydney Medical School; and
5) Approve changes to Course Resolutions and Unit of Study Tables arising from this proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

This application proposes to rename the current HIV, STIs and Sexual Health Stream to Sexual and Reproductive Health in the Master of Medicine/Master of Science in Medicine course at the Sydney Medical School. The proposal also seeks to reconfigure the current Pathways and include a new Reproductive Health and Fertility Pathway.

This proposal recommends the following changes to the HIV, STIs and Sexual Health Stream:
1) To merge the current Pathways of Medicine, Nursing, and Laboratory into a single Pathway called HIV and STIs.
2) To rename the Counselling Pathway to the Psychosexual Therapy Pathway.
3) To add a new Pathway called Reproductive Health and Fertility.
4) That Pathways no longer be compulsory within this Stream. Students can select one Pathway or can complete this Stream with no specific Pathway selected.
5) To rename the Stream from “HIV, STIs and Sexual Health” to “Sexual and Reproductive Health” to reflect the proposed changes.
6) The Stream Maternal Fetal & Reproductive Medicine be deleted from the course resolutions of the Master of Medicine and the Master of Science in Medicine and their embedded programmes.
7) Create three new units of study:
   a) SEXH5417 Reproductive Endocrinology and Infertility
   b) SEXH5418: Public Health Aspects of Reproductive Health (to replace SEXH5101)
   c) SEXH5419: Public Health Aspects of HIV and STIs (to replace SEXH5102)
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8) Rename the following units of study:
   a) SEXH5401: Introduction to HIV, STIs and Sexual Health to be renamed SEXH5401: Introduction to Sexual and Reproductive Health
   b) SEXH5405: Contraception and Reproductive Health to be renamed SEXH5405: Contraception and Preconception
   c) SEXH5414: Public Health: HIV, STIs and Sexual Health to be renamed SEXH5414: Public Health Aspects of HIV, STIs and Reproductive Health
      a) SEXH5406: Professional Placement to be renamed SEXH5406: Professional Practice

The AQF outcomes are not in any way affected by the above listed changes.
Minor Course Amendment Proposal

Faculty: Sydney Medical School

Contact person: Dr. Shailendra Sawleshwarkar
shailendra.sawleshwarkar@sydney.edu.au
Ph: 9762 5379

A/Prof Kirsten Black
kirsten.black@sydney.edu.au
Ph: 9036 3125

1. Name of award course

Graduate Certificate in Medicine (HIV, STIs and Sexual Health)
Graduate Certificate in Science in Medicine (HIV, STIs and Sexual Health)
Graduate Diploma in Medicine (HIV, STIs and Sexual Health)
Graduate Diploma in Science in Medicine (HIV, STIs and Sexual Health)
Master of Medicine (HIV, STIs and Sexual Health)
Master of Science in Medicine (HIV, STIs and Sexual Health)
Master of Medicine (Advanced) (HIV, STIs and Sexual Health)
Master of Science in Medicine (Advanced) (HIV, STIs and Sexual Health)
Master of Medicine (HIV, STIs and Sexual Health) and Master of Philosophy
Master of Science in Medicine (HIV, STIs and Sexual Health) and Master of Philosophy

Graduate Certificate in Medicine (Maternal Fetal & Reproductive Medicine)
Graduate Certificate in Science in Medicine (Maternal Fetal & Reproductive Medicine)
Graduate Diploma in Medicine (Maternal Fetal & Reproductive Medicine)
Graduate Diploma in Science in Medicine (Maternal Fetal & Reproductive Medicine)
Master of Medicine (Maternal Fetal & Reproductive Medicine)
Master of Science in Medicine (Maternal Fetal & Reproductive Medicine)
Master of Medicine (Advanced) (Maternal Fetal & Reproductive Medicine)
Master of Science in Medicine (Advanced) (Maternal Fetal & Reproductive Medicine)

2. Purpose of proposal

This application proposes to rename the current HIV, STIs and Sexual Health Stream to Sexual and Reproductive Health Stream in the Master of Medicine/Master of Science in Medicine course at the Sydney Medical School. The proposal also seeks to reconfigure the current Pathways and include a new ‘Reproductive Health and Fertility’ Pathway.

The HIV, STIs and Sexual Health Stream currently has five Pathways:
- Medicine
- Nursing
- Counselling
- Public Health
- Laboratory

Students enrolled in the HIV, STIs and Sexual Health Stream must select one of these Pathways.

This proposal recommends the following changes to the HIV, STIs and Sexual Health Stream:
1) To merge the current Pathways of Medicine, Nursing, and Laboratory into a single Pathway called HIV and STIs. The current curriculum for these three Pathways are almost identical and so there is little justification for keeping these as three separate Pathways.

2) To rename the Counselling Pathway to the Psychosexual Therapy Pathway. The change of name is important for three reasons:
   i) ‘Counselling’ is a generic term and not reflective of the specialism provided in the course content
   ii) ‘Psychosexual Therapy’ is an industry accepted term, and
   iii) ‘Psychosexual Therapy’ is more vocationally focused.
3) To add a new Pathway called Reproductive Health and Fertility. Several units of study already exist which include content on reproductive health within the HIV, STIs and Sexual Health Stream (e.g. SEXH5405). Expanding content in reproductive health and creating an explicit Pathway would broaden the student base to include, but not limited to:

i) Medical, nursing and science graduates from Australia and overseas interested in expanding their knowledge and expertise in the developing fields of reproductive medicine;
ii) Trainees from the Royal Australian and New Zealand College of Obstetrics and Gynaecology, particularly those interested in the areas of fertility, reproductive and maternal medicine and
iii) Advanced nurses, embryologists, clinical geneticists, laboratory scientists and Public Health practitioners who are increasingly interested in this area of expertise.

4) That Pathways no longer be compulsory within this Stream. Students can select one Pathway or can complete this Stream with no specific Pathway selected.

5) To rename the Stream from “HIV, STIs and Sexual Health” to “Sexual and Reproductive Health” to reflect the proposed changes. The proposed name change will increase appeal to our targeted professional groups: the current Stream name is too restrictive and no longer reflects the vocational needs of our target population.

The course resolutions for the Master of Medicine and Master of Science in Medicine currently lists Maternal Fetal & Reproductive Medicine as a Stream. However this Stream has never been open for student enrolments. We therefore also recommend that:

6) The Stream Maternal Fetal & Reproductive Medicine be deleted from the course resolutions of the Master of Medicine and the Master of Science in Medicine and their embedded programmes.

Reproductive health aligns well with sexual health and it more appropriate to have a broader Stream of sexual health, which includes reproductive health, rather than a separate Stream for reproductive health. Our strategy will have broader appeal to our target population and will allow more flexibility for students. For example, the HIV, STIs and Sexual Health team often works with the Department of Foreign Affairs and Trade funded Australian Awards, to train professionals from low to middle income countries in HIV, STIs and Sexual Health. Reproductive health is an important component of UN Sustainable Development Goals (SDGs) for many countries. The capacity of the program to offer training in Reproductive Health will further strengthen and possibly expand the relationship with the Australia Awards. Thus the inclusion of the Reproductive Health and Fertility Pathway will assist in further establishing Sydney Medical School at the University of Sydney as a world leader in education in sexual and reproductive health, HIV/STIs and women’s health.

In addition, The HIV, STIs and Sexual Health team has experienced sustained growth in enrolments over the previous five years. As a response to this, the team has increased and strengthened its policies and procedures, as well as support staff, and so is well placed to support the inclusion of Reproductive Health and Fertility as an additional Pathway.

In summary, we propose four Pathways for the Sexual and Reproductive Health Stream. The manner in which the proposed Pathways listed above, will replace the current Pathways is detailed below:

<table>
<thead>
<tr>
<th>Proposed Pathway</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV and STIs</td>
<td>The HIV and STIs proposed Pathway will replace the current Clinical Medicine, Nursing and Laboratory Pathways. Similar to the current Pathways, the proposed HIV and STIs Pathway will have: admission requiring medical or nursing or health/laboratory science qualifications a strong emphasis on clinical and clinical laboratory science aspects including, diagnosis, management, prevention, global impacts a marketing strategy aimed at clinicians (doctors and nurses) working (or wanting to work in the field)</td>
</tr>
<tr>
<td>Public Health</td>
<td>The Public Health Pathway will not be changed, except for minor UoS amendments (see below)</td>
</tr>
</tbody>
</table>
Psychosexual Therapy

The *Psychosexual Therapy* Pathway will replace the current *Counselling* Pathway.

Although the Psychosexual Therapy Pathway will be identical to the current structure of the Counselling Pathway except for minor UoS amendments (see below). The change of name is important in three respects:

iv) ‘Counselling’ is a generic term and not reflective of the specialism provided in the course content

v) ‘Psychosexual Therapy’ is an industry accepted term, and

vi) ‘Psychosexual Therapy’ is more vocationally focused.

Reproductive Health and Fertility

Proposed new Pathway: Reproductive health aligns well with Sexual health and HIV/STIs in the context of the UN’s Sustainable Development Goals (SDGs). Inclusion of the Reproductive Health and Fertility Pathway will assist in further establishing Sydney Medical School at the University of Sydney as a world leader in education in sexual and reproductive health, HIV/STIs and women’s health.

7) In order to add the Reproductive Health and Fertility Pathway into the Stream, the following changes to Units of Study are proposed:

**Proposed new units**

<table>
<thead>
<tr>
<th>New Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5417 Reproductive Endocrinology and Infertility</td>
<td>A new unit <em>Reproductive Endocrinology and Infertility</em> will be added. Please see new Unit of Study form attached to this application.</td>
</tr>
<tr>
<td>SEXH5418: Public Health Aspects of Reproductive Health</td>
<td>This is a 2 credit point unit of study which focuses on the public health aspects of reproductive and maternal Health. This unit will only be available to Master of Public Health students (to replace SEXH5101, see below). SEXH5418 will one of the three 2 credit points that will make up SEXH5414 (see below).</td>
</tr>
<tr>
<td>SEXH5419: Public Health Aspects of HIV and STIs</td>
<td>This is a 2 credit point unit of study merges and replaces SEXH5101 (2cp) and SEXH5102 (2cp). This unit will only be available to Master of Public Health students (to replace SEXH5102). SEXH5419 will one of the three 2 credit points that will make up SEXH5414 (see below).</td>
</tr>
</tbody>
</table>

**Changes to existing units**

<table>
<thead>
<tr>
<th>Existing Unit</th>
<th>Description of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5401: Introduction to HIV, STIs and Sexual Health to be renamed</td>
<td>Change of name to reflect changes in syllabus to include the introductory reproductive health material alongside Introductory HIV, STIs and Sexual Health material.</td>
</tr>
<tr>
<td>SEXH5405: Contraception and Reproductive Health to be renamed</td>
<td>Change of name to reflect change in syllabus to include maternal preconception and early pregnancy care. The introductory components on reproductive health which are currently this unit will be moved into SEXH5401 and the new ‘Reproductive Endocrinology and Infertility’ UoS.</td>
</tr>
</tbody>
</table>
3. Details of amendment

Within the Course Resolutions for the Graduate Certificate in Medicine, Graduate Diploma in Medicine, Master of Medicine and Master of Medicine (Advanced):

Clause 5

(1) Courses are available in the following Streams:

For medical graduates:
(a) Clinical Neurophysiology
(b) Critical Care Medicine
(c) HIV, STIs and Sexual Health Sexual and Reproductive Health
(d) Internal Medicine
(e) Maternal Fetal and Reproductive Medicine
(f) Metabolic Health
(g) Paediatric Medicine
(h) Pharmaceutical & Medical Device Development
(i) Psychiatry
(j) Sleep Medicine

For non-medical graduates:
(a) Clinical Neurophysiology
(b) Critical Care Medicine
(c) HIV, STIs and Sexual Health Sexual and Reproductive Health
(d) Maternal Fetal and Reproductive Medicine
(e) Metabolic Health
(f) Pharmaceutical & Medical Device Development

SEXH5414*: Public Health: HIV, STIs and Sexual Health to be renamed

**SEXH5414: Public Health Aspects of HIV, STIs and Reproductive Health**

Change of name of the unit to reflect change in syllabus to include additional public health aspects of reproductive and maternal health. Some aspects of reproductive health already exist in the unit and will be expanded with a focus on reproductive health. SEXH5414 is currently a combination of three 2 credit points Units of Study – SEXH5008 SEXH5101 and SEXH5102. This is to be replaced with SEXH5008 (unchanged), SEXH5418 and SEXH5419 (which merges together SEXH5101 and SEXH5102).

SEXH5406: Professional Placement to be renamed

**SEXH5406: Professional Practice**

Change of name to reflect the capstone experience can take different formats and may not necessarily be a placement. Also, this unit focuses on multidisciplinary approaches and interdisciplinary practice. There minor changes in the description of the Unit of Study to reflect this shift in focus.

SEXH5101: Public Health Aspects of STIs

This unit will be deleted and replaced with **SEXH5418: Public Health Aspects of Reproductive Health**. This unit of study was available only to Public Health students.

SEXH5102: Public Health Aspects of HIV

This unit will be deleted and replaced with **SEXH5419: Public Health Aspects of HIV and STIs**. This unit of study was available only to Public Health students.
(f) Sleep Medicine

(2) Candidates may transfer between Streams with approval from Stream Head of Discipline.

(3) All of the degrees within this course shall be awarded in the Stream in which the candidate enrols. The testamur for the degree shall specify the Stream.

(4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

Clause 6:

(7) Admission to the Graduate Certificate in Science in Medicine requires:
   (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
   (b) for admission to HIV, STIs and Sexual health, Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

(8) Admission to the Graduate Diploma in Science in Medicine will require:
   (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
   (b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
   (c) for admission to HIV, STIs and Sexual health, Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

The proposed Compulsory, Stream Specific and Elective units that can be taken to complete the requirements of the course for the proposed Pathways as well as units where no Pathway is selected are given in the Units of Study Tables attached.

4. Transitional arrangements

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2019. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

5. Other relevant information

Please see attached Unit of Study proposal and revised Unit of Study tables (below) and Senate Resolutions (below).

6. Signature of Dean

Professor Arthur Conigrave
Dean, Sydney Medical School
ATTACHMENT: Within the Resolutions of the Senate

### 2 Degrees

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### Minor Course Amendment Proposal

- **Item 4.3** MMed(HIV, STIs and Sexual Health) - Page 8
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3 Double degrees

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* may be awarded with honours following a further year of study
^ may be awarded with honours following a further year of study

4 Graduate diplomas

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5 Graduate certificates

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<td>GradCertMed(CritCare)</td>
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<tr>
<td></td>
<td>- HIV, STIs and Sexual Health and Reproductive Health</td>
<td>GradCertMed(HSSH)(SRH)</td>
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<tr>
<td></td>
<td>- Internal Medicine</td>
<td>GradCertMed(InternalMedicine)</td>
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<tr>
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<td>- Maternal Fetal and Reproductive Medicine</td>
<td>GradCertMed(MFReprod)</td>
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<tr>
<td></td>
<td>- Metabolic Health</td>
<td>GradCertMed(MetabHlth)</td>
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<tr>
<td></td>
<td>- Paediatric Medicine</td>
<td>GradCertMed(Paed)</td>
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<tr>
<td></td>
<td>- Pharmaceutical &amp; Medical Device Development</td>
<td>GradCertMed(PharmDev)</td>
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<tr>
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<td>- Psychiatry</td>
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<tr>
<td></td>
<td>- Sleep Medicine</td>
<td>GradCertMed(SleepMedicine)</td>
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<td>GCSCMEDI-01</td>
<td>Graduate Certificate in Science in Medicine</td>
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<td></td>
<td>- Clinical Neurophysiology</td>
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<td></td>
<td>- Critical Care Medicine</td>
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</tr>
<tr>
<td></td>
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<td>GradCertScMed(PharmDev)</td>
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</tr>
<tr>
<td></td>
<td>- Sleep Medicine</td>
<td>GradCertScMed(SleepMedicine)</td>
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<td>GCPAIMGT-02</td>
<td>Graduate Certificate in Pain Management</td>
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<td>GCQUAHER-01</td>
<td>Graduate Certificate in Qualitative Health Research</td>
<td>GradCertQHR</td>
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<tr>
<td>GCSURGSC-01</td>
<td>Graduate Certificate in Surgical Sciences</td>
<td>GradCertSurgSc</td>
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<tr>
<td>GCSURGER1BSU</td>
<td>Graduate Certificate in Surgery (Breast Surgery)</td>
<td>GradCert(BreastSurg)</td>
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</table>
Attachment: Sexual and Reproductive Health Stream
Unit of Study Tables

**Pathway: HIV AND STIs**

### Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study</td>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online; online/face to face</td>
</tr>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online; online/face to face</td>
</tr>
<tr>
<td>SEXH5406 Professional Practice</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive</td>
</tr>
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</table>

### Stream Specific Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
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<td>Master students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5401 Introduction to Sexual and Reproductive Health</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6 (available semester 1)</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6 (available semester 2)</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5414 Public Health Aspects of HIV, STIs and Reproductive Health</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
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</table>
**General Elective Units of Study**

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students complete 6 credit points of elective units of study. Students can also select any additional stream specific units of study as electives.</td>
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<tr>
<td>Masters students complete 12 credit points of elective units of study. Students can also select any additional stream specific units of study as electives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offered Semester 1 and Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5402 Introduction to Counselling for Health Professions</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health &amp; Relationships Education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5416 Advanced Readings in Sexual Health</td>
<td>6</td>
<td>supervision</td>
</tr>
<tr>
<td><strong>Offered Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5417 Reproductive Endocrinology and Infertility</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5404 Variations in Sexual Function</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5409 Medical Management of Interpersonal Violence</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
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<tr>
<td><strong>Offered Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5405 Contraception and Preconception Care</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5407 Sex Gender and Sexuality</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>INIM5012 Infection Control and Epidemiology</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>MIPH5116 Culture, Health, Illness and Medicine</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
<td>4</td>
<td>online; face to face;</td>
</tr>
<tr>
<td>MIPH5135 Health Systems in Developing Countries</td>
<td>4</td>
<td>face to face</td>
</tr>
</tbody>
</table>
Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12</td>
<td>supervision</td>
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<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6</td>
<td>supervision</td>
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<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6</td>
<td>supervision</td>
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Pathway: Public Health

**Compulsory Units of Study**

Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study.

Graduate Diploma students must complete 6 credit points of compulsory units of study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>online; online/face to face</td>
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<td>OR</td>
<td></td>
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<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td>online</td>
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Master students must complete 12 credit points of compulsory units of study

<table>
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<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
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<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
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<td>online; online/face to face</td>
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<tr>
<td>OR</td>
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<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5406 Professional Practice</td>
<td>6</td>
<td>online/intensive</td>
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Stream Specific Units of Study
### Unit of Study code and name  
<table>
<thead>
<tr>
<th>Credit point</th>
<th>Delivery mode</th>
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</thead>
<tbody>
<tr>
<td><strong>Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study</strong></td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Master students must complete 24 credit points of stream specific units of study</strong></td>
<td></td>
</tr>
<tr>
<td>SEXH5401 Introduction to Sexual and Reproductive Health</td>
<td>6 (available semester 1 and 2)</td>
</tr>
<tr>
<td>SEXH5414 Public Health Aspects of HIV, STIs and Reproductive Health</td>
<td>6 (available semester 2)</td>
</tr>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
<td>6 (available semester 1)</td>
</tr>
<tr>
<td>SEXH5408 HIV/STI Program Delivery</td>
<td>2 (available semester 2)</td>
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<tr>
<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
<td>4</td>
</tr>
<tr>
<td>MIPH5131 Foundations of International Health</td>
<td>6 (available semester 1)</td>
</tr>
<tr>
<td><strong>PUBH5018 Introductory Biostatistics</strong></td>
<td>6 (available semester 1)</td>
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### General Elective Units of Study

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
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<tbody>
<tr>
<td><strong>Graduate Diploma students complete 6 credit points of elective units of study. Students can also select any additional stream specific units of study as electives.</strong></td>
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</tr>
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<td><strong>Masters students complete 12 credit points of elective units of study. Students can also select any additional stream specific units of study as electives.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offered Semester 1 and Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5402 Introduction to Counselling for the Health Professions</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health &amp; Relationships Education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5416 Advanced Readings in Sexual Health</td>
<td>6</td>
<td>supervision</td>
</tr>
<tr>
<td><strong>Offered Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face (evening or day); online</td>
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</table>
### Offered Semester 2

<table>
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<th>Course Name</th>
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<tbody>
<tr>
<td>PUBH5033</td>
<td>Disease Prevention and Health Promotion</td>
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<tr>
<td>CEPI5200</td>
<td>Quality and Safety in Health Care</td>
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<td>online</td>
</tr>
<tr>
<td>HPOL5000</td>
<td>Introduction to Health Policy</td>
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<td>block mode</td>
</tr>
<tr>
<td>SEXH5405</td>
<td>Contraception and Preconception Care</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5202</td>
<td>Advanced HIV Infection</td>
<td>6</td>
<td>face to face; block mode</td>
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<tr>
<td>SEXH5205</td>
<td>Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5407</td>
<td>Sex Gender and Sexuality</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>MIPH5112</td>
<td>Global Communicable Disease Control</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5115</td>
<td>Women's and Children's Health</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5116</td>
<td>Culture, Health, Illness and Medicine</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5135</td>
<td>Health Systems in Developing Countries</td>
<td>4</td>
<td>face to face</td>
</tr>
<tr>
<td>MIPH5219</td>
<td>International Health Project Management</td>
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<td>face to face</td>
</tr>
<tr>
<td>PUBH5416</td>
<td>Vaccines in Public Health</td>
<td>2</td>
<td>online/intensive</td>
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<tr>
<td>PUBH5027</td>
<td>Public Health Program Evaluation Methods</td>
<td>2</td>
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### Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>

Minor Course Amendment Proposal  Version 01.10.2014
Pathway: **Counselling Psychosexual Therapy**

**Compulsory Units of Study**

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<tr>
<td><strong>Master students must complete 12 credit points of compulsory units of study</strong></td>
<td></td>
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</tr>
</tbody>
</table>

- SEXH5401 Introduction to Sexual and Reproductive Health 6 (available semester 1 and 2) online

**Stream Specific Units of Study**

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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Master students must complete 24 credit points of stream specific units of study but it is recommended that students complete all of the stream specific units of study listed below</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5402* Introduction to Counselling for the Health Professions* 6 (available semester 1 and 2) online/intensive</td>
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<td></td>
</tr>
<tr>
<td>SEXH5404 Variations in Sexual Function 6 (available semester 1) online/intensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5403 Counselling in Psychosexual Therapy 6 (available semester 1) online/intensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5407 Sex Gender and Sexuality 6 (available semester 2) online/intensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5415 Advanced Issues in Psychosexual Therapy 6 (available semester 2) online/intensive</td>
<td></td>
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</tr>
</tbody>
</table>
SEXH5401
Introduction to Sexual and Reproductive Health 6 (available semester 1 and 2) online
* This unit of study is only a stream-specific unit of study for students who are NOT from a counselling background.

General Elective Units of Study

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<td></td>
<td></td>
</tr>
<tr>
<td>Offered Semester 1 and 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>online; online/face to face</td>
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<td></td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5409 Medical Management of Interpersonal Violence</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5417 Reproductive Endocrinology and Infertility</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>Offered Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5405 Contraception and Preconception Care</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5414 Public Health Aspects of HIV, STIs and Reproductive Health</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>BMRI5006 Cognitive Behaviour Therapy</td>
<td>6</td>
<td>block mode</td>
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</tbody>
</table>

Project Units of Study - Master (Advanced)

Minor Course Amendment Proposal Version 01.10.2014
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</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>

**Pathway: Reproductive Health and Fertility**

**Compulsory Units of Study**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online; online/face to face</td>
</tr>
</tbody>
</table>

**Master students must complete 12 credit points of compulsory units of study**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online/face to face</td>
</tr>
<tr>
<td>SEXH5406 Professional Practice</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

**Stream Specific Units of Study**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5401 Introduction to Sexual and Reproductive Health</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5417 Reproductive Endocrinology and Infertility</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5405</td>
<td>6</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>
### Contraception and Preconception Care

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5414 Public Health Aspects of HIV, STIs and Reproductive Health</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
</tbody>
</table>

### General Elective Units of Study

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Diploma students complete 6 credit points of stream specific elective units of study. Students can also select any additional stream specific units of study as electives.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Masters students complete 12 credit points of stream specific elective units of study. Students can also select any additional stream specific units of study as electives.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offered Semester 1 and Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5402 Introduction to Counselling for the Health Professions</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health &amp; Relationships Education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5416 Advanced Readings in Sexual Health</td>
<td>6</td>
<td>supervision</td>
</tr>
<tr>
<td><strong>Offered Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5404 Variations in Sexual Function</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5409 Medical Management of Interpersonal Violence</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td><strong>Offered Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5407 Sex Gender and Sexuality</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>MIPH5116</td>
<td>4</td>
<td>online; face to face</td>
</tr>
</tbody>
</table>
Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
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<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
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</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>

No Pathway Selected

Compulsory Units of Study

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>SEXH5406 Professional Practice</td>
<td>6 (available semester 1 and 2)</td>
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</tr>
</tbody>
</table>

Stream Specific Units of Study
### General Elective Units of Study

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
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<td></td>
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</tr>
<tr>
<td><strong>Offered Semester 1 and Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit of Study code and name</td>
<td>Credit point</td>
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</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------</td>
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<td>supervision</td>
</tr>
<tr>
<td><strong>Offered Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>PUBH5033 Disease Prevention and Health Promotion</td>
<td>6</td>
<td>online; block mode</td>
</tr>
<tr>
<td>MIPH5131 Foundations of International Health</td>
<td>6</td>
<td>online; face to face</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>HPOL5000 Introduction to Health Policy</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td><strong>Offered Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>MIPH5116 Culture, Health, Illness and Medicine</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5135 Health Systems in Developing Countries</td>
<td>4</td>
<td>face to face</td>
</tr>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>MIPH5112 Global Communicable Disease Control</td>
<td>4</td>
<td>online; face to face</td>
</tr>
</tbody>
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**Project Units of Study - Master (Advanced)**

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<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>
1. Purpose

Check that the qualification is indeed a Level 9 Coursework Masters by:

a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree

b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for **professional practice or scholarship** and as a **pathway for further learning**.

Faculty response: Tick box:  (a) Yes ☑ No ☐ (b) Yes ☑ No ☐

2. Learning Outcomes

Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.

Faculty response: The course is designed to meet the learning outcomes. Tick box:  Yes ☑ No ☐

The quality of the learning outcomes are assured by embedding the learning outcomes related to research principles and methods, evidence based and informed practice in professional settings. These are reinforced in the compulsory and stream specific units of study and practical application in the capstone unit of study.

3. Volume of Learning

Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification?

a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48
credit points) following a Level 8 qualification.

b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty's responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The course has the appropriate volume of learning to meet the learning outcomes
Tick box: Yes ☑ No □

4. Disciplinary Similarity

For Masters by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and/or 8—for example, in multidisciplinary Masters Degrees – the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The Faculty can justify the volume of learning required where there is disciplinary dissimilarity between Levels 7 and 8 and Level 9. Tick box: Yes ☑ No □

5. Research Project, Capstone or Piece of Scholarship

Which unit(s) of study in the degree are devoted to a research-based project, capstone and/or piece of scholarship?

Faculty Response: SEXH5406 Professional Practice unit of Study is a capstone unit. Advanced option project units of study: MEDF5301 Project (Advanced Masters), MEDF5302 Project (Advanced Masters) (Part A), MEDF5303 Project (Advanced Masters) (Part B)

6. Different Entry Pathways

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

Faculty Response: None required
Non-Confidential

| Author                  | Professor Pierre Chapuis  
|                        | Course coordinator for the Master of Surgery |
| Reviewer/Approver      | Associate Professor Patrick Kelly  
|                        | Associate Dean for Postgraduate Coursework for the Sydney Medical School |
| Paper title            | Master of Surgery |
| Purpose                | Sydney Medical School seeks Graduate Studies Committee endorsement of a minor amendment to the Master of Surgery |

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:
1) Approve the proposal from the Sydney Medical School to amend the Master of Surgery; and
2) Approve the amendment of the Unit of Study Tables arising from this proposal with effect for Semester 2, 2017.

**EXECUTIVE SUMMARY**

To propose a new six credit point elective unit of study for the Master of Surgery: SURG5042 Urological Oncology.

The AQF outcomes are not in any way affected by this change.
Minor Course Amendment Proposal

Faculty: Sydney Medical School

Contact person: Associate Professor Manish Patel  
Western Clinical School/Discipline of Surgery  
mpatel@med.usyd.edu.au  Ph: 9687 8252

1. Name of award course

Master of Surgery

2. Purpose of proposal

The purpose of this proposal is to introduce a new elective unit of study to the Master of Surgery commencing in Semester 2, 2017. The unit "Urological Oncology" is a comprehensive introduction to all the major urological cancers. It is aimed at the trainee surgeon, and will give them skills to manage patients with urological cancers in the ward and in the clinic. This unit of study is important for a number of reasons. Firstly it will be a urology specific unit of study which would benefit a large number of students doing the Master of Surgery who are or aim to be on the urology advanced training program. Secondly, oncology comprises a very large proportion of the urology clinical workload so it will benefit these students who are working in the area clinically. Thirdly with urology specific units of study, I believe it will encourage more students with aspirations to be urologists to enroll in the Urology stream in the Master of Surgery.

While developing this unit of study, I have consulted widely, including most urologists who are affiliated with Sydney Medical School and also other specialties such as pathology, radiology, medical oncology and radiation oncology.

The new unit of study was discussed at the Discipline of surgery executive meeting in 2016 and approved to proceed with development.

3. Details of amendment

See attached Unit of Study form and unit of study table below.

4. Transitional arrangements

NA

5. Other relevant information

6. Signature of Dean

Professor Arthur Conigrave  
Dean, Sydney Medical School
## Unit of study table

### Master of Surgery

Students must complete 6 credit points of compulsory units of study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100</td>
<td>Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010</td>
</tr>
<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Students must complete 18 credit points of dissertation units of study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5007</td>
<td>Dissertation A</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>SURG5008</td>
<td>Dissertation B</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Students must complete 24 credit points of elective specific units of study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5042</td>
<td>Urological Oncology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5003</td>
<td>Scientific Communication for Surgeons</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5011</td>
<td>Imaging Surgical Patients</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5012</td>
<td>Surgical Metabolism</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5016</td>
<td>Vascular and Endovascular Surgery</td>
<td>6</td>
<td>Note: Department permission required for enrolment Limit 12 students per semester</td>
</tr>
<tr>
<td>SURG5017</td>
<td>Microsurgery</td>
<td>6</td>
<td>Note: Department permission required for enrolment Waitlist: Due to the limitation of students, please contact the Discipline of Surgery office to be waitlisted for this course.</td>
</tr>
<tr>
<td>SURG5021</td>
<td>Transplantation Immunobiology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5022</td>
<td>Principles and Practice of Transplantation</td>
<td>6</td>
<td>P SURG5021</td>
</tr>
<tr>
<td>SURG5025</td>
<td>Adv. Hepatobiliary and Pancreatic Surgery</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5031</td>
<td>Surgical Skills</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5032</td>
<td>Physiology and Pharmacology for Surgeons</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment Waitlist: 16 places, strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be waitlisted for this course.  
jayne.seward@sydney.edu.au
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5035</td>
<td>Surgical Research and Evaluation</td>
<td>6</td>
<td><em>It would be helpful if candidates have completed Introductory Biostatistics PUBH5018</em></td>
</tr>
<tr>
<td>SURG5036</td>
<td>Surg Research: Translation and Innovation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5041</td>
<td>Surgical Oncology: Principles and Practice</td>
<td>6</td>
<td>A Candidates are expected generally to be undertaking advanced surgical training or similar P PATH5000 Note: Department permission required for enrolment</td>
</tr>
<tr>
<td>PATH5000</td>
<td>Surgical Pathology</td>
<td>6</td>
<td>1, 2</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Ross Coleman, Director, Graduate Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Ross Coleman, Director, Graduate Research</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015</td>
</tr>
<tr>
<td>Purpose</td>
<td>To inform the Committee of the intention to seek Academic Board approval of a policy amendment related to implementation of an integrity check of HDR student work at the first year milestone.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board approve the amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015, with effect from 16 May 2017.

EXECUTIVE SUMMARY

The University’s Academic Honesty Procedures 2016 (the Procedures) were approved by the Academic Board in August 2016 (Resolution AB2016/5-53). The Procedures include, for the first time, an explicit process by which potential breaches of academic and research integrity by higher degree by research (HDR) students are to be managed relative to the requirements of the Research Code of Conduct 2013. Consequential changes were also proposed and approved for the Thesis and Examination of Higher Degree by Research Policy 2015 and Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progress Planning and Review Policy).

A key feature of the Procedures is the specification of the process for managing potential breaches that arise during a student’s candidature, including as identified through an integrity check to be conducted at the first year milestone. At the time the Procedures were approved however, changes to the Progress Planning and Review Policy did not include the amendments required to give effect to the first year milestone integrity check as the process for implementation had not yet been finalised.

A high level implementation plan was subsequently put to and endorsed by the then SEG Research Training Committee at its meeting in September 2016. This requires the creation of dedicated sites within the Learning Management System for each HDR supervisor into which the students they have primary responsibility for supervising will be enrolled. Students will then be required to submit a substantial piece of text-based written work to similarity detection software (i.e., Turnitin) for the purposes of conducting the milestone integrity check. The challenges associated with implementation have now been resolved, so the amended Progress Planning and Review Policy attached to this paper now formalises the milestone requirement and facilitates implementation of the associated process.

COMMUNICATION

The amendments to the Progress Planning and Review Policy will be submitted for approval to the Academic Board for its May 2017 meeting, and along with the implementation and communication action plan, for noting by the University Executive Research Education Committee, also at its May meeting.

ATTACHMENTS

Attachment 1 – Progress Planning and Review for Higher Degree by Research Students Policy 2015
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: 27 October 2016 (administrative amendment only)

Signature: 

Position: 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 Delegations of Authority – Academic Functions, and the Progress Planning and Review for Higher Degree by Research Students Procedures 2015 (‘the Procedures’).

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:4: 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.

department means the academic unit responsible for a student’s higher degree by research candidature. It may be called a department, discipline or school within the University.

faculty means a faculty or a board of studies as established by Senate in each case by its constitution, and refers to the student’s faculty or University school of enrolment.

head of department means the head of the relevant department.

Note: Functions performed by the head of department may be performed by the Head of School, Dean or Associate Dean, in accordance with paragraph section 1.4(4) of the Rule, particularly in faculties that are not organised into departments or disciplines.

higher degree by research means a doctorate by research or master’s 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 postgraduate coordinator for the relevant department.

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
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*.

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.

Note 2: See clause 20. This subclause does not apply to students enrolled as at 31 December 2015 with a latest completion date later than 30 June 2016.

(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 3: 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
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.

(4) Variations to progress plans may be material or non-material.

(5) Material variations are variations that:
   (a) extend the date for achievement of a University, faculty or department 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 clauses sections 2.20, 3.20 and 4.19 of the Rule;
   (c) substantially change the nature of the research.

   Note 5: Clauses Sections 2.20, 3.20 and 4.19 of the Rule authorise a Dean or 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.

(6) Material variations to progress plans must be:
   (a) endorsed by the student’s coordinating supervisor; and
   (b) approved by the head of department or postgraduate coordinator.

(7) Students should discuss non-material variations to progress plans with their coordinating supervisor.
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 head of department or 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 head of department or 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
   (c) other relevant specialist knowledge.

(3) In appointing members of a Review Panel, the head of department or 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 6: 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 head of department or 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
   
   (c) 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, department 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 head of department or 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 head of department or 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 department, 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;

(a)(b) for a first progress review, have submitted a major piece of writing for similarity checking; and

(a) 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 head of department or 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 postgraduate coordinator or 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 head of department or 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 postgraduate coordinator or 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 head of department or 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; and

(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 head of department or 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 head of department or 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 department;
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.

Faculty and department milestones and activities:
(a) are additional to University milestones and activities;
(b) are mandatory specialist requirements specific to the faculty or department;
(c) are common for all candidates in the faculty or department;
(d) may include department specific activities required to achieve University milestones; and
(e) must be approved by the UE Research Education Committee.

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.

Progress plans must include at least one faculty or department 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

For students enrolled as at 31 December 2015 with a latest completion date earlier than 1 July 2016:
(a) Part 2 does not apply; and
(b) Part 3 applies, but is amended to exclude requirements for, and reference to, progress plans.

For students enrolled as at 31 December 2015 with a latest completion date later than 30 June 2016, the following provision applies in place of subclause 7(2):
(a) All students must have a progress plan by the earlier of:
   (i) 30 June 2016; or
   (ii) one month prior to the date of their next scheduled progress review.
### 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>
<tbody>
<tr>
<td>Preliminary appraisal</td>
<td>6 months</td>
<td>• Review research idea. &lt;br&gt;• Draft research plan. &lt;br&gt;• Draft data management plan.</td>
<td>• Complete training needs analysis. &lt;br&gt;• Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor. &lt;br&gt;• Schedule relevant training activities. &lt;br&gt;• Review communication skills (especially writing). &lt;br&gt;• Identify subsequent actions in progress plan.</td>
<td>• Complete Responsible Research Practice module. &lt;br&gt;• Complete induction(s). &lt;br&gt;• Identify any need for ethics approval. &lt;br&gt;• Conduct intellectual property review, and consider need for IP agreements. &lt;br&gt;• Conduct autonomous sanctions check. &lt;br&gt;• Consider potential for restricted information.</td>
<td>• Have all relevant action items been identified and included in the progress plan?</td>
</tr>
<tr>
<td>WHS (Activity, within Preliminary Proposal Milestone)</td>
<td>2 months</td>
<td></td>
<td></td>
<td></td>
<td>WHS training completed.</td>
</tr>
<tr>
<td>Confirmation</td>
<td>12 months</td>
<td>• Finalise research proposal/plan. &lt;br&gt;• Finalise data management plan. &lt;br&gt;• Conduct resources review, including information technology, hardware, software, space, funding, supervision.</td>
<td>• 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. &lt;br&gt;• Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor</td>
<td>• Confirm ethics plan and commence ethics application process (where relevant). &lt;br&gt;• Ensure autonomous sanctions check completed.</td>
<td>• Is the research project feasible? If not, consider next steps.</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>
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</tbody>
</table>
| Finalise Research Proposal (Activity, within Confirmation Milestone) | 12 months | • Agree a final research proposal | | | • Is the research proposal feasible?  
• Is the research proposal agreed by all parties? |
| Intent to submit | 3 months from projected submission | • Check thesis draft.  
• Student to provide input on potential examiners. | • Ensure all training activities from training needs analysis are complete. | • Check compliance with ethics approvals, data management plan, IP agreements.  
• Consider whether the thesis contains restricted information. | • Will the thesis be ready for examination?  
• If no, does the progress plan need to be updated and an extension sought? |
| Submit for examination | Submission date | • Coordinating supervisor confirms thesis is in a form suitable for examination.  
• Faculty decides to proceed with examination. | | • Consider whether confidentiality agreements are required for examiners. | • Is the thesis examinable?  
• If yes, have examiners been appointed? |
| Examination | Complete within 4 months of submission | • Determine outcome of examination. | | | • Does the thesis satisfy the requirements for award?  
• If yes, are there any conditions that must be satisfied?  
• If no, can the student revise and resubmit? |
| Award | Within 4 months of award notification | • Complete requirements for award, including emendations.  
• Lodge final version of thesis. | | • Comply with data management plan.  
• Comply with any ethics approval and protocol. | • Can the degree be conferred? |
| Confer degree | | | | | |
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)
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 2012
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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<tr>
<th>Provision</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>
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<tr>
<td>15(2)(c)(ii), 16(2)(a)(iv)</td>
<td>Minor amendment</td>
<td>19 September 2016</td>
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<tr>
<td>Notes</td>
<td>Change to Administrator of document</td>
<td>19 September 2016</td>
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<tr>
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<td>Amendment</td>
<td>Commencing</td>
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<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>
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<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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Non-Confidential

<table>
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<tr>
<th>Author</th>
<th>Ross Coleman, Director of Graduate Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pip Pattison, Deputy Vice-Chancellor Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Accountability changes within the <em>Supervision of Higher Degree by Research Students Policy 2013</em></td>
</tr>
</tbody>
</table>

**Purpose**

To simplify the approval process for prospective HDR supervisors who have not completed University of Sydney training. The proposal will also simplify the approval processes for supervisors wishing to be re-entered on the Supervisory Register after removal. This change will align the desire for excellence in HDR supervision with the faculties’ responsibility to appoint the best staff.

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board approve the amendment of the *Supervision of Higher Degree by Research Students Policy 2013*, with effect from 16 May 2017.

**EXECUTIVE SUMMARY**

The *Supervision of Higher Degree by Research Students Policy 2013* codifies the qualities, requirements and expectations around supervision of higher degree by research (HDR) students. Of particular interest is the establishment and maintenance of a register of academic, affiliate or adjunct staff deemed to be suitable to supervise HDR students. The policy provides for qualified staff to be entered directly onto the Supervisor Register and for staff without such qualifications as specified by the policy, to have their entry onto the Register approved by a delegated person.

Previous versions of the procedures for appointing staff to the Supervisor Register gave the responsibility of approving academic and affiliate staff onto the register to Associate Deans (RE) at a faculty level. Owing to some inconsistency in practice, there was a desire to centralise the decision making into the Graduate Studies Office reporting to the PVC Academic Affairs, with the PVC being the delegated decision maker. This was coincident with the amalgamation for the faculty-based supervisor register to a single list, The Policy was amended before the establishment of the office of Director, Graduate Research and post the dissolution of the Graduate Studies Office. Hence the practical solution was to have the Chair of the Graduate Studies Committee approve entry to the Register for prospective supervisors that have not completed the Educational Innovation Foundations of Research Supervision Programme.

Reverting the decision to appoint supervisors to the supervisor register to a faculty-based delegation aligns the process with the existing processes for appointing academic staff on the basis of excellent research and teaching. Faculties will still be required to apply a quality and excellence filter when considering the appointment of supervisors to the register. The Director, Graduate Research will advise Associate Deans on the comparability of supervisor training courses other than the University’s own training scheme.

Changing section 12 of the policy, which relates to the Supervisor Register, would help develop a more streamlined practice of approving the entry of staff onto the Supervisor Register and also align the operation of the Supervisor Register with the strategic intent of improving our supervisory practices.
SUPERVISION OF HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2013

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

Dated: 22 February 2013

Last amended: 30 August 2016 (administrative amendments only)

Signature:

Position: Chair, Academic Board

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1 Name of policy

This is the Supervision of Higher Degree by Research Students Policy 2013.

2 Commencement

This policy commences on 22 February 2013

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) ensures that higher degree by research students are supported to produce research of the highest national and international quality;

(b) enables students involved in a higher degree by research to be part of an intellectually stimulating academic environment and receive effective supervision during their studies;

(c) provides for a positive and proactive approach to research supervision; and

(d) requires provision of foundational guidance, support, recognition, development and leadership opportunities for supervisors.

5 Application

This policy applies to:

(a) staff, students and affiliates; and

(b) any formal research supervision program provided to students in either of the following degrees:

(i) Doctorate by research; or

(ii) Master’s by research.

6 Definitions and interpretation

(1) In this policy:

academic dishonesty means seeking to obtain or obtaining academic advantage (including in the assessment or publication of work) by dishonest or unfair means or knowingly assisting another to do so.

Note: See also Academic Honesty in Coursework Policy 2015

affiliate has the meaning provided in the Code of Conduct – Staff and Affiliates, which at the date of this policy 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.

AQF means the Australian Qualifications Framework (http://www.aqf.edu.au/)

associate dean means the associate dean with authority for overseeing higher degrees by research in the relevant faculty.

auxiliary supervisor has the meaning provided in clause 8 of this policy.
candidature means the period commencing when a person accepts the University's offer of admission to an award course, in accordance with University and government requirements as amended from time to time, and ending when the degree is conferred or the candidature otherwise ceases.

co-ordinating supervisor means the research supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.

co-supervision means the situation where two or more research supervisors are appointed to supervise a student.

dean means the dean of the relevant faculty.

delegate means a person authorised by the Senate to act on behalf of the University in specified situations, as provided in the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended) or the Delegations of Authority – Academic Functions or the Supplementary Delegations of Authority – Academic Functions.

department means the academic unit responsible for a student's higher degree by research candidature. It may be called department, discipline or school within the University.

doctorate by research has the meaning provided in the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) which at the date of this policy is:

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 at AQF level 10.

Educational Innovation means the Educational Innovation unit within the Deputy Vice-Chancellor (Education) portfolio.

ESOS National Code means the standards governing the protection of overseas students and the delivery of courses to such students, established under the Education Services for Overseas Students (ESOS) Act 2000 (Cth).

faculty means a faculty or a board of studies as established by Senate in each case by its constitution, and refers to the student's faculty of enrolment.

Graduate Studies Committee means the Graduate Studies Committee of the Academic Board.
head of department or head

means the head of the relevant department

Note: Functions performed by the head of department may be performed by the head of school, dean or associate dean, in accordance with paragraph 1.02(5) of the University of Sydney (Higher Degree by Research) Rule 2011, particularly in faculties that are not organized into departments or disciplines.

HDR Administrative Centre

means the Higher Degree by Research Administrative Centre within the Deputy Vice-Chancellor (Registrar) portfolio.

international student advisers

means staff within the International Student Office who provide support to international students on issues related to student visa, scholarship and general academic progression.

master’s by research

has the meaning provided in the University of Sydney (Higher Degree by Research Rule) 2011 (as amended) which at the date of this policy is:

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 at AQF Level 9.

plagiarism

means presenting another person’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. Plagiarism is a form of academic dishonesty.

Note: See also Academic Honesty in Coursework Policy 2015

postgraduate coordinator

means the postgraduate coordinator for the relevant department.

probationary period

has the meaning as described in clauses 2.05, 3.05, and 4.04 of the University of Sydney (Higher Degree by Research) Rule 2011

progress review

means a progress review conducted in accordance with Part 3 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

research supervisor

has the meaning provided in clause 8 of this policy.

student

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

supervisor

means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in clause 14 of this policy. For the purpose of this policy, the generic term supervisor(s) will be used to include research supervisors, coordinating supervisors, and auxiliary supervisors.
Supervisor Register means the University-wide register of individuals approved as supervisors for higher degree by research students, established under clause 13 of this policy.

supervisory team means a group team of supervisors appointed to supervise a student in accordance with the provisions of clause 13 of this policy.

7 Principles of supervision

(1) Roles and responsibilities

(a) Higher degree by research students are ultimately responsible for their own work.

(b) Supervisors are responsible for offering tailored guidance and constructive feedback.

(c) Supervisors and students must discuss their respective roles, and the expectations and requirements of the degree. They must reach a common understanding of:

   (i) key project aims;

   (ii) key milestones;

   (iii) proposed timetable; and

   (iv) methods of working together,

and must revisit these regularly to ensure that the project stays on track.

(2) Quality of relationships

(a) Supervisors and students must establish and maintain clear communication, which means actively clarifying any misunderstandings or divergent expectations as they arise.

(b) Giving and receiving critical feedback, and learning how to use it effectively, are integral aspects of the research process. Supervisors and students should undertake these activities with a spirit of goodwill and a common focus on producing quality learning as well as quality work.

(c) Supervisors should be responsive to students’ changing needs at different stages of the degree.

(3) Diversity

(a) Supervisors and students must treat each other fairly and reasonably and should respect the social and intellectual diversity of the University community.

(b) Supervisors and students must not engage in, or tolerate, harassment and discrimination.

Note See also: Code of Conduct – Staff and Affiliates; Code of Conduct for Students; Bullying, Harassment and Discrimination Prevention Policy 2015.

(c) Supervisors and students must recognise that every supervisory relationship is unique and will reflect the particular needs, preferences and work styles of those involved.
(d) Supervisors and students must recognise that intellectual and practical input from other supervisors is necessary and desirable, and is to be encouraged.

(e) Supervisors and students must exercise professional discretion in their relationship, maintaining confidentiality where appropriate.

(4) Life-long learning

(a) Students are encouraged to take part in opportunities at the University to develop skills and knowledge that complement their research.

(b) The University recognises its responsibility to foster research communities that welcome and engage research students as active participants.

Note: See also Learning and Teaching Policy 2015

8 Supervisors

(1) All supervisors must be current staff or affiliates of the University and will be categorised as either:

(a) research supervisors; or

(b) auxiliary supervisors.

(2) Supervisors may come from the same faculty or department as the one in which the student is enrolled or from different faculties or departments as appropriate to the research project.

(3) Supervisors are appointed to a particular candidature by the relevant head of department.

(4) Research supervisors:

(a) have the primary responsibility for the conduct of the candidature in accordance with guidelines determined by the Academic Board;

(b) are responsible for monitoring the provision of appropriate support, resources, information and guidance to the student; and

(c) are responsible for reporting the progress of the candidature to the relevant head of department and the relevant dean or associate dean.

(5) Auxiliary supervisors are appointed to assist in the supervision of the candidature.

(6) The practice of auxiliary supervision is flexible to allow for a variety of models as may be appropriate for individual candidatures. Appropriate models include:

(a) a person with considerable experience as a research supervisor serving as an advisor or mentor to a research supervisor who is new to that role;

(b) a person with the appropriate knowledge required for part of the student’s candidature;

(c) a person whose links with industry enable a student to have access to specialised equipment and facilities; or

(d) a person in an external institution or university who is an expert on the subject matter.
9 Supervisory teams

(1) All higher degree by research students will be supervised by a supervisory team consisting of at least two supervisors, of whom at least one will be a research supervisor.

(2) The relevant head of department must determine appropriate supervisory arrangements for each student based on skills, experience, workload, projected availability of staff and other requirements appropriate to the candidate, degree and research project.

(3) The head of department may review and change supervisory arrangements as required throughout the course of the candidature.

(4) Supervisory teams must include at least one member of the academic staff with the requisite skills, knowledge and experience for supervision of the particular student.

(5) Each individual member of a supervisory team must:
   (a) be eligible to supervise higher degree by research students;
   (b) be familiar with the University’s policies, procedures and resources, and applicable faculty requirements.

(6) Together the team must:
   (a) have content expertise in the area of the student's research;
   (b) be structured in such a way that no individual supervisor is a research supervisor for more than 5 full time candidates except as permitted according to Clause 13 of this policy; and
   (c) be able to provide continuous supervision for the likely duration of the student's candidature, allowing for changes in any individual supervisor's availability.

(7) One research supervisor in the team must be nominated as the co-ordinating supervisor.
   (a) The co-ordinating supervisor is responsible for:
      (i) meeting administrative requirements; and
      (ii) reporting the aggregated views of team members to the head of department or dean or associate dean.
   (b) An auxiliary supervisor may not act as co-ordinating supervisor except when appointed in the temporary absence of a research supervisor as set out in clause 14(10)(c) of this policy.

(8) Supervision of higher degree by research students must follow one of the models specified below.

(9) Default model of supervision
   (a) For an individual student the relevant head of department or postgraduate coordinator will appoint:
      (i) one research supervisor; and
      (ii) one auxiliary supervisor.
   (b) The research supervisor will be the co-ordinating supervisor.
10 **Supervisor development**

(1) All academic staff with supervisory responsibilities must undertake development activities relating to the supervision of higher degree by research students. This may involve taking part in formal and informal opportunities for exchanging expertise on research supervision, research learning and research processes - whether at a department, faculty, division or University-wide level.

(2) Academic staff new to supervision should undertake University staff development programs for research supervision.

(3) If a potential supervisor has already undertaken an equivalent course or has substantial suitable experience in supervising students to completion, the relevant dean or associate dean may exempt them from taking the Educational Innovation course. However, it is strongly recommended that such staff participate in the Educational Innovation development course or other workshops to ensure familiarity with current supervisory practices and expectations.

11 **Supervisor eligibility**

(1) Subject to subclause (2), to be eligible to be approved as a supervisor, a person will:

(a) be a member of the academic staff at Level B or above; or

(b) have a current affiliation with the University approved by the relevant faculty or department; and
(c) have participated in ongoing and appropriate development activities including but not limited to:
   (i) the Foundations of Research Supervision course run by Educational Innovation; or
   (ii) other relevant workshops and programs; or
   (iii) demonstrated experience at supervising at another university; and

(d) be research active; and

Note: Standards for research activity are set by each faculty and are available through Career Path.

See also: Performance Planning and Development Policy 2012; Academic Planning and Development Guidelines

(e) be qualified to undertake research supervision appropriate to the discipline by:
   (i) holding a qualification at AQF Level 10; or
   (ii) having equivalent professional or research experience.

Note: This may include a higher doctorate other than a PhD; a research Masters plus experience in research and research training supervision; or a significant publishing record in peer-reviewed journals. See TEQSA Higher Education Standards panel on technical amendments to Provider Course Accreditation Standards.

12 The Supervisor Register

(1) The HDR Administrative Centre will maintain a register of all individuals approved as supervisors for higher degree by research students.

(2) The register will distinguish between those people who are approved to act as:
   (a) research or auxiliary supervisors; and
   (b) auxiliary supervisors only.

(3) Academic staff at Level B or above who have completed the Foundations of Research Supervision course run by Educational Innovation will automatically be approved and registered as a research supervisor.

(4) Affiliates and academic staff below Level B who have completed the Foundations of Research Supervision course run by Educational Innovation will automatically be approved and registered as an auxiliary supervisor.

(5) Academic staff and affiliates who have not completed the Foundations of Research Supervision course run by Educational Innovation require approval for registration from the Chair of the Graduate Studies Committee dean or associate dean of the relevant faculty.

(6) Routine deregistration
   (a) A person will be routinely removed from the Supervisor Register when that person:
      (i) is no longer actively affiliated with the University;
      (ii) no longer meets the supervision criteria as specified in clause 11 of this policy; or
(iii) has not supervised an enrolled student for a period of three continuous years.

(7) Performance related deregistration

(a) The relevant dean or associate dean must request removal of an approved supervisor from the Supervisor Register when that person is identified in their academic performance and development review as failing to perform their duties to a satisfactory standard.

Note: See Performance Planning and Development Policy 2012 and Academic Planning and Development Guidelines

(b) The relevant dean or associate dean must notify any person who is deregistered on this basis, in writing.

(c) The relevant dean, associate dean or academic advisor may recommend suitable development activities for such people.

(8) Misconduct related deregistration

(a) 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.

(b) The Provost must notify any person who is deregistered on this basis, in writing.

Note: See: Research Code of Conduct 2013 Enterprise Agreement 2013-2017

(9) Appeals against deregistration

(a) A person may appeal against routine deregistration to the HDR Administrative Centre.

(b) A person may appeal against performance related deregistration to the relevant dean or associate dean.

(10) Reactivating registration

(a) The relevant dean or associate dean may request the re-registration of supervisors who have previously been deregistered.

(11) Reporting

(a) The HDR Administrative Centre will report annually to the Graduate Studies Committee of the Academic Board on issues relating to the Supervisor Register.

(b) Reports must include a summary of actions taken and any recommendations relating to operation of the Supervisor Register.

13 Supervisor workload

(1) A research supervisor will not normally supervise more than 5 full-time equivalent postgraduate research students at one time, or pro rata for a supervisor employed on a fractional basis.

(2) A research supervisor may only exceed the normal load with approval from the relevant dean, which may only be provided after consideration of a
recommendation, including reasons, from the relevant head of department or postgraduate coordinator.

(3) The relevant dean must report all such approvals to the HDR Administrative Centre as soon as possible after they are given.

(4) The dean may assign a student to an auxiliary supervisor if the dean is satisfied that the auxiliary supervisor can provide the necessary skills and expertise, without compromising their existing students’ candidatures. Academic workload should also be taken into consideration.

Note: See the Enterprise Agreement 2013-2017, Section G.

14 Responsibilities of supervisors

(1) Unless otherwise specified, the responsibilities described in this clause apply equally to each supervisor of a student.

(2) Where the supervisory team contains more than one research supervisor, each research supervisor must fulfil all of the responsibilities of research supervisors described in this clause.

(3) Supervisors must maintain a professional relationship with their students, other supervisors and other University staff.

(4) The supervisor’s primary role is to provide academic support and guidance throughout a candidature with the objective of enabling the student to achieve a high standard of research activity and output.

(5) In agreeing to registration on the Supervisor Register, the supervisor accepts the responsibilities set out in this clause.

(6) Selection of student and or project

(a) The research supervisor will consider a prospective student’s relevant research background, interests and abilities to complete a proposed research project, and decide whether the proposed topic is manageable. If the supervisor is not confident at the application stage that the research proposal is likely to be manageable and consistent with the aims of the doctoral degree, they must raise their concerns with the head of department.

(b) The supervisor will ensure that they have the ability, capacity and related research interest in the project to carry out the supervision. If a supervisor has any doubts about their capacity to supervise a student for any reason, they must raise their concerns with the head of department.

(7) Conflicts of interests

(a) Where the supervisor becomes aware of an actual, potential or perceived conflict of interests in relation to a particular project or student, the supervisor must immediately declare the conflict of interests in accordance with the External Interests Policy 2010.

(b) The head of department may vary the supervisory arrangements as a result of a conflict of interests declaration.

(8) At the commencement of the candidature

(a) The research supervisor will:

(i) notify the student about orientation and induction events run by the University, faculty or department;
(ii) ensure that the student participates in induction programs and workshops as directed by the faculty or department;

(iii) ensure that the student participates in programs and workshops in accordance with University, faculty or departmental work health and safety requirements.

(b) The research supervisor must be aware of the attributes that the University expects its graduates to have and, in consultation with the student, prepare a plan for future skill acquisition as the student proceeds through their degree program.

Note: See Learning and Teaching Policy 2015

(c) The research supervisor is responsible for identifying, with the student, the most appropriate data-gathering and analysing techniques.

(d) All supervisors must familiarise themselves with the Essential Resources for Higher Degree by Research Students Policy 2016, and use it to inform their discussions with the student and the department about the resources that may be available to support each particular candidature.

(e) The research supervisor is responsible for ensuring that the facilities which are identified as necessary for the project to succeed are available.

(f) If the research supervisor is not confident that the required facilities are or will be available they must raise this with the head of department, postgraduate coordinator or faculty.

(g) The research supervisor may be expected to help their student develop a research budget, and advise them on how to acquire information about relevant research funding schemes.

(9) During the candidature: supervisory teams and relationships

(a) The composition of a supervisory team will depend on faculty arrangements, the interdisciplinary nature of the research project, or other criteria as determined by the faculty, project, and as appropriate to the project, the candidate and the degree.

Note: See clause 9 of this policy for models for supervisory teams.

(b) The head of department must approve all supervisory arrangements.

(c) Members of a supervisory team should clarify the responsibilities of each person in the team, and coordinate advice and guidance appropriately. The research supervisor, or where there is more than one research supervisor, the co-ordinating supervisor, is responsible for advising the student of these arrangements.

(d) All supervisors must:

(i) build and maintain supervisory relationships with their students;

(ii) clarify with their students what is expected of each other within this relationship;

(iii) establish agreed methods of working with their students; and

(iv) fulfil their side of any agreement.

(e) The research supervisor should be available to meet with their student at least once per fortnight during the probationary period.

(f) After the completion of the probationary period, the research supervisor and their student are jointly responsible for negotiating ongoing and appropriate
contact arrangements. This may include face to face or electronic forms of communication.

(g) Supervisory arrangements should be adapted according to the nature of the candidature (full-time or part-time) and make due allowance for approved absences by the student.

(h) If it is not possible for the supervisor and student to meet regularly, then the head of department should be consulted by either the student or the supervisor regarding appropriate alternative arrangements.

(i) The auxiliary supervisor should negotiate ongoing and appropriate contact arrangements with their student.

(j) Where a change in research direction occurs, appropriate supervisory arrangements should be negotiated by the student, supervisor, and head of department as required. Changes in supervision as a result of these negotiations must be approved by the head of department.

(10) During the candidature: administrative requirements

(a) The research supervisor must identify applicable degree and other administrative requirements and advise the student as necessary, although the student is responsible for ensuring that these requirements are met. This includes but is not limited to planned leave or time away, re-enrolment, and progress reviews.

(b) Where there are two supervisors with equal responsibility for the candidature, the co-ordinating supervisor is responsible for ensuring that all administrative requirements are met. This includes but is not limited to: re-enrolment advice, progress review reporting, and leave arrangements.

(11) During the candidature: absence of supervisor

(a) Supervision must be provided for the duration of a candidature. It is not acceptable for a student to have their candidature disrupted by supervisor absence.

(b) The research supervisor who is intending an absence of one month or more must ensure that the head of department is informed that appropriate alternative supervisory arrangements should be put in place.

(c) Alternate supervisory arrangements may comprise remote supervision (e.g. email, phone, video link), or increased direct supervision from another member of the supervisory team (e.g. the auxiliary supervisor).

(d) If the supervisor appointed to cover a research supervisor’s absence has not previously been involved in the supervision of the student, it is the responsibility of the current research supervisor to inform the acting supervisor about the progress of the candidature.

(e) Where an absence is foreseeable, the supervisor must notify the head of department, the student and any other supervisor at least one month before the intended departure date so that appropriate supervisory arrangements can be put in place.

(f) If the supervisor is leaving the University, the head of department must notify the student as soon as is practical. In that event:

   (i) the departing supervisor must discuss ongoing supervisory arrangements with the student and the head of department; and

   (ii) the head of department may vary the supervision arrangements, including appointing a new research supervisor, as required.
(12) **During the candidature: managing progress**

(a) The research supervisor should ensure that the student works within a planned framework which marks out the milestones expected to be completed at various stages.

(b) Planning and time management should begin at an early stage and the research supervisor must encourage the student to make productive use of their time.

(c) Where the supervisory team consists of a research supervisor and an external auxiliary supervisor, the research supervisor must ensure that the direction of the work is entirely under the control of the University and the student.

(d) The research supervisor is responsible for reaching agreement with the student about:
   (i) indicators of progress being made; and
   (ii) submission of appropriate written work, interim reports or research results.

(e) The supervisor must return written work to the student, with constructive feedback, in a timely fashion. Unless other time frames are agreed between the supervisor and the student:
   (i) written work up to the equivalent in length to a chapter must be returned within one month; and
   (ii) written work up to the equivalent in length to two chapters must be returned within two months.

(f) The research supervisor must provide feedback on progress to the student and make progress reports to the faculty and any scholarship authority.

(g) The research supervisor must monitor progress within the context of the overall research plan, ensuring that sufficient time is left for writing up the thesis and, if necessary, that the scope of the project is reduced to meet the time available.

(h) The research supervisor must inform the student about inadequate progress or standards of work that are below that generally expected, identify problems and suggest ways of addressing them.

(i) The research supervisor should work with the student to ensure that, by the end of the probationary period, the student’s research topic and aims are clearly defined.

(j) At the end of the probationary period, the research supervisor must determine whether the student is able to identify, access, organise and communicate knowledge in both written and oral English to a standard generally acceptable to the discipline. If necessary, the supervisor will direct the student to relevant courses available at the University.

**Note:** See [Learning and Teaching Policy 2015](#).

(k) The research supervisor must advise the student in writing when progress is unsatisfactory and identify improvements which are necessary for continuation of the candidature.

**Note:** See [University of Sydney (Higher Degree by Research) Rule 2011](#) for further requirements relating to progress and progress reviews.
(13) **During the candidature: duty of care**

(a) The research supervisor must be aware of, and inform the student about, the range of support services which exist to help them while they are studying at the University, including University Health Services, Counselling and Psychological Services, other student support services, and SUPRA.

**Note:** see Student Support services website for a list of available services

**Note:** Students can seek professional advice through the University Health Service (http://sydney.edu.au/health-service/services/index.php) and the Counselling and Psychological services (http://sydney.edu.au/current_students/counselling/).

(b) Supervisors must recognise and respond to varying student circumstances such as illness or personal issues which may arise and be able to establish processes to manage these issues.

(c) The research supervisor must encourage a student with health concerns to seek professional assistance and must be prepared to discuss the various candidature options available, such as sick leave, approved leave of absence or a move to part time study.

(d) The research supervisor must ensure that the head of department and the dean are informed in writing if concerns regarding the candidature arise.

(e) The research supervisor must be aware of the particular challenges that may be faced by an international student and be sensitive to the social, academic and intellectual transition issues that an international student moving to Australia for the first time may experience.

(f) The supervisor should be aware of the services available to an international student, particularly in relation to the provisions of the ESOS National Code, and refer the student to appropriate sources of information as required.

**Note:** Information relevant to the support of international students is available from the International Office, international student advisors and SUPRA.

(14) **The research community**

(a) The research supervisor must arrange for the student to participate in the work of the department, including attendance and presentation at departmental seminars.

(b) The supervisor must encourage the student to extend their contacts within the academic community e.g. in the department, faculty, University and external to the University. This may include academic staff, postgraduate fellows, and other higher degree by research students.

(c) The supervisor must encourage the student to take the opportunity to discuss their research with other staff and students in the relevant subject area and to communicate their research findings to others in the wider academic community.

(15) **Thesis content, writing and submission**

(a) The research supervisor must give appropriate and timely advice on the requirements regarding content, style, presentation and production of theses.

(b) As far as possible, the research supervisor should ensure that the work submitted is the student’s own and that data are valid.
(c) When required by the course resolutions of the degree, the research supervisor will:

(i) consider the suitability and availability of potential examiners; and

(ii) make recommendations to the head of department regarding potential examiners

in good time before the thesis is submitted.

(d) The research supervisor is responsible for certifying that a thesis is in a form suitable for examination at the time of submission.

(16) Compliance requirements

(a) The research supervisor must ensure that students are aware of, and abide by, all applicable laws, University policies and procedures, including those applicable to research integrity.

Note: All current University policies and procedures are available from the Policy Register.

(b) The research supervisor must advise the student of the requirement to obtain ethics approval for studies on animal and human subjects (including the use of questionnaires) prior to undertaking research to which such requirements may apply.

(c) As chief investigators on student ethics applications, the research supervisor is responsible for submission of the application, including review of content and accuracy.

Note: Ethics approval cannot be provided retrospectively.

(d) The research supervisor must advise the student about academic honesty, and in particular the avoidance of plagiarism.

(e) The research supervisor must ensure that the student is aware of their rights with respect to intellectual property and encourage, where appropriate, the exploitation of such intellectual property through the University. The student may be encouraged to seek independent advice regarding their intellectual property.

Note: See Intellectual Property Policy 2016

(f) The supervisor must reach agreement with the student concerning authorship of publications and acknowledgement of contributions during and after the candidature. It is recommended that, wherever necessary, the agreement be re-evaluated just prior to publication in case of any significant shifts to workload allocations and intellectual input since the agreement was initially made.

Note: See Research Code of Conduct 2013.

(g) There should be open and mutual recognition of the student’s and the supervisor’s contributions on all published works arising from the project.

(h) A research supervisor must ensure that student is aware of all applicable requirements for retention of data, and requirements for members of staff to complete a statement of authorship for each paper submitted for publication.
(i) The supervisor must ensure that safe working practices are developed and maintained at all times. This includes:

   (i) ensuring that the student is aware of the University's work and health safety requirements; and

   (ii) recommending that the student participates in appropriate work health and safety training.

Note: See Work Health and Safety Policy 2012.

(j) Supervisors must be aware of, and abide by, their obligations under the Autonomous Sanctions Act 2011 (Cth).

Note: As at the date of this policy, Commonwealth legislation is available at http://www.comlaw.gov.au/Home

(k) The research supervisor is responsible for ensuring that the student is aware that a copy of their thesis will be lodged with the University Librarian, and should guide the writing of the thesis to ensure that they fulfil the necessary requirements.

Note: See University of Sydney (Higher Degree by Research Rule) 2011.

15 Responsibilities of students

(1) It is the responsibility of students to maintain a professional relationship at all times with supervisors and other University staff.

(2) At the commencement of the candidature

   (a) Students must play an informed part in the process of the selection and appointment of supervisors.

      Note: See University of Sydney (Higher Degree by Research) Rule 2011

   (b) Students must ensure that they are correctly enrolled according to faculty and University requirements prior to commencing their degree program and throughout their candidature.

   (c) Students must comply with the requirements of any scholarship, external funding, sponsorship or other monetary provisions.

   (d) Students should take part in University or faculty or department orientation programs, and must take part in induction programs and workshops if directed by the supervisor, faculty or department. This may include attendance at workshops on safety and health procedures.

      Note: See also Essential Resources for Higher Degree by Research Students Policy 2016

   (e) Students should familiarise themselves with the qualities and skills the University expects its graduates to have and must, with the assistance of their supervisors, prepare a plan for future skill acquisition as they proceed through their degree program. This will include undertaking a research training needs analysis at the beginning of, and during, their candidature, to identify specific areas in which development is required.

      Note: See Learning and Teaching Policy 2015

   (f) Students must undertake any coursework or other activities required by the University.
(g) Students must familiarise themselves with the *Essential Resources for Higher Degree by Research Students Policy 2016*, to inform their discussions with their supervisors, department, faculty and the University about the resources that may be available to support their candidature.

(h) Students may be expected to develop a research budget in consultation with their supervisors, and to seek information about relevant research funding schemes.

(3) **During the candidature**

(a) Students are responsible for meeting the administrative requirements of their candidature. This includes but is not limited to planned leave, time away and re-enrolment.

(b) Students must ensure that all administrative requirements of the faculty and the University, such as re-enrolment and progress reviews are met.

(c) Students must notify and negotiate any planned leave, time away or change in enrolment status with their supervisors, and follow appropriate faculty or University approval processes.

(d) Students should make every effort to build and maintain satisfactory supervisory relationships. This includes:

   (i) establishing with their supervisors agreed methods of working;

   (ii) fulfilling their side of any agreement; and

   (iii) meeting regularly with their supervisors. In the probationary period of their candidature this should be at least fortnightly. As the candidature progresses different contact arrangements may be negotiated as appropriate.

(e) Students must devote sufficient time to their research. Full time candidature requires at least the same time commitment as would full time professional employment in Australia.

(f) Students should plan and execute the project within the time limits defined, taking into account the nature of the program (full time or part-time) and the milestones agreed with supervisors.

(g) Students are expected to attend as agreed for consultation and provide evidence of progress made.

(4) **The research community**

(a) Students should be aware of opportunities for meeting other researchers in the field and attend internal and external seminars, meetings and conferences.

(b) Students should participate in the opportunities offered by the department to be part of that intellectual community. This includes taking part in activities of the faculty or department such as presentation of research at University seminars and conferences.

(5) **Compliance requirements**

(a) Students must be aware of, and abide by, all applicable laws, University policies and procedures including those applicable to research integrity.

   **Note:** All current University policies and procedures are available from the [Policy Register](#).

(b) Students must familiarise themselves with the resolutions governing the degree course in which they are enrolled.
(c) Students must consult their supervisors about applications for ethics approval where their project involves the study of animal or human subjects (including the use of questionnaires).

(d) Ethics approval must be applied for prior to the commencement of the project and cannot be provided retrospectively.

(e) Students must ensure that they avoid all forms of academic dishonesty, including plagiarism.

(f) Students must familiarise themselves with the requirements of the Research Code of Conduct 2013.

   (i) If students are concerned about possible research misconduct, they should seek advice from their supervisors.

   (ii) If a student does not feel comfortable doing this, or if the supervisor is involved in the issue of concern, the student should approach the postgraduate co-ordinator or associate dean for the faculty.

(g) Students should read the Intellectual Property Policy 2016 and explore with their supervisor and the University the possible exploitation of any invention or other intellectual property arising from their research.

(h) Students must at all times adopt safe working practices relevant to the field of research and comply with the University’s work health and requirements.

(i) Students must attend any workshops on safety and health procedures required by the faculty or department in which the student is undertaking research.

Note: See Work Health and Safety Policy 2012

(6) Grievances

(a) Students are encouraged to take the initiative in raising problems or difficulties and seeking solutions to them as soon as possible. Problems may be raised during the progress review process or at any other time.

(b) Students are encouraged to inform supervisors or postgraduate co-ordinators about difficulties being experienced as soon as possible.

(c) In the first instance, locally negotiated solutions should be sought before recourse to formal processes.

(d) Students must be aware of, and implement as required, the University’s grievance resolution policies and procedures, including:

   (i) Research Code of Conduct 2013;

   (ii) Bullying, Harassment and Discrimination Prevention Policy 2015;

   (iii) Reporting Wrongdoing Policy 2012;


(e) Students are encouraged to familiarise themselves with the mechanisms available for helping with supervisor-student difficulties and to take advantage of them if necessary.

(f) Students may seek independent advice or representation, including from the Sydney University Postgraduate Representative Association (SUPRA).
16 Responsibilities of departments

(1) Departmental responsibilities for higher degree by research students will be discharged by the head of department.

(2) Departments are responsible for:

(a) determining appropriate supervisory arrangements for each student based on skills, experience, workload, projected availability and other requirements appropriate to the candidate, degree and research project;

(b) varying supervisory arrangements as required;

(c) requiring, when necessary, all supervisors to participate in University supervision development courses and workshops;

(d) explaining their respective roles to all members of a supervisory team;

(e) making recommendations to the dean for approval of proposed increases in the supervisory workload of research supervisors;

   (i) A normal supervisory workload is the equivalent of supervising five full time higher degree by research students.

   (ii) The dean is responsible for approving all such arrangements.

(f) determining appropriate alternative supervision arrangements if a research supervisor is absent for one month or more, and is unable to adequately supervise their students remotely;

(g) notifying all affected students as soon as practical if a supervisor is leaving the University and discussing ongoing supervisory arrangements with both the student and the departing supervisor;

(h) clearly defining the duties and responsibilities of postgraduate co-ordinators providing adequate resources to assist in the performance of those duties and properly recognising the workload these duties entail;

(i) determining coursework or alternative development activities required by individual students, after consultation with the relevant research supervisors and consideration of the applicable research training needs analysis;

(j) ensuring that review procedures, including progress reviews, are carried out in accordance with University policies and procedures;

(k) ensuring that necessary approvals for conditions of candidatures are obtained from the faculty, and that scholarship reporting requirements are met;

(l) determining, in consultation with the research supervisors, the facilities likely to be required for any particular candidature, and ascertaining their availability;

(m) advising applicants and students about the availability of facilities, including access to physical space and other resources, and the financial support that is likely to be available to them;

(n) reporting to the dean or associate dean if the required facilities are not available;

(o) encouraging interaction and the development of beneficial intellectual relationships amongst students and staff and encouraging students to participate in appropriate departmental or faculty activities;

(p) providing students with the names of individuals to whom they can turn to for advice;
(q) the proper and expeditious conduct of the examination process, including the timely selection of appropriate examiners in accordance with University policies and procedures; and

(r) informing students and supervisors of the University’s policies and procedures with respect to ethics, intellectual property, academic dishonesty and plagiarism, research integrity, and grievance procedures.

17 Responsibilities of faculties

(1) Faculty responsibilities for higher degree by research students will be discharged by the relevant dean or associate dean.

(2) Faculties are responsible for:

(a) ensuring that applicants for admission to candidature meet the minimum requirements for admission to the relevant degree and the proposed course of study;

(b) ensuring that all supervisors in their faculty are included in the Supervisor Register;

(c) establishing and explaining appropriate review mechanisms, including the progress reviews, within departments;

(d) explaining students’ rights and obligations;

(e) providing necessary resources in accordance with the Essential Resources for Higher Degree by Research Students Policy 2016, and discussing the availability of necessary resources, appropriate to the candidature, with students and their supervisors as required;

(f) monitoring students during their candidature through reports from departments, and intervening where necessary;

(g) providing students with the names of individuals to whom they can turn to for advice; and

(h) ensuring that examiners recommended are appropriately qualified and that the examination process maintains the standards required for the degree concerned.

(i) lodging of an awarded thesis to the University Library. This is to ensure that the Library receives the properly awarded thesis and an assurance that all compliance requirements under the University of Sydney (Higher Degree by Research Rule) 2011 have been met.

18 Responsibilities of the University

(1) The University will ensure that higher degree by research students are provided with an acceptable level of access to physical space and other facilities, including library facilities, and that departments are required to advise applicants about the facilities that are available.

(2) The University is responsible for maintaining the Supervisor Register and providing:

(a) support services in areas such as learning assistance;

(b) development activities for supervisors of postgraduate students;
(c) effective reporting and review mechanisms throughout the candidature;
(d) procedures which allow students to seek assistance in the resolving difficulties; and
(e) appropriate appeal mechanisms.

19 Rescissions

This policy replaces the Code of Practice for Supervision of Postgraduate Research Students, the Postgraduate Research Higher Degree Training Supervision at the University of Sydney Policy, and the Probationary candidature and English expression policy, all of which are rescinded as from the effective date of this policy.

NOTES

Supervision of Higher Degree by Research Students Policy 2012

Date adopted: 22 February 2013
Date commenced: 22 February 2013
Date amended: 2 December 2015, commencing 1 January 2016
17 August 2016 (administrative amendments)
30 August 2016 (administrative amendments)
Administrator: Deputy Vice-Chancellor (Education)
Review date: 20 February 2018
Related documents:

Autonomous Sanctions Act 2011 (Cth)
Education Services for Overseas Students (ESOS) Act 2000 (Cth)
University of Sydney (Higher Degrees by Research) Rule 2011
Intellectual Property Policy 2016
Learning and Teaching Policy 2015
Academic Planning and Development Guidelines
Code of Conduct for Students
Research Code of Conduct 2013
Code of Conduct - Staff and Affiliates
Essential Resources for Higher Degree by Research Students Policy 2016
Work Health and Safety Policy 2012
Performance Planning and Development Policy 2012
Enterprise Agreement 2013-2017

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

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**AMENDMENT HISTORY**

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<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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<tbody>
<tr>
<td>Various</td>
<td>Amendments throughout the policy to align it with the new Progress Planning and Review for HDR Students Policy, recognise the change in administrative processes from the Graduate Studies Office to the HDR Administration Centre, and to reflect agreed amendments to the processes associated with the Supervisor Register.</td>
<td>1 January 2016</td>
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