**NOTICE OF MEETING**

Meeting 6/2017 of the Graduate Studies Committee will be held at 2:00 pm on Tuesday 1 August 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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*Respect is a core value of the Academic Board*
4.7 **HDREC**: Thesis Examination Guideline amendment
   Kathleen Nelson  attached

4.8 **Medicine**: Doctor of Medicine
   Patrick Kelly  withdrawn

4.9 **Medicine**: Elective Units for various courses, for noting
   Patrick Kelly  attached

4.10 **Medicine**: Infection and Immunity embedded Course sequence
   Patrick Kelly  attached

4.11 **Science**: Doctor of Veterinary Medicine
   Tim Newsome  attached

4.12 **Science**: Master of Clinical Psychology and Master of Clinical Psychology/Doctor of Philosophy
   Tim Newsome  attached

4.13 **Science**: Master of Nutrition and Dietetics
   Tim Newsome  attached

**Higher Degree by Research**

4.14 **Education Strategy**: Refined R Implementation
   Ross Coleman  attached

**New Course Proposal**

4.15 **Engineering and IT**: Graduate Certificate and Graduate Diploma in Computing
   Uwe Roehm  attached

5 **ITEMS FOR NOTING**

5.1 **Education Strategy**: Higher Education Standards Framework and University Policy
   Peter McCallum / Leah Schwartz  attached

6 **OTHER BUSINESS**

6.1 RTP Ranking Procedure Policy: discussion

Next meeting: 2:00pm – 4:00pm, Tuesday 19 September 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.
UNCONFIRMED MINUTES

1 WELCOME AND APOLOGIES
The Committee noted apologies as recorded above.

2 PROCEDURAL MATTERS

2.1 Minutes of Previous Meeting
Members confirmed the minutes of the previous meeting, held on 23 May 2017, as an accurate record.

Resolution GSC17/5-1
That the Graduate Studies Committee resolve that the minutes of meeting 4/2017, held on 23 May 2017, be confirmed as a true record.

2.2 Actions Arising
Members were advised that all actions arising from the previous meeting are on the current agenda for discussion.

3 STANDING ITEMS

3.1 Report of the Chair
Associate Professor Kertesz welcomed Professor McKenzie back from leave, and informed members that she would resume the Chair following the meeting.

Resolution GSC17/5-2
That the Graduate Studies Committee note the report of the Chair.

3.2 Report of the Academic Board
In the absence of Associate Professor Masters, members noted the written report circulated with the agenda.

Resolution GSC17/5-3
That the Graduate Studies Committee note the report of the Academic Board meeting held on 13
3.3 Report of HDR Examinations Sub-Committee

Associate Professor Nelson drew the attention of members to the written report circulated with the agenda, which was noted by the committee. The Chair observed that Sydney seems to be one of a small number of Australian institutions that require potential examiners to declare potential conflicts of interest.

Resolution GSC17/5-4
That the Graduate Studies Committee note the report of the HDR Examinations Sub-Committee meeting of 30 May 2017.

3.4 Report of HDR Scholarships Sub-Committee

In the absence of Associate Professor McCrystal, no report was received of the 26 May and 22 June meetings of the sub-committee. It was anticipated that these reports would be made available at the next meeting.

4 ITEMS FOR APPROVAL

Major Course Proposals

4.1 Arts: Master of Crosscultural & Applied Linguistics

Associate Professor Ramia advised that this proposal enabled the amalgamation of two existing degrees and had previously been approved by the Academic Board [Note: Associate Professor Ramia confirmed after the meeting that this proposal had been presented to the Curriculum and Course Planning Committee of the University Executive and not the Academic Board as advised]. In discussion, the Chair advised that the research capstone seemed too limited to serve as a pathway to HDR study and that students undertaking it would not be eligible for an Australian Postgraduate Award. Associate Professor Ramia undertook to investigate this, and to provide learning outcomes for the amalgamated degree.

Subject to this action, the proposal was endorsed for presentation to the Academic Board.

Resolution GSC17/5-5
That the Graduate Studies Committee recommends that Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to introduce the Master of Crosscultural and Applied Linguistics, Graduate Diploma in Crosscultural and Applied Linguistics and Graduate Certificate of Crosscultural and Applied Linguistics;
(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 Faculty of Arts and Social Sciences; and
(3) approve the introduction of Course Resolutions arising from this proposal, with effect from 1 January 2018.

4.2 Engineering & IT: Graduate Certificate in Computing

Associate Professor Valix advised that this proposal seeks to create an embedded Graduate Certificate within an existing Graduate Diploma to provide a pathway for (primarily international) students with a non-IT background with an admission pathway to upgrade to the Master of Information Technology. The proposal also shortens the duration of learning for the Graduate Diploma from 60 to 48 credit points. In discussion, members observed that it is more regular to provide an articulation pathway from the Certificate to the Diploma rather than requiring admission to the longer award and articulating to the shorter award, and it was observed that the distinction of the AQF 8 award from the AQF 9 was not clear. The Faculty agreed to revise this proposal to see if the intent could be better achieved through an amendment to the admissions pathways into the Master of Information Technology.

Resolution GSC17/5-6
That the Graduate Studies Committee resolve not to support this proposal.

4.3 Medicine: Master of Master of Medicine/Science in Medicine (Pain Management)

Dr Devonshire spoke to this proposal and advised that the Pain Management program has been running successfully since 1996. Colleagues in Dentistry have identified the need for a
specialisation in Orofacial Pain, and this proposal addresses this need. In discussion, the positioning of this as a major and not a specialisation was raised, with the observation made that with the introduction of the new undergraduate curriculum, the term ‘major’ has taken on specific connotations. The Faculty expressed its willingness to amend the wording, provided that the specialisation is recognised on a graduate’s transcript and testamur. Ms Grose confirmed that this will be possible. Associate Professor Nguyen cautioned against use of the term ‘specialist’ as this has professional credentialing implications and this was agreed.

It was recommended that the resolutions be updated to correct time limit discrepancies, and that the deleted reference to “shorter award” in clause 4(4) be reconsidered. Subject to these amendments, the proposal was endorsed for presentation to the Academic Board.

Resolution GSC17/5-7
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from Sydney Medical School to amend the Master of Medicine/Science in Medicine (Pain Management); and
(2) approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018.

4.4 SCA: Deletion of Master of Film and Digital Image (MFDI) and Master of Interactive and Digital Media (MIDM)
Mr Trendall spoke to this proposal, which is a revised version of the proposal presented to the previous meeting. Student Administration Services have confirmed that there are no students currently or potentially enrolled in these degrees, and they can therefore be deleted.

The committee endorsed the proposal for presentation to the Academic Board.

Resolution GSC17/5-8
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Sydney College of the Arts to delete the Master of Film and Digital Image (MFDI) and Master of Interactive and Digital Media (MIDM);
(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 Sydney College of the Arts; and
(3) approve the deletion of Course Resolutions arising from this proposal, with effect from 1 January 2018.

Minor Course Proposals

4.5 Architecture: Master of Architectural Science
This proposal was endorsed for presentation to the Academic Board as presented.

Resolution GSC17/5-9
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Graduate Certificate in Architectural Science, Graduate Diploma in Architectural Science and Master of Architectural Science; and
(2) approve amendments to the Course Resolution and Unit of Study table arising from the proposal, with effect from the 1 January 2018.

4.6 Architecture: Bachelor of Design in Architecture (Honours) / Master of Architecture
This proposal was endorsed for presentation to the Academic Board as presented.

Resolution GSC17/5-10
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours)/Master of Architecture; and
(2) approve amendments to the Course Resolutions and Unit of Study table arising from the proposal, with effect from the 1 January 2018.

4.7 Architecture: Master of Interaction Design and Electronic Arts
This proposal was endorsed for presentation to the Academic Board as presented.

Resolution GSC17/5-11
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Interaction Design and Electronic Arts and related programs; and
(2) approve the amendments to the Unit of Study table, with effect from the 1 January 2018.

4.8 Architecture: Master of Urban Design
This proposal was endorsed for presentation to the Academic Board as presented.

Resolution GSC17/5-12
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Graduate Certificate in Urban Design, Graduate Diploma in Urban Design and Master of Urban Design; and
(2) approve amendments to the Course Resolutions and table of Units of Study arising from the proposal, with effect from the 1 January 2018.

4.9 Architecture: Master of Urbanism
This proposal was endorsed for presentation to the Academic Board as presented.

Resolution GSC17/5-13
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Urbanism; and
(2) approve the amendments to the table of Units of Study arising from the proposal, with effect from the 1 January 2018.

4.10 Architecture: Master of Urban and Regional Planning
This proposal was endorsed for presentation to the Academic Board as presented.

Resolution GSC17/5-14
That the Graduate Studies Committee recommend that Academic Board:
(1) approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Graduate Certificate in Urban and Regional Planning, Graduate Diploma in Urban and Regional Planning and Master of Urban and Regional Planning; and
(2) approve the amendments to the Unit of Study table, with effect from the 1 January 2018.

4.11 Arts: Master of Creative Writing
This proposal was endorsed for presentation to the Academic Board subject to minor typographical correction.

Resolution GSC17/5-15
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Creative Writing and embedded courses; and
(2) approve amendments to the Course Resolutions and table of Units of Study arising from the proposal, with effect from the 1 January 2018.

4.12 Arts: Master of Development Studies
This proposal was endorsed for presentation to the Academic Board subject to minor typographical correction.

Resolution GSC17/5-16
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Development Studies; and
(2) approve amendments to the Course Resolutions and table of Units of Study arising from the
Graduate Studies Committee minutes

4.13 Arts: Master of Human Rights

In discussion, members observed that this proposal refers to ‘core electives’ and an ‘optional specialisation’ but does not provide detail on these. Associate Professor Ramia advised that these would be the focus of a future proposal, and that the current proposal enables the framework within which these will be developed.

This proposal was endorsed for presentation to the Academic Board subject to minor typographical correction.

Resolution GSC17/5-17
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Human Rights and embedded courses; and
(2) approve amendments to the Course Resolutions and table of Units of Study arising from the proposal,
with effect from the 1 January 2018.

4.14 Arts: Master of International Relations

This proposal was endorsed for presentation to the Academic Board subject to minor typographical correction.

Resolution GSC17/5-18
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Relations; and
(2) approve amendments to the Course Resolutions and table of Units of Study arising from the proposal,
with effect from the 1 January 2018.

4.15 Arts: Master of International Security

This proposal was endorsed for presentation to the Academic Board subject to minor typographical correction.

Resolution GSC17/5-19
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Security; and
(2) approve amendments to the Course Resolutions and table of Units of Study arising from the proposal,
with effect from the 1 January 2018.

4.16 Arts: Master of International Studies

This proposal was endorsed for presentation to the Academic Board subject to minor typographical correction.

Resolution GSC17/5-20
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Studies; and
(2) approve amendments to the Course Resolutions and table of Units of Study arising from the proposal,
with effect from the 1 January 2018.

4.17 Arts: Graduate Certificate in Political Economy

This proposal was endorsed for presentation to the Academic Board subject to minor typographical correction.

Resolution GSC17/5-21
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Graduate
Certificate in Political Economy; and
(2) approve amendments to the Course Resolutions and table of Units of Study arising from the proposal,
with effect from the 1 January 2018.

4.18 **Arts: Master of Public Policy**

This proposal was endorsed for presentation to the Academic Board subject to minor typographical correction.

**Resolution GSC17/5-22**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Public Policy; and

(2) approve amendments to the Course Resolutions and table of Units of Study arising from the proposal,
with effect from the 1 January 2018.

4.19 **Arts: Master of US Studies**

This proposal was endorsed for presentation to the Academic Board subject to minor typographical correction.

**Resolution GSC17/5-23**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of US Studies; and

(2) approve amendments to the Course Resolutions and table of Units of Study arising from the proposal,
with effect from the 1 January 2018.

4.20 **Business: Master of Commerce**

Associate Professor Frost advised that this proposal embeds extra- and co-curricular activities pursuant to the University’s Strategic Plan 2016-2020, with a subsequent reduction in the number of available electives. This proposal was endorsed for presentation to the Academic Board.

**Resolution GSC17/5-24**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the University of Sydney Business School to amend the Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce; and

(2) approve the amendment of course resolutions and unit of study tables arising from the proposal,
with effect from 1 January, 2018.

4.21 **Business: Master of International Business**

Associate Professor Frost advised that this proposal enables a more flexible capstone experience to allow for preparation onshore and completion offshore, enhancing the student experience. This proposal was endorsed for presentation to the Academic Board.

**Resolution GSC17/5-25**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the University of Sydney Business School to amend the Master of International Business and Graduate Certificate in International Business; and

(2) approve the amendment of course resolutions and unit of study tables arising from the proposal,
with effect from 1 January, 2018.

4.22 **Business: Master of Logistics and Supply Chain Management**

This proposal was endorsed for presentation to the Academic Board.

**Resolution GSC17/5-26**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the University of Sydney Business School to amend the Master of Logistics and Supply Chain Management, Graduate Diploma in Logistics and Supply Chain Management and Graduate Certificate in Logistics and Supply Chain Management; and

(2) approve the amendment of course resolutions and unit of study tables arising from the proposal,
with effect from 1 January, 2018.

4.23 **Business: Master of Management**

Associate Professor Frost advised that this proposal aligns the University with many global management programs by recognising the GMAT as an entry pathway. He observed that many applicants for this award course are older professionals whose undergraduate study may no longer provide an accurate reflection of their current skills or capacity for the course. Members were assured that the GMAT will be one of a number of pathways to determine eligibility for admission and will not replace existing admission criteria.

The proposal was endorsed for presentation to the Academic Board.

**Resolution GSC17/5-27**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the University of Sydney Business School to amend the Master of Management, Master of Management (CEMS) and Graduate Certificate in Management; and

2. approve the amendment of course resolutions arising from the proposal, with effect from 1 January, 2018.

4.24 **Business: Master of Professional Accounting**

Associate Professor Frost advised that this proposal embeds extra- and co-curricular activities pursuant to the University’s Strategic Plan 2016-2020, with a subsequent reduction in the number of available electives. The proposal was endorsed for presentation to the Academic Board.

**Resolution GSC17/5-28**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the University of Sydney Business School to amend the Master of Professional Accounting, Graduate Diploma in Professional Accounting and Graduate Certificate in Professional Accounting; and

2. approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January, 2018.

4.25 **Dentistry: Doctor of Clinical Dentistry (Oral Medicine)**

Associate Professor Nguyen spoke to this proposal and advised that it arises from feedback provided by the accrediting body, which requires a clearer demonstration that Oral Medicine has been taught at the appropriate volume than is current available. The proposal also calls for the introduction of year-long units of study to facilitate clinical progression for students who may fail clinical requirements in Semester 1. In discussion, the faculty was asked to revise the credit point values to align with a 3, 6, 9, 12 credit point sequence, as well as to amend the reference to ‘exit degrees’ in the course resolutions, and present a revised proposal to a future meeting.

The proposal was not supported.

**Resolution GSC17/5-29**

That the Graduate Studies Committee not endorse the proposal as presented.

4.26 **Dentistry: Doctor of Clinical Dentistry (Special Care Dentistry)**

Associate Professor Nguyen spoke to this proposal and advised that it enables smoother credit point values. The Chair asked that reference to ‘exit degrees’ in the Course Resolutions be corrected before presentation to the Academic Board.

Subject to this amendment, the proposal was endorsed for presentation to the Academic Board.

**Resolution GSC17/5-30**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Dentistry to amend the Doctor of Clinical Dentistry (Special Care Dentistry);

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 Faculty of Dentistry; and

3. approve the amendment of course resolutions and tables of units of study arising from this proposal, with effect from 1 January 2018.
4.27 Engineering & IT: Graduate Diploma in Computing

Associate Professor Valix advised that this proposal and the proposals at Items 4.28, 4.31 and 4.32 arise from updates to the faculty’s undergraduate IT offerings. In discussion of these proposals, the creation of new unit of study codes and retention of unit of study names was questioned, with the observation made that if the content has changed sufficiently to require the creation of a new code, the name should also be updated to reflect the changed content.

This proposal was endorsed for presentation to the Academic Board subject to the resolution of unit of study naming.

Resolution GSC17/5-31
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Graduate Diploma in Computing; and
(2) approve the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

4.28 Engineering & IT: Master of Health Technology Innovation

This proposal was discussed in tandem with Item 4.27 above. This proposal was endorsed for presentation to the Academic Board subject to the resolution of unit of study naming.

Resolution GSC17/5-32
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Health Technology Innovation; and
(2) approve the amendment to the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

4.29 Engineering: Master of Professional Engineering (Civil) (Fluids) (Geomechanical) (Structural)

Associate Professor Valix advised that this proposal better aligns unit of study offerings. This proposal was endorsed for presentation to the Academic Board.

Resolution GSC17/5-33
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Civil), (Fluids), (Geomechanical) and (Structural) programs; and
(2) approve the amendment to the tables of Units of Study arising from the proposal, with effect from Semester 1, 2018.

4.30 Engineering: Master of Professional Engineering (Electrical) (Power) (Telecommunications)

Associate Professor Valix advised that this proposal updates core and elective units of study and expands the number of exchange options available to allow greater flexibility and duration of exchange opportunities. This proposal was endorsed for presentation to the Academic Board.

Resolution GSC17/5-34
That the Graduate Studies Committee recommend that Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Electrical), (Power) and (Telecommunications) programs; and
(2) approve the amendment to the tables of Units of Study arising from the proposal, with effect from Semester 1, 2018.

4.31 Engineering: Master of Professional Engineering (Software)

This proposal was discussed in tandem with Item 4.27 above. This proposal was endorsed for presentation to the Academic Board subject to the resolution of unit of study naming.

Resolution GSC17/5-35
That the Graduate Studies Committee recommend that Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Software); and
(2) approve the amendment to the table of Units of Study arising from the proposal,
Graduate Studies Committee minutes

4.32 **Engineering: Master of Information Technology, Master of Information Technology Management, Master of Information Technology / Master of Information Technology Management**

This proposal was discussed in tandem with Item 4.27 above. This proposal was endorsed for presentation to the Academic Board subject to the resolution of unit of study naming.

**Resolution GSC17/5-36**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend core units in the Master of Information Technology, Master of Information Technology Management and Master of Information Technology/Master of Information Technology Management; and

(2) approve the amendment to the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

4.33 **Medicine: Doctor of Medicine**

Associate Professor Kelly advised that this proposal amends reference in the course resolutions to the Associate Dean, rather than the Dean, to align with the new Delegations of Authority.

**Resolution GSC17/5-37**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from Sydney Medical School amend the Doctor of Medicine; and

(2) approve the amendment of the course resolutions arising from the proposal, with effect from Semester 1, 2018.

4.34 **Nursing: Master of Nursing**

Dr Randall advised that this proposal clarifies the name of the degree by removing reference to it as ‘Graduate Entry’, and also enables the distinction of student cohorts on two different campuses. This proposal was endorsed for presentation to the Academic Board.

**Resolution GSC17/5-38**

That the Graduate Studies Committee recommend that Academic Board:

(1) approve the proposal from Sydney Nursing School to amend the Master of Nursing; and

(2) approve the amendment of the course resolutions arising from this proposal, with effect from 1 January 2018.

4.35 **Pharmacy: Course and Faculty Resolutions**

Professor Brian advised that this proposal is intended to align time limits between award courses, and to enable the faculty to limit the number of students admitted by removing the requirement that anyone who meets the admission criteria ‘will’ be admitted. In discussion, it was observed that this limitation is already enabled by the use of the term ‘available places’ in clause 4(1) of the resolutions, and so is not necessary. This proposal was endorsed for presentation to the Academic Board subject to this amendment.

**Resolution GSC17/5-39**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Pharmacy to amend the Master of Pharmacy, Graduate Certificate in Pharmacy Practice, and Graduate Certificate in Evidence-Based Complementary Medicines;

(2) approve the amendment of course resolutions arising from this proposal; and

(3) approve the amendment of the Resolutions of the Faculty of Pharmacy for coursework awards, with effect from 1 January 2018.

4.36 **Dentistry: Doctor of Dental Medicine**

Associate Professor Nguyen spoke to this proposal and advised that it enables approval of deferral requests only with the permission of the Dean. In discussion, the Faculty was advised to establish criteria by which such a decision will be made, and was asked to update reference to the Dean in clause 5 to refer to the Associate Dean, as per the new Delegations of Authority.

Subject to this amendment, the proposal was endorsed for presentation to the Academic Board.
**Resolution GSC17/5-40**
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Dentistry to amend the Doctor of Dental Medicine; and
(2) approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018.

5 **ITEMS FOR NOTING**

5.1 **Engineering: Master of Complex Systems**
This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-41**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Complex Systems; and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.2 **Engineering: Master of Data Science**
This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-42**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Data Science; and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.3 **Engineering: Master of Engineering (Biomedical)**
This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-43**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Biomedical Engineering); and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.4 **Engineering: Master of Engineering (Chemical and Biomolecular)**
This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-44**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Chemical and Biomolecular); and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.5 **Engineering: Master of Engineering (Civil) (Fluids) (Geomechanical) (Structural)**
This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-45**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Civil) (Fluids) (Geomechanical) (Structural); and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.6 **Engineering: Master of Engineering (Electrical) (Power) (Telecommunications)**
This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-46**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Electrical) (Power) (Telecommunications); and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.7 **Engineering: Master of Engineering (Mechanical)**

This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-47**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Mechanical); and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.8 **Engineering: Master of Engineering (Software)**

This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-48**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Software); and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.9 **Engineering: Master of Professional Engineering (Aerospace)**

This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-49**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Aerospace); and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.10 **Engineering: Master of Professional Engineering (Biomedical)**

This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-50**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Biomedical); and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.11 **Engineering: Master of Professional Engineering (Chemical and Biomolecular)**

This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-51**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Chemical and Biomolecular); and
(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.12 **Engineering: Master of Professional Engineering (Mechanical)**

This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-52**
That the Graduate Studies Committee recommend that the Academic Board:
(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Mechanical); and
Graduate Studies Committee minutes

(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.13 **Engineering: Master of Project Leadership and Master of Project Management**

This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-53**

That the Graduate Studies Committee recommend that the Academic Board:

(1) note the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project Leadership and the Master of Project Management; and

(2) note the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

5.14 **Medicine: PG Coursework Programs**

This proposal was noted for presentation to the Academic Board.

**Resolution GSC17/5-54**

That the Graduate Studies Committee recommend that the Academic Board:

(1) note the proposal from Sydney Medical School to amend the Master of Medicine/Science in Medicine (Clinical Epidemiology), Master of International Public Health, Master of Health Communication, Master of Health Policy, Master of Medicine/Science in Medicine (Metabolic Health), Master of Public Health, Master of Public Health (Professional Practice) and Master of Surgery (Surgical Sciences) and embedded courses; and

(2) note the amendment of unit of study tables arising from the proposal, with effect from Semester 1, 2018.

6 **OTHER BUSINESS**

6.1 **Any Other Business**

There being no other business, the meeting closed at 3:27pm.

**Next meeting:** 2:00pm – 4:00pm, **Tuesday 1 August 2017**

Senate Room, Quadrangle

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<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Matthew Charet, Executive Officer to Academic Board</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Michael Kertesz, Acting Chair of the Graduate Studies Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report of the Chair of the Graduate Studies Committee</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Graduate Studies Committee of actions taken by the Chair of the Committee</td>
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</table>

**RECOMMENDATION**

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

**RECOGNITION OF PRIOR LEARNING**

Members are asked to note that the Chair has approved the recognition of prior learning for one PhD candidate in the Faculty of Arts and Social Sciences.
RECOMMENDATION

That the Graduate Studies Committee note the report of the Academic Board meeting held on 25 July 2017.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Graduate Studies Committee

The Academic Board noted the report of the Graduate Studies Committee meeting held on 4 July 2017 and:

- Noted a presentation, Respect Now, Always, by the Registrar;
- noted the verbal report of the Chair;
- noted the verbal report of the student members of the Academic Board;
- noted the verbal report from the Vice-Chancellor and Principal, including matters considered by Senate at its 5 July 2017 meeting;
- approved the proposal from the Faculty of Arts and Social Sciences to introduce the Master of Crosscultural and Applied Linguistics, Graduate Diploma in Crosscultural and Applied Linguistics and Graduate Certificate of Crosscultural and Applied Linguistics, and recommended 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 Faculty of Arts and Social Sciences, and approve the introduction of Course Resolutions arising from this proposal, with effect from 1 January 2018;
- approved the proposal from Sydney Medical School to amend the Master of Medicine/Science in Medicine (Pain Management), and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney College of the Arts to delete the Master of Film and Digital Image (MFDI) and Master of Interactive and Digital Media (MIDM), recommended 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 Sydney College of the Arts, and approved the deletion of Course Resolutions arising from this proposal, with effect from 1 January 2018.
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Graduate Certificate in Architectural Science, Graduate Diploma in Architectural Science and Master of Architectural Science, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours)/Master of Architecture, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Interaction Design and Electronic Arts and related programs, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Graduate Certificate in Urban Design, Graduate Diploma in Urban Design and Master of Urban Design, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
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- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Urbanism, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Graduate Certificate in Urban and Regional Planning, Graduate Diploma in Urban and Regional Planning and Master of Urban and Regional Planning, and approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Creative Writing and embedded courses, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Human Rights and embedded courses, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Relations, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Security, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Studies, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate in Political Economy, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Public Policy, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of US Studies, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the University of Sydney Business School to amend the Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the University of Sydney Business School to amend the Master of International Business and Graduate Certificate in International Business, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the University of Sydney Business School to amend the Master of Logistics and Supply Chain Management, Graduate Diploma in Logistics and Supply Chain Management and Graduate Certificate in Logistics and Supply Chain Management, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the University of Sydney Business School to amend the Master of Management, Master of Management (CEMS) and Graduate Certificate in Management, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the University of Sydney Business School to amend the Master of Professional Accounting, Graduate Diploma in Professional Accounting and Graduate Certificate in Professional Accounting, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Graduate Diploma in Computing, and approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Civil), (Fluids), (Geomechanical) and (Structural) programs, and

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<td>3.2</td>
<td>1 August 2017</td>
<td>Graduate Studies Committee</td>
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Respect is a core value of the Academic Board
approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
• approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Electrical), (Power) and (Telecommunications) programs, and approved the amendment to the tables of Units of Study arising from the proposal, with effect from Semester 1, 2018;
• approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Software), and approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
• approved the proposal from the Faculty of Engineering and Information Technologies to amend core units in the Master of Information Technology, Master of Information Technology Management and Master of Information Technology/Master of Information Technology Management, and approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
• approved the proposal from Sydney Medical School amend the Doctor of Medicine, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
• approved the proposal from Sydney Nursing School to amend the Master of Nursing, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
• approved the proposal from the Faculty of Pharmacy to amend the Master of Pharmacy, Graduate Certificate in Pharmacy Practice, and Graduate Certificate in Evidence-Based Complementary Medicines; approved the amendment of course resolutions arising from this proposal, and approved the amendment of the Resolutions of the Faculty of Pharmacy for coursework awards, with effect from 1 January 2018;
• approved the proposal from the Faculty of Dentistry to amend the Doctor of Dental Medicine, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
• noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Complex Systems, and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
• noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Data Science, and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
• noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Biomedical Engineering), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
• noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Chemical and Biomolecular), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
• noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Civil) (Fluids) (Geomechanical) (Structural), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
• noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Electrical) (Power) (Telecommunications), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
• noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Mechanical), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
• noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Software), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
• noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Aerospace), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Biomedical), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;

noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Chemical and Biomolecular), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;

noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Mechanical), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;

noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project Leadership and the Master of Project Management, and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;

noted the proposal from Sydney Medical School to amend the Master of Medicine/Science in Medicine (Clinical Epidemiology), Master of International Public Health, Master of Health Communication, Master of Health Policy, Master of Medicine/Science in Medicine (Metabolic Health), Master of Public Health, Master of Public Health (Professional Practice) and Master of Surgery (Surgical Sciences) and embedded courses, and noted the amendment of unit of study tables arising from the proposal, with effect from Semester 1, 2018.

The Academic Board noted the report of the Undergraduate Studies Committee meeting held on 4 July 2017 and:

approved the proposal from the Deputy Vice Chancellor Education Portfolio, and approved the common degree table template for use by all faculties where streams, programs, majors and minors are represented in degree resolutions, with effect from 1 January 2018;

approved the proposal from the Deputy Vice Chancellor Education Portfolio to amend the Table S/Dalyell stream units, as amended with effect from 1 January 2018;

approved the proposal from the Deputy Vice Chancellor Education Portfolio, and approved the Table O amendments arising from this proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Architecture, Design and Planning to amend the Bachelor of Design Computing / Advanced Studies and Bachelor of Design Computing, and approved the amendment of the unit of study table arising from this proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Architecture, Design and Planning to amend the Bachelor of Architecture and Environments, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours) / Master of Architecture, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Education / Bachelor of Arts, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics / Bachelor of Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Arts, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Language Studies, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;
approved the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Social Sciences, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Business to amend the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Sydney College of the Arts to amend the Bachelor of Visual Arts and Bachelor of Visual Arts/Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Advanced Computing, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Project Management, and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Aeronautical), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Biomedical), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Chemical), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Civil), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Electrical), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Mechanical), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Mechatronic), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Software), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Humanitarian), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (various majors), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Flexible First Year), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Speech Pathology), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Physiotherapy), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise and Sport)/MND, and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Arts/Master of Nursing, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Science/Master of Nursing, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Pharmacy to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy and Management, Bachelor of Pharmacy and Management (Honours), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Science/Bachelor of Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Science/Bachelor of Advanced Studies/Bachelor of Science (Advanced Mathematics), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Laws, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Science and Doctor of Dental Medicine, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Science and Doctor of Medicine, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture, and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture, Bachelor of Science in Agriculture (Honours), Bachelor of Food and Agribusiness, Bachelor of Food and Agribusiness (Honours), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Environmental Systems, and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Animal Veterinary Bioscience, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Science, and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Science (Veterinary) and Bachelor of Science (Veterinary) (Honours), and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology, Doctor of Veterinary Medicine, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Science to amend the Bachelor of Medical Science/Bachelor of Medical Science (Honours), and approved the amendment of the course
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resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018.

Noted the report of the Chair of the Academic Board

- resolved that ex officio staff members of the Academic Board be included in the electorate for the Chair of the Academic Board, noting that this would be reported to the next meeting of Senate.

Noted the report of the Admissions Committee meeting held on 11 July 2017; and

- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Economic Analysis and embedded courses, and approved the amendment of course resolutions arising from the proposal, as amended with effect from the 1 January 2018.

Noted the report of the Academic Standards and Policy Committee meeting held on 11 July 2017; and

- approved the semester date model as proposed, noting the commentary on both risks and benefits associated with the change.
- discussed the Election Procedures 2017 and noted that they will come into effect from 7 August 2017.
- approved the amendment of the Resolutions of the Faculty of Dentistry, as presented, with immediate effect.
RECOMMENDATION

That the Graduate Studies Committee note the actions reported.

EXECUTIVE SUMMARY

6.1 Report of the HDR Examinations Sub-Committee meeting held on Tuesday 27 June 2017, when there were present: the Chair of the PhD Award Sub-Committee (Associate Professor K Nelson) presiding, Professors G Clarke, I Krass and F Lovicu. Ms F Miranda in attendance.

Proceedings of the Sub-Committee

6.1.1 Doctor of Philosophy

(1) Cases referred to the Sub-Committee

The Sub-Committee considered the examiners’ reports and faculty recommendations with respect to 5 candidates. The Sub-Committee resolved:

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<th>HDRESC Recommendation</th>
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<td>Corrections</td>
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<td>Pharmacy</td>
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<td>Architecture, Design and Planning</td>
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<td>Science</td>
<td>Form Intent for Non-Award, Award Another Degree</td>
<td>Form Intent for Non-Award, Award Another Degree</td>
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<td>Arts and Social Sciences</td>
<td>Revise and Resubmit</td>
<td>Revise and Resubmit</td>
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(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 9 candidates. The Chair determined:

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</table>
(3) Appointment of Examiners
The Sub-Committee noted that the Chair had endorsed the appointment of examiners for 54 candidates.

6.2 Cotutelles
The Sub-Committee noted that the Chair had considered the examination arrangements for 1 candidate. The Chair determined:
- in one case, the chair noted that the examination had commenced at the partner institution, and the names and affiliations of the examiners.

6.3 Policy Update

3.1 Conflict of Interest Declarations for the Nomination of Examiners
The Director of Graduate Studies has submitted a paper to review the requirement for all examiners to complete a conflict of declaration form. The proposal is accompanied by the requisite updates to the policy and a reviewed appointment of examiner form.

Resolution 41/17
The HDR Examinations Sub-Committee endorsed the proposed changes to the Thesis and Under Examination policy and endorse the revised appointment of examiners form.

3.2 Guidelines for Examiners
The Director of Graduate Studies has proposed that the wording on the Guidelines for Examiners and the Examiner’s Report form be updated to accurately reflect the criteria for the recommendation ‘Award with Corrections’

Resolution 42/17
The HDR Examinations Sub-Committee endorsed the proposed changes to the Guidelines for Examiners and the Examiner’s Report form.
Submission To Graduate Studies Committee
Date 1 August 2017
Item No 4.1

Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Alison Byrne, Manager, Planning and Analysis</th>
</tr>
</thead>
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<tr>
<td>Reviewer/Approver</td>
<td>Kubra Chambers, Director, Institutional Analytics and Planning</td>
</tr>
<tr>
<td>Paper title</td>
<td>Graduate Certificate in Child Health</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this document is to provide the committee with a summary of issues relating to the development of this new course.</td>
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RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
1. approve the proposal from the Sydney Medical School to introduce the Graduate Certificate in Child Health for a 2018 implementation; and
2. approve the implementation of the course resolutions arising from the proposal with effect from 1 January 2018; and
3. approve the implementation of the table of Units of Study arising from the proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

The Curriculum and Course Planning Committee reviewed this full course proposal for the Graduate Certificate in Child Health without the financial viability analysis and fees, and endorsed its submission to UE for consideration of the academic component only. It is submitted to the Graduate Studies Committee for the same purpose, before progression to Academic Board.

Institutional Analytics and Planning (IAP) has prepared the following comments on the full course proposal for introduction of the Graduate Certificate in Child Health, which the Sydney Medical School intends to introduce in 2018.

Due to the necessity to have this course approved quickly for introduction in 2018, there has been a delay in completing a financial viability analysis, so it is not possible to provide commentary on the sustainability of this course and the impact on resources for the introduction of this course and the detail of the agreement with Sydney Children’s Hospital Network (SHCN).

In addition, there has been no proposal made for course fees. The fees for similar courses provided in a competitor analysis range from the very low (approx. $1,000) to those offered as CSP (approx. $6,349). There is no ability to offer CSP places in this course. Currently, the lowest fee offered in Sydney School of Medicine is $22,500 ($11,250 for 24cp) for domestic students.

The IAP believes there is a risk in endorsing this course without these elements, as there is no clear understanding of the impact to the University beyond a strategic or academic view.
RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Development Studies;
2. approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2018; and
3. approve the amendment of the table of Units of Study arising from the proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

The purpose of the proposal is to amend the capstone unit of study requirement from 12 to 6 credit points, and also to allow for the inclusion of a specialisation.

Please note that the amendment to the capstone requirement was submitted to the previous meeting. This version includes the additional request to allow for the inclusion of the specialisation.

ATTACHMENTS

Attachment 1: minor course amendment
Attachment 2: course resolution amendment
Attachment 3: unit table amendment
MINOR COURSE AMENDMENT PROPOSAL
FACULTY/BOARD OF STUDIES: FACULTY OF ARTS AND SOCIAL SCIENCES

Contact Person: Emma Doyle/ Dr Neil Maclean
Date:

1. Name of award course
   Master of Development Studies

2. Purpose of proposal
   To amend the capstone requirement of the Masters course, and amend the resolutions to include an optional specialisation.

3. Details of amendment

6 Requirements for award

To qualify for the award of the Master of Development Studies a candidate must complete 72 credit points, including:
(a) a minimum of 24 credit points of core units of study; and
(b) a minimum of 6 credit points from core elective units of study; and
(c) a maximum of 30 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Development Studies subject area of the Postgraduate Unit of Study Table, including units of study from other faculties; and
(d) a minimum of 12 credit points from capstone units of study.
(e) an optional specialisation as listed in the unit of study table

4. Transitional arrangements
   N/A.

5. Other relevant information

6. Signature of Dean
Graduate Certificate in Development Studies

Graduate Diploma in Development Studies

Master of Development Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1 Course codes

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<th>Code</th>
<th>Course title</th>
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<tr>
<td>GNDEVSTD-01</td>
<td>Graduate Diploma in Development Studies</td>
</tr>
<tr>
<td>MADEVSTD-01</td>
<td>Master of Development Studies</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

1 The embedded courses in this sequence are:
   (a) the Graduate Certificate in Development Studies
   (b) the Graduate Diploma in Development Studies
   (c) the Master of Development Studies

2 A candidate for the graduate certificate or graduate diploma may apply to progress to a longer course in this sequence, providing the candidate meets the admission requirements for that course. Only the longest award completed will be conferred.

5 Admission to candidature

1 Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

2 Admission to candidature for the Graduate Certificate in Development Studies requires a bachelor's degree in any area.

3 Admission to candidature for the Graduate Diploma in Development Studies requires:
   (a) a bachelor's degree with a minimum 60% average calculated over the whole degree, from the University of Sydney, including a major in a relevant subject area in the humanities or social sciences, or an equivalent qualification; or
   (b) completion of the Graduate Certificate in Development Studies with a minimum credit (65%) average, or an equivalent qualification.

4 Admission to candidature for the Master of Development Studies requires:
   (a) a bachelor's degree with a minimum credit (65%) average calculated over the whole degree, from the University of Sydney, including a major in a relevant subject area in the Social Sciences, or an equivalent qualification; or
   (b) completion of the requirements for the embedded Graduate Certificate or Graduate Diploma in Development Studies with a minimum credit (65%) average, or an equivalent qualification.

6 Requirements for award

1 The units of study that may be taken for these courses are set out in the Postgraduate Table of Units of Study for the Development Studies subject area.

2 To qualify for the award of the Graduate Certificate in Development Studies a candidate must complete 24 credit points of units of study, including:
   (a) 12 credit points of core units of study; and
   (b) 12 credit points from elective units of study.

3 To qualify for the award of the Graduate Diploma in Development Studies a candidate must complete 48 credit points, including:
   (a) 24 credit points of core units of study; and
   (b) 6 credit points from core elective units of study; and
   (c) 18 credit points from elective units of study.

4 To qualify for the award of the Master of Development Studies a candidate must complete 72 credit points, including:
   (a) a minimum of 24 credit points of core units of study; and
   (b) a minimum of 6 credit points from core elective units of study; and
   (c) a maximum of 36 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Development Studies subject area of the Postgraduate Unit of Study Table, including units of study from other faculties; and
   (d) a minimum of 6 credit points from capstone units of study.
Recognition of Prior Learning

(1) Waivers and reductions in the volume of learning may be granted or the volume of learning may be reduced in recognition of prior learning.

(2) Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.

(3) Candidates offered direct admission to the Master of Development Studies may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:

   (a) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Arts and Social Sciences.

   (b) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Arts and Social Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.

(4) The maximum combined waiver and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2017.

(2) Candidates who commenced prior to 1 January 2017 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2022. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
### Development Studies

Candidates for the Graduate Certificate in Development Studies must complete 24 credit points, including 12 credit points of core units of study and 12 credit points of elective units of study.

Candidates for the Graduate Diploma in Development Studies must complete 36 credit points, including 24 credit points of core units of study, a minimum of 6 credit points of core elective units of study and 18 credit points of elective units of study.

Candidates for the Master of Development Studies must complete 72 credit points, including 24 credit points of core units of study, a minimum of 6 credit points of core elective units of study, a maximum of 30 credit points of elective units of study, a minimum of 6 credit points of capstone units of study and an optional specialisation as listed in the unit of study table.

#### Core units of study

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<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<td>DVST6901 Development: Civil Society and</td>
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<td>ENV5903 Sustainable Development</td>
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With the permission of the Degree Coordinator, a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Development Studies subject area of the Postgraduate Unit of Study table, including a maximum of 6 credit points from units of study offered by other faculties.

Social Research specialisation

**12 credit points from the following**

B credit points from the following

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<th>C: Corequisites</th>
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Capstone units of study

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<th>C: Corequisites</th>
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</table>
CONFIDENTIAL OR NON-CONFIDENTIAL

Author
A/Prof Gaby Ramia

Reviewer/Approver
(insert name and position)

Paper title
Submission from Faculty of Arts and Social Sciences

Purpose
Endorsement of Minor Course Amendment for the Master of Political Economy

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Political Economy;
2. approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2018; and
3. approve the amendment of the table of Units of Study arising from the proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

The purpose of the proposal is to amend the resolutions to include an optional specialisation.

ATTACHMENTS

Attachment 1: minor course amendment
Attachment 2: course resolution amendment
Attachment 3: unit table amendment
MINOR COURSE AMENDMENT PROPOSAL
FACULTY/BOARD OF STUDIES: FACULTY OF ARTS AND SOCIAL SCIENCES

Contact Person: Emma Doyle/Dinesh Wadiwel
Date:

1. **Name of award course**
   Master of Political Economy

2. **Purpose of proposal**
   To amend the resolutions to include an optional specialisation

3. **Details of amendment**

4. **Requirements for award**

   Candidates for the Master of Political Economy are required to complete 72 credit points, including:
   (a) a minimum of 18 credit points of core units of study; and
   (b) a minimum of 18 credit points from core elective units of study; and
   (c) a maximum of 24 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Political Economy subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties;
   (d) a minimum of 6 credit points of capstone units of study.
   (e) an optional specialisation as listed in the unit of study table.

5. **Transitional arrangements**
   N/A.

6. **Other relevant information**

7. **Signature of Dean**
Graduate Certificate in Political Economy
Graduate Diploma in Political Economy
Master of Political Economy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tr>
<td>GCPOLECN-01</td>
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<tr>
<td>GNPOLECN-01</td>
<td>Graduate Diploma in Political Economy</td>
</tr>
<tr>
<td>MAPOLECN-01</td>
<td>Master of Political Economy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Political Economy
(b) the Graduate Diploma in Political Economy
(c) the Master of Political Economy

(2) A candidate for the graduate certificate or graduate diploma may apply to progress to a longer course in this sequence, providing the candidate meets the admission requirements for that course. Only the longest award completed will be conferred.

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

(2) Admission to candidature for the Graduate Certificate in Political Economy requires:
(a) a bachelor's degree from the University of Sydney, or an equivalent qualification

(3) Admission to candidature for the Graduate Diploma in Political Economy requires:
(a) a bachelor's degree with a minimum 60 percent average calculated over the whole degree, from the University of Sydney, including a major in the Social Sciences, or an equivalent qualification; or
(b) completion of the Graduate Certificate in Political Economy with a minimum credit (65 percent) average, or an equivalent qualification.

(4) Admission to candidature for the Master of Political Economy requires:
(a) a bachelor's degree with a minimum credit (65 percent) average calculated over the whole degree, from the University of Sydney, including a major in the Social Sciences, or an equivalent qualification; or
(b) completion of the requirements for the embedded Graduate Certificate or Graduate Diploma in Political Economy with a minimum credit (65 percent) average, or an equivalent qualification.

6 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Postgraduate Table of Units of Study for the Political Economy subject area.

(2) Candidates for the Graduate Certificate in Political Economy are required to complete 24 credit points, including:
(a) a minimum of 6 credit points of core unit of study; and
(b) a maximum of 18 credit points from core elective units of study.

(3) Candidates for the Graduate Diploma in Political Economy are required to complete 48 credit points, including:
(a) a minimum of 12 credit points of core units of study; and
(b) a minimum of 12 credit points from core elective units of study; and
(c) a maximum of 18 credit points from elective units of study.

(4) Candidates for the Master of Political Economy are required to complete 72 credit points, including:
(a) a minimum of 18 credit points of core units of study; and
(b) a minimum of 18 credit points from core elective units of study; and
(c) a maximum of 24 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Political Economy subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties;
(d) a minimum of 6 credit points of capstone units of study.
Cross-institutional study

Cross-institutional study is not permitted in the Graduate Certificate in Political Economy.

Recognition of Prior Learning

(1) Waivers and reductions in the volume of learning may be granted or the volume of learning may be reduced in recognition of prior learning.

(2) Credit may be granted for up to 50 percent of course requirements for relevant incomplete postgraduate qualifications.

(3) Candidates offered direct admission to the Master of Political Economy may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:

(a) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Arts and Social Sciences.

(b) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Arts and Social Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.

(4) The maximum combined waiver and reduction in the volume of learning for prior study granted to a candidate will not exceed 50 percent of the requirements of the course.

Course transfer

A candidate for the master’s degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2015.

(2) Candidates who commenced prior to 1 January 2015 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Candidates for the Graduate Certificate in Political Economy are required to complete 24 credit points, including at least 6 credit points of core units of study and up to 18 credit points of core elective units of study.

Candidates for the Graduate Diploma in Political Economy are required to complete 48 credit points, including at least 12 credit points of core units of study, 12 credit points of core elective units of study and up to 18 credit points of elective units of study.

Candidates for the Master of Political Economy are required to complete 72 credit points, including 18 credit points of core units of study, 18 credit points of core elective units of study, 24 credit points of elective units of study, a minimum of 6 credit points of capstone units of study and an optional specialisation as listed in the unit of study table.

### Core units of study

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<tr>
<th>Unit of study</th>
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<td>ECOP6101 Core Concepts in Political Economy</td>
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<td>ECOP6103 Strategic Debates on Economic Change</td>
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### Core elective units of study

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<td>ECOP6011 USA-Europe-Japan: From Growth to Crisis</td>
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<td>ECOP6012 Country Risk Analysis</td>
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<td>ECOP6015 Global Employment and Migration</td>
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<td>ECOP6016 China in the World Economy</td>
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<td>ECOP6018 Economic Development: Growth and Wellbeing</td>
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<td>ECOP6108 Economic Management for Sustainability</td>
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<td>ECOP6130 Human Rights and International Development</td>
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<td>ECOP6901 Finance and Economic Change</td>
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### Elective units of study

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<td>CISS6004 Health and Security</td>
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<td>CISS6006 Statebuilding and ‘Fragile States’</td>
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<td>CISS6008 Population and Security</td>
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<tr>
<td>PACS6923 The Human Right to Food</td>
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<td>PACS6924 Democracy in the Developing World</td>
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<td>PACS6934 Conflict-Sensitive Development Practice</td>
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<td>SCLG6901 Citizenship Rights and Social Movements</td>
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<tr>
<td>This unit is delivered at the University of Sydney.</td>
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<tr>
<td>SCLG6902 Doing Social Research</td>
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<td>SCLG6903 New Debates in Social Theory</td>
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<td>SCLG6910 Social Policy International Perspectives</td>
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<td>WMS6903 Gender, Media and Consumer Societies</td>
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<td>WORK5002 People, Work and Employment</td>
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<td>FASS7001 Academic English for Postgraduates</td>
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<td>FASS7002 Critical Literacies for Postgraduates</td>
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<td>Unit of study</td>
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<td>C ECOP6031 Note: Department permission required for enrolment</td>
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<td>ECOP6122 Dissertation Part B</td>
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<td>ECOP6033 Research Project</td>
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<td>P 24 Credit Points</td>
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</tbody>
</table>
RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Human Rights; Master of International Relations; Master of International Security; Master of International Studies; Master of Public Policy; Master of Political Economy; Master of Development Studies; Master of United States Studies;

2. approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2018; and

3. approve the amendment of the table of Units of Study arising from the proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

The Faculty of Arts and Social Sciences are presenting the collated specialisation proposals for endorsement.

The resolutions of the relevant degrees were submitted to the previous meeting (with the exception of Development Studies and Political Economy which are submitted to the August meeting) to ensure the specialisations can be introduced in 2018.

ATTACHMENTS

Attachment 1: Postgraduate Coursework specialisation proposal
<table>
<thead>
<tr>
<th>Proposed Specialisation/s for 2018</th>
<th>Course/s</th>
<th>Page</th>
</tr>
</thead>
</table>
| Global Migrations                | Master of Human Rights  
                                    Master of International Relations  
                                    Master of International Security  
                                    Master of International Studies | 1 |
| International Relations          | Master of Human Rights | 4 |
| Social Policy                    | Master of Human Rights | 6 |
| Human Rights                     | Master of International Relations  
                                    Master of International Studies | 8 |
| Economic Policy                  | Master of Public Policy | 10 |
| International Policy             |                       |     |
| Media and Cultural Policy        |                       |     |
| Social Policy                    |                       |     |
| Social Research                  |                       |     |
| Politics                         | Master of Development Studies  
                                    Master of Human Rights  
                                    Master of International Relations  
                                    Master of International Security  
                                    Master of International Studies  
                                    Master of Political Economy  
                                    Master of Public Policy | 15 |
| Business                         | Master of United States Studies | 18 |
| Media                            |                       |     |
Postgraduate Coursework specialisation proposal

Proposed specialisation:
Global Migrations

Degree name/s:
Master of Human Rights
Master of International Relations
Master of International Security
Master of International Studies

Background and Rationale:
In 2016, the University of Sydney Academic Board rejected an application for a new Master of Migration Studies. It also made the recommendation that a migration specialisation should be embedded within existing MA programs. This proposal responds to this recommendation.

The proposed global migration specialisation will examine the relationship between global governance and global migration trends and challenges from an institutional and normative perspective. The specialisation allows MHR, MIR, MIntS and MIS students to focus on the role of key actors (inter-governmental and non-governmental) and regulatory frameworks in relation to two migration regimes: refugee/forced migration and economic migration. All units contribute to building a comprehensive knowledge and skills specialisation, through a compliment of lenses: global and regional migration governance (SCLG6700); global political economy structures (ECOP6015); comparative migration policy (GOVT6358); and economic migration imperatives in southeast Asia (GOVT6108). Global migration is presented as a complex phenomenon, strongly informed by the interaction between global (such as UN) and regional processes (such as ASEAN) and evolving normative politics and economic imperatives. Core debates relating to global governance, global political economy and global social justice norms are explored.

Details of the specialisation:
SCLG6700 Global and Regional Migration Governance [New Unit]
ECOP6015 Global Employment and International Migration [Existing Unit]
GOVT6358 Comparative Migration Policy [Existing Unit]
GOVT6108 Democracy and Development in Southeast Asia [Existing Unit with amended title from 2018]

Impact on current curriculum:
The proposal entails minor updates to the degree resolutions which you will see below.
Degree requirements:

(4) Candidates for the Master of Human Rights are required to complete 72 credit points including:
(a) a minimum of 24 credit points of core units of study; and
(b) a minimum of 12 credit points of core elective units of study;
(c) a maximum of 24-30 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Human Rights subject area of the Postgraduate Unit of Study Table, including units of study from other faculties.
(d) 18 credit points from either the internship or the Dissertation pathway
(e) an optional 18 credit point specialisation as listed in the unit of study table.

Candidates for the Master of International Relations are required to complete 96 credit points, including:
(a) a minimum of 30 credit points of core units of study; and
(b) a minimum of 24 credit points of core elective units of study; and
(c) a maximum of 30 credit points of elective units of study, which can include an optional minor specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 6 credit points of elective units can be taken from units of study outside those listed in the International Relations subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties and;
(d) a minimum of 6 credit points of capstone units of study.

Candidates for the Master of International Security are required to complete 96 credit points, including:
(a) a minimum of 24 credit points of core units of study; and
(b) a minimum of 18 credit points from core elective units of study; and
(c) a maximum of 48 credit points from elective units of study, which can include an optional minor specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the International Security subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties; and
(d) a minimum of 6 credit points of capstone units of study.

Candidates for the Master of International Studies are required to complete 96 credit points, including:
(a) a minimum of 12 credit points of core units of study; and
(b) a maximum of 78 credit points from elective units of study, which can include an optional specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the International Studies subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties; and
(c) a minimum of 6 credit points from capstone units of study.

Example student pathway:

It is proposed that the specialisation will require 18 credit points.
For students in the MIR, MInts and MIS they can undertake this specialisation within the electives stream and choose from all available units:

SCLG6700 Global and Regional Migration Governance [Semester 2]
ECOP6015 Global Employment and International Migration [Semester 2]
GOVT6358 Comparative Migration Policy [Semester 2]
GOVT6108 Democracy and Development in Southeast Asia [Semester 1]
For students in the MHR they will need to undertake the following:

6 credit points of core electives:
SCLG6700 Global and Regional Migration Governance [Semester 2]

12 credit points of electives from the following offerings:
ECOP6015 Global Employment and International Migration [Semester 2]
GOVT6358 Comparative Migration Policy [Semester 2]
GOVT6108 Democracy and Development in Southeast Asia [Semester 1]

**Learning Outcomes:**

See Attachment 1 for guidelines to completing table below (page 24)

<table>
<thead>
<tr>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates will demonstrate knowledge of key terms and concepts commonly used in theory applied to migration studies.</td>
<td>A, B(i), D</td>
</tr>
<tr>
<td>2. Graduates will be able to analyse and interpret global, regional and country as well as government and non-government policies applying interdisciplinary theoretical lenses and methods.</td>
<td>B, D</td>
</tr>
<tr>
<td>3. Graduates will be able to understand and critically compare migration regimes for (a) refugee/forced migration and (b) economic migration.</td>
<td>B(i), E</td>
</tr>
<tr>
<td>4. Graduates will demonstrate an understanding of the role of different actors spanning global (e.g. UN), regional (e.g. ASEAN), non-governmental and governmental actors.</td>
<td>B, F</td>
</tr>
<tr>
<td>5. Graduates will demonstrate understanding of socio-cultural, political and economic imperatives that inform migration in Southeast and East Asia</td>
<td>B(i), C</td>
</tr>
<tr>
<td>6. Graduates will refine research and analysis skills through exposure to and application of interdisciplinary scholarship and methodologies in the field of migration</td>
<td>B, D, F</td>
</tr>
</tbody>
</table>
Postgraduate Coursework specialisation proposal

Proposed specialisation:

International Relations

Degree name/s:

Master of Human Rights

Background and Rationale:

The international relations specialisation will provide students with an understanding of how international relations apply in various political, social, economic and environmental contexts. Human rights are articulated in the UN declaration and gaining an understanding of the international system will help students frame debates around Human Rights in a global political, economic and cultural context. This specialization will allow Human Rights students to develop critical skills in the effective use of international relations tools and language to achieve specific changes in the world while gaining skills to apply to real situations and create workable solutions relating Human Rights in an international context. This specialisation addresses the operationalisation of the international relations theory, combining theoretical and practical aspects of the international system, structures of operations, organisational impact and key critical issues.

Details of the specialisation:

GOVT6137 Forces of Change in international Relations
GOVT6147 Foundations of International Relations
GOVT6116 International Organisations
GOVT6123 Globalisation and Governance
GOVT6156 Governance and Civil Society
GOVT6394 Development and World Politics
GOVT6357 International Policy Making

Impact on current curriculum:

All units proposed for this new specialisation in international relations are already listed in the MIR unit of study table. The framework of a ‘specialisation’ directs students with an interest in this area to strategically customise their masters program accordingly.

The proposal entails minor updates to the degree resolutions which you will see below.

Degree requirements:

(4) Candidates for the Master of Human Rights are required to complete 72 credit points including:

(a) a minimum of 24 credit points of core units of study; and
(b) a minimum of 12 credit points of core elective units of study;
(c) a maximum of 24-30 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Human Rights subject area of the Postgraduate Unit of Study Table, including units of study from other faculties.
(d) 18 credit points from either the Internship or the Dissertation pathway
(e) a minimum of 6 credit points from capstone units of study.
(f) an optional 18 credit point specialisation as listed in the unit of study table.
Example student pathway:

It is proposed that the specialisation will require 18 credit points. For students in the MHR they can undertake this specialisation within the electives stream and choose from all available units:

12 credit points of core electives:
GOVT6137 Forces of Change in international Relations
GOVT6147 Foundations of International Relations

6 credit points of electives from the following offerings:
GOVT6116 International Organisations
GOVT6123 Globalisation and Governance
GOVT6156 Governance and Civil Society
GOVT6394 Development and World Politics
GOVT6357 International Policy Making

Learning Outcomes

<table>
<thead>
<tr>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Demonstrate a critical understanding of the key approaches to international relations from an interdisciplinary and practice-orientated perspective</td>
<td>(a), (d), (f)</td>
</tr>
<tr>
<td>2  Demonstrate knowledge of principles and methods specific to international relations studies.</td>
<td>(a), (d)</td>
</tr>
<tr>
<td>3  Demonstrate independent analytical and creative thinking through critical engagement with the currency of information.</td>
<td>(b), (c), (d)</td>
</tr>
<tr>
<td>4  Analyse and identify information needs as well as networks to assist in locating the most appropriate and up to date information and data.</td>
<td>(b), (d), (f)</td>
</tr>
<tr>
<td>5  Identify and critically analyse the advantages and disadvantages of various strategies involved in the maintenance and operation of global political systems.</td>
<td>(a), (b), (d), (e)</td>
</tr>
<tr>
<td>6  Demonstrate effective written and oral skills in the development of strategic responses to international relations issues of concern.</td>
<td>(c), (d), (e), (f)</td>
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</tbody>
</table>
Postgraduate Coursework specialisation proposal

Proposed specialisation:

Social Policy

Degree name/s:

Master of Human Rights

Background and Rationale:

The Social Policy specialisation will examine the relationship between governance and the distribution of welfare and wellbeing. The specialisation allows MHR students to focus on policies that affect inequality, poverty, social exclusion and social cohesion and to develop social policy analysis, advocacy and research skills. All units consider the wide range of local, national and international arrangements designed to meet social needs, including the development, expansion and contraction of welfare states. Social policy is presented as a contested process that involves public, private and non-government organisations, as well civil society. Core debates relating to social policy principles, social policy processes and social outcomes are explored.

Details of the specialisation:

SCLG6901 Citizenship Rights and Social Movements [existing unit]
SCWK6948 Social Policy Frameworks [existing unit]
SCWK6949 Global Social Policy [existing unit]
*SCLG6910 - Social Policy International Perspectives [existing unit]
*Subject to availability

Impact on current curriculum:

All units proposed for this new specialisation in social policy are already listed in the MHR unit of study table. The framework of a ‘specialisation’ directs students with an interest in this area to strategically customise their masters program accordingly.

The proposal entails minor updates to the degree resolutions which you will see below.

Degree requirements:

(4) Candidates for the Master of Human Rights are required to complete 72 credit points including:
(a) a minimum of 24 credit points of core units of study; and
(b) a minimum of 12 credit points of core elective units of study;
(c) a maximum of 24 30 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Human Rights subject area of the Postgraduate Unit of Study Table, including units of study from other faculties.
(e) 18 credit points from either the Internship or the Dissertation pathway
(d) a minimum of 6 credit points from capstone units of study.
(e) an optional 18 credit point specialisation as listed in the unit of study table.
Example student pathway:

It is proposed that the specialisation will require 18 credit points, including the following:

6 credit points of core electives:
SCLG6901 Citizenship Rights and Social Movements [existing unit, semester 1]

12 credit points of electives:
SCWK6948 Social Policy Frameworks [existing unit, semester 2]
SCWK6949 Global Social Policy [existing unit, semester 1]
*SCLG6910 - Social Policy International Perspectives
*Subject to availability

Learning Outcomes

<table>
<thead>
<tr>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Graduates will demonstrate knowledge of key terms and concepts commonly used in the theory and practice in the discipline of social policy.</td>
<td>a, b(i), b(iv), c, f</td>
</tr>
<tr>
<td>2 Graduates will be able to analyse and interpret government and non-government policies and social programs using a range of analytic strategies and research methods.</td>
<td>A, B(i), B(ii), B(iii), F</td>
</tr>
<tr>
<td>3 Graduates will be equipped to identify and compare institutional arrangements for social policy across international settings and between policy sectors, such as income support, social services, health, education, housing assistance.</td>
<td>A, B(i), B(ii), B(iii), D, F</td>
</tr>
<tr>
<td>3 Graduates will demonstrate an understanding of the rationale for government activity to address social needs, and be able to analyze the historical, contextual and philosophical bases of governmental activity across the range of local, national and international settings.</td>
<td>A, B(i), B(ii), B(iii), D, F</td>
</tr>
<tr>
<td>4 Graduates will be able to apply analytical skills in discussing and assessing the potential and limitations of various social policies, including their consequences for diverse social groups, and be able to communicate their findings effectively for a general audience.</td>
<td>A, B, E, F</td>
</tr>
<tr>
<td>5 Graduates will be able to communicate arguments for social policy reform and critiques of existing social policies to both a general and a specialist audience, and will have developed specialist policy writing and communication skills required to participate in policy making.</td>
<td>A, B, C, D, E, F</td>
</tr>
<tr>
<td>6 Graduates will be able to apply social policy theories, principles and methods to work and research in other relevant disciplinary communities and will draw upon theories and practices from other disciplinary communities in their policy analysis, policy development and policy advocacy.</td>
<td>A, B, C, D, E, F</td>
</tr>
</tbody>
</table>
Postgraduate Coursework specialisation proposal

Proposed specialisation:

Human Rights

Degree name/s:

Master of International Relations
Master of International Studies

Background and Rationale:

The human rights specialisation will provide students with an understanding of how human rights apply in various political, social, economic and environmental contexts. This specialization will allow International Relations and International Studies students to develop critical skills in the effective use of human rights tools and language to achieve specific changes in the world while gaining skills to apply to real situations and create workable solutions. This specialisation addresses rights violations at the local, national, regional and global levels, combining social, scientific and legal approaches to provide a holistic perspective on human rights and social change.

Details of the specialisation:

HRTD6901 Human Rights Norms and Mechanisms
HRTD6903 Dynamics of Human Rights Violations
HRTD6916 Human Rights Simulation
SCLG6916 - Indigenous Rights - Global Issues
PHIL2616 - Philosophy of Human Rights

Impact on current curriculum:

All units proposed for this new specialisation in human rights are already listed in the MHR unit of study table. The framework of a ‘specialisation’ directs students with an interest in this area to strategically customise their masters program accordingly.

The proposal entails minor updates to the degree resolutions which you will see below.

Degree requirements:

Candidates for the Master of International Relations are required to complete 96 credit points, including:
(a) a minimum of 30 credit points of core units of study; and
(b) a minimum of 24 credit points of core elective units of study; and
(c) a maximum of 30 credit points of elective units of study, which can include an optional minor specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 6 credit points of elective units can be taken from units of study outside those listed in the International Relations subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties and;
(d) a minimum of 6 credit points of capstone units of study.
Candidates for the Master of International Studies are required to complete 96 credit points, including:

(a) a minimum of 12 credit points of core units of study; and
(b) a maximum of 78 credit points from elective units of study, which can include an optional specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the International Studies subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties; and

(c) a minimum of 6 credit points from capstone units of study.

Example student pathway:

It is proposed that the specialisation will require 18 credit points. For students in the MIR and MInts they can undertake this specialisation within the electives stream and choose from all available units:

12 credit points of core electives:
HRTD6901 Human Rights Norms and Mechanisms [Semester 1]
HRTD6916 Human Rights Simulation [Semester 1]

6 credit points of electives from the following offerings:
HRTD6903 Dynamics of Human Rights Violations [Semester 2]
SCLG6916 - Indigenous Rights - Global Issues [Semester 2]
PHIL2616 - Philosophy of Human Rights [Semester 1]

Learning Outcomes

<table>
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</tr>
<tr>
<td>2. Demonstrate knowledge of principles and methods specific to human rights studies.</td>
<td>(a), (g)</td>
</tr>
<tr>
<td>3. Demonstrate independent analytical and creative thinking through critical engagement with the currency of information.</td>
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<tr>
<td>4. Analyse and identify information needs as well as networks to assist in locating the most appropriate and up to date information and data.</td>
<td>(b),(d), (f)</td>
</tr>
<tr>
<td>5. Identify and critically analyse the advantages and disadvantages of various solutions and strategies surrounding a particular human rights problem or phenomenon.</td>
<td>(a), (b), (g), (i)</td>
</tr>
<tr>
<td>6. Demonstrate effective written and oral skills in the development of strategic responses to human right violators and sensitivity to cultural dimensions.</td>
<td>(c), (d), (f)</td>
</tr>
</tbody>
</table>
Postgraduate Coursework specialisation proposal

Proposed specialisations:

- Economic Policy
- Media and Cultural Policy
- Social Policy
- International Policy

Degree name:

Master of Public Policy

Background and rationale:

The Master of Public Policy (MPP) is a longstanding coursework degree taught in the Department of Government and International Relations. It is one of the most successful postgraduate teaching programs in FASS by any measure. Its continued strength owes much to the fact that, unlike most competitor degrees, it provides solid grounding in the core areas of policy making, governance and public administration. What has been missing is the possibility that, in addition to the core and in complement to it, students can specialise in a particular area of policy. Currently students can choose from a suite of available ‘minors’, but these generally focus on streams of units which may or may not be directly related to the core of the degree. The minors also generally do not provide specialist training in a sub-field of policy.

The purpose of this proposal is to re-formulate and to add greater clarity to the minors and to re-constitute them as ‘specialisations’. Doing so will better reflect the professional needs and aspirations and the intellectual interests of MPP students. The specialisations will be more attractive and more obvious to students, making the degree easier to market. Finally, the specialisations will be in professionally oriented, policy-specific areas. The proposal is for four specialisation options: economic policy, media and cultural policy, social policy, and international policy.

Details of the specialisations:

The current 96 credit point MPP requires 12 credit points of core units, a minimum of 30 credit points of core elective units, a minimum of 6 credit points of capstone units, and a maximum of 24 credit points elective units. It is proposed that the new specialisations will require 24 credit points and can therefore sit within the allotment for elective units.

It is anticipated that students who opt for the 12 credit point dissertation capstone will complete it within their area of specialisation, and therefore the specialisation can be awarded upon completion of 18 (rather than 24) credit points within the specialisation.

Impact on current curriculum:

The proposal entails minor updates to the degree resolutions which you will see below.

Requirements for award:

4) To qualify for the award of the Master of Public Policy a candidate must complete 96 credit points comprising:
(a) a minimum of 12 credit points of core units of study as specified; and
(b) a minimum of 30 credit points of core elective units of study; and
(c) a maximum of 48 credit points from elective units of study which can include an optional minor specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Public Policy subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties; and
(d) a minimum of 6 credit points from capstone units of study.
Economic Policy

The Economic Policy specialisation will provide students with an understanding of key economic concepts and how they can be used to analyse public policy. The economic approach to policy analysis will complement the core units of study within the Master of Public Policy and broaden the range of analytical skills that can be developed within the degree.

12 credit points of core units:
- ECON5001 Microeconomic Theory
- ECON5002 Macroeconomic Theory

12 credit points of elective units:
- ECMT5001 Principles of Econometrics
- ECON5006 Economics of Law and Public Policy
- ECON5004 Communication in Economics
- ECON6016 Trade and Development
- ECON6018 Environmental Economics
- ECON6029 Health Economics and Policy

Learning Outcomes

<table>
<thead>
<tr>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Graduates will demonstrate knowledge of key terms and concepts commonly used in discussions of economic issues in policy fora and in the media (such as monetary and fiscal policy, supply and demand, market equilibrium, gains from trade, market failure).</td>
<td>A, B(i)</td>
</tr>
<tr>
<td>2 Graduates will be able to analyse and interpret economic events and government policies using economic models.</td>
<td>A, B(i), B(ii), B(iii), F</td>
</tr>
<tr>
<td>3 Graduates will demonstrate an understanding of the rationale for government activity in the economy, such as market failure, and be able to analyze the effectiveness of proposed policies using economic tools of analysis.</td>
<td>A, B(i), B(ii), B(iii), D, F</td>
</tr>
<tr>
<td>4 Graduates will be able to apply analytical skills in discussing and assessing the limitation of various economic policies, including their distributional consequences, and communicate their findings effectively for a general audience.</td>
<td>A, B, E, F</td>
</tr>
<tr>
<td>5 Graduates will be able to communicate economic arguments analyzing economic policy and government interventions, for example regulation of the labour market or the provision of healthcaare, to both a general and a specialist audience.</td>
<td>A, B, C, D, E, F</td>
</tr>
<tr>
<td>6 Graduates will be able to apply economic thinking to work and research in other relevant disciplinary communities.</td>
<td>A, B, C, D, E, F</td>
</tr>
</tbody>
</table>
Media and Cultural Policy

Increasingly, jobs in post-industrial economic arenas are formulated around service and brain work, replacing the manufacturing emphasis of former eras. Within this framework, questions about culture, including cultural production and the importance of our cultural heritage, are assuming ever-greater importance. At the same time, we are becoming increasingly aware of the importance of media and of media interactions in all spheres of public and political life. This specialisation offers students the opportunity to trace public policy making in a wide range of cultural and media arenas. It will explore questions such as: why the promotion of certain cultural offerings are good for the nation’s civic development, while other cultural forms are deemed ‘simply commercial’; the availability of broadcast licenses in the age of the internet; how we respond to and understand our own histories and cultural present. Questions of cultural and media policy and policy-making provide a framework for understanding the legal framework, classifications and institutions which underlie culture and promote or prevent an understanding of our cultural heritage and diversity. They also provide a framework for understanding public opinion and freedom of speech within a public sphere impacted by media disruption.

24 credit points of elective units, chosen from the following:

- GCST6901 Cultural Policy
- WMST6903 Gender, Media and Consumer Societies
- MHST6901 Museum and Heritage: History and Theory
- MUSM7035 Ethics of Cultural Property
- ARCH9081 Heritage Law and Policy
- MUSM7032 Museum and Gallery Administration
- ARHT6930 Film Theory: Art, Industry, Culture
- ARIN6902 Internet Governance
- MECO6913 Public Opinion, Policy and Public Sphere

Learning Outcomes

<table>
<thead>
<tr>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Have an understanding of the following disciplinary or practice developments in Cultural Policy and Media Studies: 1. Core concepts and contexts of their development. 2. The range of perspectives, debates, and cultural issues that are addressed in the field. 3. Longstanding and changing modes of thinking about culture, communication, citizenship and media agency.</td>
<td>A, C, D</td>
</tr>
<tr>
<td><strong>2</strong> Have demonstrated that they can 1. Critically evaluate the sources, validity and currency of different theoretical approaches to cultural and media policy 2. Be intellectually curious, open to new ideas, methods and ways of thinking 3. Assess the value of theory to cultural practice and analysis of policy-making processes.</td>
<td>A, B (i) B(ii), C</td>
</tr>
<tr>
<td><strong>3</strong> Have demonstrated that they can 1. Identify critical, intellectual and ethical issues in cultural policy and ways of understanding them. 2. Search for relevant secondary literature, synthesise and apply it. 3. Develop qualified, well-informed arguments about multiple dimensions of culture, media and the role of the citizen in policy-making.</td>
<td>A, B (i) B(ii), D</td>
</tr>
<tr>
<td><strong>4</strong> Have demonstrated that they can 1. Formulate and analyse significant problems regarding the place of culture or of the media in the contemporary world. 2. Explain how cultural research contributes to and extends existing knowledge. 3. Take responsibility for their own learning and ongoing intellectual development. 4. Appreciate ethical responsibilities relating to their field.</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong> Student will recognise the implications of policy environments for media, culture and communications and scrutinise the role of power.</td>
<td></td>
</tr>
</tbody>
</table>
Social Policy

The social policy specialisation will examine the relationship between governance and the distribution of welfare and wellbeing. The specialisation allows MPP students to focus on policies that affect inequality, poverty, social exclusion and social cohesion and to develop social policy analysis, advocacy and research skills. All units consider the wide range of local, national and international arrangements designed to meet social needs, including the development, expansion and contraction of welfare states. Social policy is presented as a contested process that involves public, private and non-government organisations, as well as civil society. Core debates relating to social policy principles, social policy processes and social outcomes are explored.

12 credit points of core units:
- SCWK6948 Social Policy Frameworks
- EDPA3018 Social Policy Process

12 credit points of elective units:
- SCWK6949 Global Social Policy
- SCLG6910 Social Policy International Perspectives
- SCLG6901 Citizenship Rights and Social Movements
- EDPB5016 Global Poverty, Social Policy and Education
- SCKW6910 Working with Communities
- SCLG6903 New Debates in Social Theory

Learning Outcomes

<table>
<thead>
<tr>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Graduates will demonstrate knowledge of key terms and concepts commonly used in the theory and practice in the discipline of social policy.</td>
<td>a, b(i), b(iv), c, f</td>
</tr>
<tr>
<td>2 Graduates will be able to analyse and interpret government and non-government policies and social programs using a range of analytic strategies and research methods.</td>
<td>A, B(i), B(ii), B(iii), F</td>
</tr>
<tr>
<td>3 Graduates will be equipped to identify and compare institutional arrangements for social policy across international settings and between policy sectors, such as income support, social services, health, education, housing assistance.</td>
<td></td>
</tr>
<tr>
<td>3 Graduates will demonstrate an understanding of the rationale for government activity to address social needs, and be able to analyze the historical, contextual and philosophical bases of governmental activity across the range of local, national and international settings.</td>
<td>A, B(i), B(ii), B(iii), D, F</td>
</tr>
<tr>
<td>4 Graduates will be able to apply analytical skills in discussing and assessing the potential and limitations of various social policies, including their consequences for diverse social groups, and be able to communicate their findings effectively for a general audience.</td>
<td>A, B, E, F</td>
</tr>
<tr>
<td>5 Graduates will be able to communicate arguments for social policy reform and critiques of existing social policies to both a general and a specialist audience, and will have developed specialist policy writing and communication skills required to participate in policy making.</td>
<td>A, B, C, D, E, F</td>
</tr>
<tr>
<td>6 Graduates will be able to apply social policy theories, principles and methods to work and research in other relevant disciplinary communities and will draw upon theories and practices from other disciplinary communities in their policy analysis, policy development and policy advocacy.</td>
<td>A, B, C, D, E, F</td>
</tr>
</tbody>
</table>
International Policy

The International Policy specialisation will examine policy making and governance at the interface between the nation-state and the international, trans-national and global arenas. All units examine the roles of inter-governmental organisations, non-government organisations, multinational corporations, and international regulation and treaties in shaping policy decisions. Core areas and challenges for policy making and international polities are explored. These include but are not limited to: the environment, the international economy, international security, and migration. The specialisation helps MPP students to understand how policy agendas diffuse from one state context to another and are responded to (or not) at the international level. It also examines why some grand global challenges remain difficult to resolve.

24 credit points of elective units, chosen from the following:
- GOVT6357 International Policy Making
- GOVT6116 International Organisations
- GOVT6123 Globalisation and Governance
- GOVT6135 Global Environmental Politics
- CISS6001 New Security Challenges
- GOVT6358 Comparative Migration Policy

Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduates will demonstrate knowledge of key terms and concepts commonly applied to the theory and practice of policy making at the interface between the nation-states and the international, trans-national and global arena.</td>
<td>a, b(i), b(iv), c, f</td>
</tr>
<tr>
<td>2</td>
<td>Graduates will demonstrate capacity to analyse and interpret international policy events and developments using appropriate theoretical frameworks and case examples.</td>
<td>a, b(iii), c, d</td>
</tr>
<tr>
<td>3</td>
<td>Graduates will be able to identify and compare the roles of key actors and structures in international, trans-national and global governance.</td>
<td>a, b(i), c, d, f</td>
</tr>
<tr>
<td>4</td>
<td>Graduates will engage in independent evidence gathering using a range of methods and sources, including digital sources, to answer research questions about international policy.</td>
<td>a, b(iv), e, e</td>
</tr>
<tr>
<td>5</td>
<td>Graduates will demonstrate effective oral and written skills in communicating ideas on international policy to academic and non-academic audiences using a range of media.</td>
<td>a, b(i), b(ii), b(iii), e</td>
</tr>
<tr>
<td>6</td>
<td>Graduates will demonstrate problem-solving skills, and interpersonal and communication skills through project work and interdisciplinary study.</td>
<td>a, b(i), b(ii), b(iii), b(iv), d, e</td>
</tr>
</tbody>
</table>
Postgraduate Coursework specialisation proposal

Proposed specialisation:

Social Research

Degree name/s:

Master of Development Studies
Master of Human Rights
Master of International Relations
Master of International Studies
Master of International Security
Master of Public Policy
Master of Political Economy

Background and Rationale:

The social research specialisation will offer applied skills in quantitative and qualitative research methods relevant to social research, program evaluation and policy research. The specialisation allows students in the MDvSt, MHR, MIR, MIS, MIntS, MPP and MPE programs to gain exposure to basic quantitative and qualitative research methods, as well as choose a pathway to explore more advanced disciplinary applications. The specialization takes advantage of the new School of Social and Political Sciences quantitative and qualitative research methods units, offering a coherent pathway for future social research professionals. The specialisation will also be a useful pathway for postgraduate coursework dissertation students interested in building skills for a future research degree.

Details of the specialisation:

12 credit points of core electives:
- SSPS6001 Quantitative Methods in the Social Sciences
- SSPS6002 Qualitative Methods in the Social Sciences

6 credit points of electives from the following offerings:
- ECOP6031 Research in Political Economy
- GOVT6139 Research Design
- SCLG6902 Doing Social Research

Impact on current curriculum:

All units proposed for this new specialisation will be listed in the MDvSt, MHR, MIR, MIS, MIntS, MPP and MPE unit of study tables. The framework of a ‘specialisation’ directs students with an interest in this area to strategically customise their masters program accordingly.

The proposal entails minor updates to the degree resolutions which you will see below.
Degree requirements:

Candidates for the Master of Development Studies are required to complete 72 credit points including:

(a) a minimum of 24 credit points of core units of study; and
(b) a minimum of 6 credit points from core elective units of study; and
(c) a maximum of 30 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Development Studies subject area of the Postgraduate Unit of Study Table, including units of study from other faculties; and
(d) a minimum of 12 credit points from capstone units of study.

(e) an optional specialisation as listed in the unit of study table.

Candidates for the Master of Human Rights are required to complete 72 credit points including:

(a) a minimum of 24 credit points of core units of study; and
(b) a minimum of 12 credit points of core elective units of study;
(c) a maximum of 24-30 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Human Rights subject area of the Postgraduate Unit of Study Table, including units of study from other faculties.
(d) 18 credit points from either the Internship or the Dissertation pathway
(e) an optional 18 credit point specialisation as listed in the unit of study table.

Candidates for the Master of International Relations are required to complete 96 credit points, including:

(a) a minimum of 30 credit points of core units of study; and
(b) a minimum of 24 credit points of core elective units of study; and
(c) a maximum of 30 credit points of elective units of study, which can include an optional minor specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the International Relations subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties; and
(d) a minimum of 6 credit points of capstone units of study.

Candidates for the Master of International Security are required to complete 96 credit points, including:

(a) a minimum of 24 credit points of core units of study; and
(b) a minimum of 18 credit points from core elective units of study; and
(c) a maximum of 48 credit points from elective units of study, which can include an optional minor specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the International Security subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties; and
(d) a minimum of 6 credit points from capstone units of study.

Candidates for the Master of International Studies are required to complete 96 credit points, including:

(a) a minimum of 12 credit points of core units of study; and
(b) a maximum of 78 credit points from elective units of study, which can include an optional specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the International Studies subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties; and
(c) a minimum of 6 credit points from capstone units of study.
Candidates for the Master of Political Economy are required to complete 72 credit points, including:
(a) a minimum of 18 credit points of core units of study; and
(b) a minimum of 18 credit points from core elective units of study; and
(c) a maximum of 24 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Political Economy subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties;
(d) a minimum of 6 credit points of capstone units of study.
(e) an optional specialisation as listed in the unit of study table.

4) To qualify for the award of the Master of Public Policy a candidate must complete 96 credit points comprising:
(a) a minimum of 12 credit points of core unit of study as specified; and
(b) a minimum of 30 credit points of core elective units of study; and
(c) a maximum of 48 credit points from elective units of study which can include an optional minor specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Public Policy subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties; and
(d) a minimum of 6 credit points from capstone units of study.

Example student pathway:

It is proposed that the specialisation will require 18 credit points.

For students in the MHR, MIR and MInts they can undertake this specialisation within the electives stream and choose from all available units:

12 credit points of core electives:
SSPS6001 Quantitative Methods in the Social Sciences
SSPS6002 Qualitative Methods in the Social Sciences

6 credit points of electives from the following offerings:
ECOP6031 Research in Political Economy
GOVT6139 Research Design
SCLG6902 Doing Social Research

Learning Outcomes

<table>
<thead>
<tr>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Apply advanced knowledge and skills in social research methods in disciplinary and interdisciplinary contexts</td>
<td>(a), (b), (d)</td>
</tr>
<tr>
<td>2 Demonstrate critical thinking and problem solving through written assessments and in-class tasks using advanced social research methodologies, including via digital media</td>
<td>(a), (b)</td>
</tr>
<tr>
<td>3 Communicate effectively in settings comprised of diverse groups, including teams of professionals and academics from a variety of disciplinary and interdisciplinary backgrounds</td>
<td>(a), (c), (d), (e)</td>
</tr>
<tr>
<td>4 Apply advanced knowledge and skills in social research methods in professional and social contexts to impact positively on society</td>
<td>(a), (b), (c), (f)</td>
</tr>
</tbody>
</table>
Postgraduate Coursework specialisation proposal

Proposed specialisations:

Politics
Business
Media

Degree name:
Master of United States Studies

Background and rationale:

The Master of US Studies (MUSS) was introduced by United States Studies Centre at the University of Sydney in 2008. It remains the only postgraduate qualification of its kind available from an Australian university. The degree provides an interdisciplinary approach to US Studies, drawing from the Faculty of Arts and Social Science’s expertise in American history, society, politics, economics and culture. Since 2014, the United States Studies Centre (USSC) has made internship placements available to its postgraduate students and postgraduate students from across the Faculty. Its coursework degree and internship capstones are designed to align students with professional outcomes in business, politics and media.

The strengths of the coursework degree lie in the flexible and interdisciplinary nature of the program, the access to professional visitors hosted by the USSC, and the internship organisations associated with it. What is lacking from the degree is the availability of specialisations that reflect the skills and professional outcomes the degree provides to students.

The purpose of this proposal is to organise three optional specialisations within the Master of United States Studies. These specialisations will present students with a clearer path through the degree that emphasises the research and teaching areas that appeal to their intellectual interests. This will aid in the marketing of the degree. Specialisations will also signal to prospective employers those particular graduate attributes and knowledge that the qualification provides.

The proposal is for three specialisation options: politics, business, and media. Since each specialisation will rely on cross-listed electives, they will facilitate a more meaningful, targeted integration of the MUSS with affiliated departments in FASS, such as the Department of Government and International Relations, and Media and Communications.

Details of the specialisations:

This proposal asks for the acknowledgment of three optional 18 credit point specialisations within the Master of US Studies: Politics, Business, and Media.
Politics

The Politics specialisation will provide the student with a deep knowledge of American political history, laws and institutions. Students will gain skills in contemporary policy analysis and become conversant in current issues within US domestic and foreign policy.

Core units:
- USSC6902 US Politics: Presidency and Congress
- USSC6903 US Foreign and National Security

Third unit can be selected from:
- USSC6907 American Exceptionalism
- USSC6921 US Strategy in the Asia-Pacific
- GOVT6359 US-China Relations
- CISS6001 New Security Challenges
- CISS6008 Population and Security
- CISS 6012 Civil-Military Relations
- GOVT6111 Chinese Foreign and Security Policy
- CISS6022 Cybersecurity
- GOVT6304 Development and World Politics
- GOVT6119 International Security
- CISS6018 Nuclear Arms Control and Proliferation
- ECOP6011 USA-Europe-Japan: From Growth to Crisis

Business

The Business specialisation provides practical knowledge of the American business environment, and enables students to understand how business cultures in the US differ from those in Australia and Asia. Students also gain knowledge of the history and legal norms of philanthropic organisations in the United States, as well as a wide understanding of US economic policy.

Core units:
- USSC6905 The Politics of Money in America
- USSC6908 The US Business Environment (to be revived 2019)

Third unit can be selected from one of the following:
- MKTG6020 Business Marketing
- IBUS5003 Global Business
- FINC6013 International Business Finance
- IBUS6001 International Business Strategy
- IBUS6002 Cross-Cultural Management
- IBUS6016 Social Entrepreneurship
- MKTG6013 International and Global Marketing
Media

The Media specialisation is designed to provide students with an understanding of the global influence of American culture and media. Students gain a historical understanding of the American media industry's adaptation to legal, cultural and technological change. The specialization fosters skills in media analysis and a strong knowledge of theoretical concepts to provide a sophisticated understanding of media production and consumption in America.

Core units:
- USSC6919 American Film and Hollywood;
- USSC6920 US Media: Politics, Culture, Technology

Third unit can be selected from:
- USSC6914 Key Issues in US Culture
- MECO6913 Public Opinion, Policy and Public Sphere
- WMST6903 Gender, Media and Consumer Societies
- ENGL6984 Creative Non-Fiction Workshop
- MECO6912 Political Public Relations
- MECO6915 Writing Features: Narrative Journalism
- WRIT6000 Professional Writing
- WRIT6001 Professional Editing
- CAEL5043 Screen Writing and Directing
- CAEL5045 Web Environment for Cultural Producers
- ARIN6904 Mobile Media and Games
- MECO6900 News Writing
- MECO6926 International Media Practice

The specialisations will be optional for students enrolled in the Master of US Studies, but will allow students to have the specialisation added to their transcript and Testamur.

Impact on Current curriculum

The proposal entails minor updates to the degree resolutions which you will see below.

(4) Candidates for the Master of US Studies are required to complete 96 credit points, including:
(a) a minimum of 6 credit points of core units of study;
(b) a minimum of 18 credit points from core elective units of study; and
(c) a maximum of 48 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 6 credit points of elective units can be taken from units of study outside those listed in the US Studies subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties.
(d) 24 credit points from capstone units of study.
(e) an optional specialisation as listed in the unit of study table.

Internship integration

The existing internship program provides capstone experiences to MUSS students, as well as internship electives for students from other degree programs. The establishment of specialisations will allow the professional placements to extend the curriculum logically, and direct student pathways toward professional outcomes in politics, business and media.
# Learning Outcomes and Example Student Pathway

## Business:

<table>
<thead>
<tr>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate a deep knowledge of the history and economy of the United States, and apply that disciplinary knowledge to advance expertise in business and economics.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate a sophisticated understanding of the multiple disciplinary contexts for understanding the United States, with advanced capacity in the area of business and economics.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate a capacity to work across disciplinary boundaries to solve specific and advanced analytic problems in the study of the United States.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate an ability to decipher complicated written, oral, visual, material and digital texts, and contribute to secondary literature about them.</td>
</tr>
<tr>
<td>5</td>
<td>Construct an evidence-based argument in written, oral, visual, or digital form.</td>
</tr>
<tr>
<td>6</td>
<td>To relate the interdisciplinary methods of US Studies to issues encountered in professional context of business and economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sem</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>USCC6901: Fundamentals of US Studies</td>
</tr>
<tr>
<td></td>
<td>IBUS6016: Social Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>USCC6905: US The Politics of Money in America</td>
</tr>
<tr>
<td></td>
<td>GOVT2445: US-China Relations</td>
</tr>
<tr>
<td>2</td>
<td>USCC6908: The US Business Environment</td>
</tr>
<tr>
<td></td>
<td>USCC6920: US Media: Politics, Culture, Technology</td>
</tr>
<tr>
<td></td>
<td>IBUS6001: International Business Strategy</td>
</tr>
<tr>
<td></td>
<td>IBUS6002: Cross-Cultural Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sem</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CAPSTONE PROJECT in one of three areas: Internship Research Exchange</td>
</tr>
<tr>
<td>2</td>
<td>Based on .25 RPL</td>
</tr>
</tbody>
</table>
### Politics:

<table>
<thead>
<tr>
<th>Threshold Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a deep knowledge of the history and politics of the United States, and apply that disciplinary knowledge to advance expertise in political science and international relations.</td>
<td>A, B (i-iv), C, D, E, F</td>
</tr>
<tr>
<td>2. Demonstrate a sophisticated understanding of the multiple disciplinary contexts for understanding the United States, with advanced capacity in the area of political science and international relations.</td>
<td>A, D, F</td>
</tr>
<tr>
<td>3. Demonstrate a capacity to work across disciplinary boundaries to solve specific and advanced analytic problems in the study of the United States.</td>
<td>A, C, F</td>
</tr>
<tr>
<td>4. Demonstrate an ability to decipher complicated written, oral, visual, material and digital texts, and contribute to secondary literature about them</td>
<td>B (i-iv), F</td>
</tr>
<tr>
<td>5. Construct an evidence-based argument in written, oral, visual, or digital form.</td>
<td>B (i-iv), F</td>
</tr>
<tr>
<td>6. To relate the interdisciplinary methods of US Studies to issues encountered in professional context of government and international relations.</td>
<td>A, C, D, E, F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>USSC6901: Fundamentals of US Studies</td>
</tr>
<tr>
<td></td>
<td>GOVT6359: US-China Relations</td>
</tr>
<tr>
<td></td>
<td>USSC6902: US Politics: Presidency and Congress</td>
</tr>
<tr>
<td></td>
<td>GOVT6100: Foundations of Comparative Politics</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>USSC6903: US Foreign and National Security</td>
</tr>
<tr>
<td></td>
<td>CISS6001: New Security Challenges</td>
</tr>
<tr>
<td></td>
<td>CISS6008: Population and Security</td>
</tr>
<tr>
<td></td>
<td>USSC6907: American Exceptionalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAPSTONE PROJECT in one of three areas:</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Exchange</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Based on .25 RPL</td>
</tr>
</tbody>
</table>
### Threshold Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th><strong>Threshold Learning Outcomes</strong></th>
<th><strong>Graduate Qualities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate a deep knowledge of the history, media and culture of the United States, and apply that disciplinary knowledge to advance expertise in media and cultural studies.</td>
<td>A, B (i-iv), C, D, E, F</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate a sophisticated understanding of the multiple disciplinary contexts for understanding the United States, with advanced capacity in the area of media and cultural studies.</td>
<td>A, D, F</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate a capacity to work across disciplinary boundaries to solve specific and advanced analytic problems in the study of the United States.</td>
<td>A, C, F</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate an ability to decipher complicated written, oral, visual, material and digital texts, and contribute to secondary literature about them.</td>
<td>B (i-iv), F</td>
</tr>
<tr>
<td>5</td>
<td>Construct an evidence-based argument in written, oral, visual, or digital form.</td>
<td>B (i-iv), F</td>
</tr>
<tr>
<td>6</td>
<td>To relate the interdisciplinary methods of US Studies to issues encountered in professional context of media and cultural production.</td>
<td>A, C, D, E, F</td>
</tr>
</tbody>
</table>

### Sem 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>USCC6901:</td>
<td>Fundamentals of US Studies</td>
</tr>
<tr>
<td>USCC6919:</td>
<td>American Film and Hollywood</td>
</tr>
<tr>
<td>MECO6900:</td>
<td>News Writing</td>
</tr>
<tr>
<td>WMST6903:</td>
<td>Gender, Media and Consumer Societies</td>
</tr>
</tbody>
</table>

### Sem 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>USCC6920:</td>
<td>US Media: Politics, Culture, Technology</td>
</tr>
<tr>
<td>USCC6915:</td>
<td>Key Issues in US Culture</td>
</tr>
<tr>
<td>ARIN6904:</td>
<td>Mobile Media and Games</td>
</tr>
<tr>
<td>6926:</td>
<td>International Media Practice</td>
</tr>
</tbody>
</table>

### Sem 1 CAPSTONE PROJECT

- Internship
- Research
- Exchange

### Sem 2 Based on .25 RPL
Attachment 1: Guidelines from the *Learning and Teaching Policy 2015*

(1) Learning outcomes articulate the specific achievements in skill, knowledge and application necessary to demonstrate graduate qualities in a particular discipline. They must be aligned with graduate qualities and must be assessed as part of the curriculum. 

(2) Learning outcomes should be specified for award courses and for each of their components, including as relevant units of study, majors, programs and specialisations. 

(3) Learning outcomes specified for the components of an award course should be aligned with each other and with the learning outcomes of the award course.

<table>
<thead>
<tr>
<th>Graduate Qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Depth of disciplinary expertise.</td>
<td>To excel at applying and continuing to develop disciplinary expertise.</td>
</tr>
<tr>
<td>(b) Broader skills:</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems.</td>
</tr>
<tr>
<td>i. Critical thinking and problem solving;</td>
<td></td>
</tr>
<tr>
<td>ii. Communication (oral and written);</td>
<td></td>
</tr>
<tr>
<td>iii. Information/ digital literacy;</td>
<td></td>
</tr>
<tr>
<td>iv. Inventiveness.</td>
<td></td>
</tr>
<tr>
<td>(c) Cultural competence.</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries.</td>
</tr>
<tr>
<td>(d) Interdisciplinary effectiveness.</td>
<td>To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding.</td>
</tr>
<tr>
<td>(e) An integrated professional, ethical and personal identity.</td>
<td>To build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty.</td>
</tr>
<tr>
<td>(f) Influence.</td>
<td>To be effective in exercising professional and social responsibility and making a positive contribution to society.</td>
</tr>
</tbody>
</table>

Confidential OR Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Alison Green, Policy Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Prof Elizabeth Martin, Associate Dean</td>
</tr>
<tr>
<td>Paper title</td>
<td>Extension of maximum time limit for the Doctor of Dental Medicine</td>
</tr>
<tr>
<td>Purpose</td>
<td>To extend the maximum time limit for the Doctor of Dental Medicine degree from 5 years to 7 years.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Dentistry to amend the Doctor of Dental Medicine; and
2. approve the amendment of the faculty resolutions arising from the proposal, with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The current maximum time limit for completing the requirements of the Doctor of Dental Medicine (DMD) is 5 years. This allows students to repeat a year, of this 4 year course, only once. It is proposed to extend the maximum time limit to 7 years so that, in exceptional circumstances, and at the Dean’s discretion a student may repeat more than one year, but they will not be able to repeat the same year more than once.

It is considered that 7 years is a suitable extension to provide students with more flexibility whilst maintaining the clinical skills that have been developed.

This amendment, should it be approved, will effect a change to the University of Sydney (Coursework) Rule 2014.
BACKGROUND / CONTEXT

Historically, the DMD program in Dentistry has had a short time limit in order to maintain students’ clinical skills and knowledge prior to registration on graduation. It will remain the expectation of the Faculty that the course is completed within the standard 4 years, but it was considered that in rare and exceptional circumstances, a student may require more time to complete the degree than the current 5 year time limit.

ISSUES

Maintaining this time limit could be regarded as discriminating against students who require a longer period to complete the DMD program.

CONSULTATION

Consultation has been held with the Faculty of Dentistry Learning and Teaching Committee and approval was received to extend the maximum time limit to complete the DMD program.

RISKS / BENEFITS

Risks and Risk Management

The DMD qualifies students to register with the Australian Dental Council on graduation and immediately practise as dentists. The Faculty and the University needs to be assured that each graduate has developed the knowledge and skills to be a competent dentist.

Currently, following an absence of up to a year, a student is asked to complete a 0 credit point unit of study in the simulation clinic prior to recommencing the degree in order to revise their clinical skills to the required standard prior to treating patients.

IMPLEMENTATION

The student will apply in writing to the Dean of the Faculty, should the application be approved, the student will be notified and they will be permitted to enrol in the required units of study.

COMMUNICATION

Should it be approved, the maximum time limit will be amended in the University of Sydney (Coursework) Rule 2014 which is referenced in Faculty Local Provisions and Resolutions. Students will be alerted to this amendment via email.
Minor Course Amendment Proposal

Faculty: Dentistry

Contact person: Alison Green

1. **Name of award course**
   Doctor of Dental Medicine

2. **Purpose of proposal**
   To increase the maximum time limit of the Doctor of Dental Medicine from 5 to 7 years. This will allow a student with exceptional circumstances and at the Dean's discretion to repeat more than one year, but they will not be able to repeat the same year more than once. Maintaining the existing 5 year time limit was considered potentially discriminatory against students who may genuinely require a longer period of time to complete the Doctor of Dental Medicine program. This will require a change to the Coursework Rule 2014.

   There are other administrative amendments including the updating of policy titles, clarifying information relating to the average weighted mark, and the removal of references to the Bachelor of Dentistry program which is no longer active. These amendments have been submitted to the Academic Standards and Policy Committee for consideration.

3. **Details of amendment**

   2. **Time Limits**
      (1) **Maximum time limits for all faculty courses are listed in the table below**

      | Course Title                                      | Full Time/Part Time | Time Limit  |
      |--------------------------------------------------|--------------------|-------------|
      | Bachelor of Oral Health                          | FT                 | 4 years     |
      | Doctor of Dental Medicine                        | FT                 | 5 years     |
      | Graduate Diploma in Clinical Dentistry (Conscious Sedation and Pain Control) | PT | 4 semesters |
      | Graduate Diploma in Clinical Dentistry (Oral Implants) | PT | 4 semesters |
      | Graduate Certificate in Clinical Dentistry (Oral Rehabilitation) | PT | 3 semesters |
      | Graduate Certificate in Clinical Dentistry (Advanced Restorative) | ET | 3 semesters |
      | Doctor of Clinical Dentistry                     | ET/PT              | 4 years/8 years |
      | Master of Philosophy                             | ET/PT              | 4 years/8 years |

      (1) The Coursework Rule defines the maximum time limits, and how time limits are affected by periods of suspension or absence.

4. **Transitional arrangements**
   It is proposed that these rules will come into effect for 2018.

5. **Other relevant information**

6. **Signature of Dean**

   [Signature]

Version 01.10.2014
Resolutions of the Faculty of Dentistry for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Honesty in Coursework Policy 2015 Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1 Enrolment restrictions

Students are only permitted to enrol for the units of study specified for each semester of their program of study.

2 Time limits

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Full-Time/Part-Time</th>
<th>Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Dental Medicine</td>
<td>FT</td>
<td>4 years</td>
</tr>
<tr>
<td>Graduate Diploma in Clinical Dentistry (Conscious Sedation and Pain Control)</td>
<td>FT</td>
<td>4 semesters</td>
</tr>
<tr>
<td>Graduate Diploma in Clinical Dentistry (Oral Implants)</td>
<td>FT</td>
<td>4 semesters</td>
</tr>
<tr>
<td>Graduate Certificate in Clinical Dentistry (Oral Rehabilitation)</td>
<td>PT</td>
<td>3 semesters</td>
</tr>
<tr>
<td>Graduate Certificate in Clinical Dentistry (Advanced Restorative)</td>
<td>PT</td>
<td>3 semesters</td>
</tr>
<tr>
<td>Doctor of Dental Medicine</td>
<td>FT/PT</td>
<td>4 years/8 years</td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>FT/PT</td>
<td>4 years/8 years</td>
</tr>
</tbody>
</table>

(1) The Coursework Rule defines the maximum time limits, and how time limits are affected by periods of suspension or absence.

3 Suspension, discontinuation and lapse of candidature

(1) The Coursework Rule Policy 2014 specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability. Refer also to the specific resolutions for the Doctor of Dental Medicine.

(2) For the Bachelor of Oral Health and Bachelor of Dentistry degrees, the provisions of the Coursework Rule apply except that the maximum suspension permitted from this course will be 12 months.

(3) For the Bachelor of Dentistry degree exceptions may be made for candidates who wish to interrupt their studies, for up to 2 years, to complete another degree, acceptable to the faculty, at this or another institution.

4 Credit for previous study

In this Faculty, there is no specially identified credit for previous study. Credit for previous study may be granted for the Bachelor of Oral Health degree. Refer to the specific resolutions for the Bachelor of Oral Health.

Part 2: Unit of study enrolment

5 Cross institutional study

Cross institutional study is not permitted by the Faculty of Dentistry.

6 International exchange

International exchange is not permitted by the Faculty of Dentistry.

Part 3: Studying and Assessment

7 Attendance

(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.
(2) Students are expected to attend a minimum of 90 percent of timetabled activities for each component of a unit of study. The Dean or academic staff member most concerned may determine that a student fails a unit of study due to inadequate attendance.

8 Late submission penalty
(1) It is expected that unless an application for an extension or special consideration has been approved, students will make submissions for a unit of study on the due date specified. Submissions may include assignments, application forms or log books. If the submission is made by the student within a period of approved extension, no academic penalty will be applied.
(2) Late assignments that have not been granted extensions will attract a penalty of 5 percent of the maximum mark each day they are late, except week ends and public holidays.

9 Special consideration for illness, injury or misadventure
Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Assessment Policy 2011 and associated procedures provide full details of the University policy. The Coursework Policy 2014 and Assessment Procedures 2011 provide full details.

10 Re-assessment
In this Faculty, opportunities for re-assessment are offered to students on the grounds as stated in the Faculty of Dentistry - Assessment and Progression Local Provision 2017.

Part 4: Progression, Results and Graduation

11 Satisfactory progress
The Faculty will monitor students for satisfactory progress towards the completion of their award course in accordance with the Student Academic Progression Coursework Policy 2014. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the progression requirements of the Coursework Policy 2014 Rule), students must meet any other requirements specified in the course resolutions as being critical to progression through the course.

12 Award of the bachelor’s degree with honours
The award of Honours is only available to meritorious candidates of the Bachelor of Dentistry degree. Further details are outlined in the Bachelor of Dentistry Resolutions.

13 University medal
The University medal is not awarded to Bachelor of Dentistry Honours candidates, because marks are not awarded to students throughout the duration of the degree.

12 Weighted Average Mark (WAM)
(1) The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. Uses the following formula for calculating the WAM. WAMs are used by the University as one indicator of performance. For example, WAMs can be used in assessing admission to and award of honours, eligibility for prizes and scholarships, or assessing progression through a course.

<table>
<thead>
<tr>
<th>WAM</th>
<th>Sum(Wc x Mc)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sum(Wc)</td>
</tr>
</tbody>
</table>

(2) Where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. Pass/fail units and credited units from other institutions are not counted.

(3) The weight of a unit of study is assigned by the owning faculty. In the Faculty of Dentistry, all units carry a weighting value of one. For the Bachelor of Oral Health, all units starting with ORHL have a weighting of 1, ORHL2 have a weighting of 2 and ORHL3 have a weighting of 3. For the Doctor of Dental Medicine, all units starting with SDDM have a weighting of 1, SDDM2 (2), SDDM3 (3) and SDDM4 (4).

Part 5: Other

13 Special permission
These resolutions apply to all students enrolled in programs of study in the Faculty of Dentistry. However, in exceptional circumstances and at the Dean’s discretion, some exemptions may be permitted.

14 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011, who elect to proceed under these resolutions.
(2) Students who commenced prior to 1 January, 2011, may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Non-Confidential

Author: A/Prof. Ross Coleman, Director of Graduate Research
Reviewer/Approver: Prof. Pip Pattison, DVC Education
Paper title: Simplifying the conflicts of interest process for HDR examinations.

Purpose:
In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Content should be 1-2 sentences in length.

This paper proposes amendments to the Thesis & Examination of HDR Procedures 2015 to simplify and streamline the responsibility for identifying conflicts of interest in the HDR examination process.

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
1. approve the proposed amendments to the Thesis and Examination of Higher Degrees by Research Procedures; and
2. approve the proposed workflow for appointment of examiners and adopt the modified appointment of examiners form to reflect the new process.

EXECUTIVE SUMMARY

This paper proposes to streamline the procedures around identification of conflicts of interest (Col) for examinations of thesis for higher degrees by research. This will process will change the responsibility for declaring actual or perceived CoI. This will reduce disquiet from the academic community and will speed up the process of appointment of examiners, thus reducing examination times. The new process explicitly identifies the responsibility for affirming statements of CoI, which will both increase accountability and reduce the workload on a key decision-making committee.

The most significant changes are:
1.- examiners will no longer be asked for a CoI statement, instead we will revert to declarations by the supervisor;
2.- conflicts of interest are specified in detail;
3.- Appointment of examiner forms will now be independently audited for compliance with policy, with results reported back to HDRExSC.

BACKGROUND / CONTEXT

In 2015, a new Thesis and Examination of Higher Degree by Research Student Policy and associated procedures were adopted by Academic Board. The new procedures shifted the responsibility for delivering statements on Col (perceived or actual) from the supervisor to the examiner. Such a change was implemented to solve a problem that supervisors were often ticking ‘no’ to a question as to whether any Col existed for a potential examiner, when in fact such Col did exist. In almost all cases, this was not due to deliberate misinformation from the supervisor, more a consequence of a superficial engagement with the documentation. The new process, although designed with the best of intentions, raised two significant issues.

1. A lengthening of process. In the 2015 scheme, a supervisor would contact a prospective examiner to see if (s)he would be available and willing to examine the thesis. After receiving an affirmative answer, the supervisor would then send a Col declaration to the examiner, who would then complete and return to the supervisor, and this would have to be done for each examiner before the request for
Non-Confidential

appointment of examiners could be sent onwards. This extra step has been reported to add time to the process as the University is attempting to find means to drive down examination times.

2. Professional Disquiet. The DVC-Education and the Director, Graduate Research have both been in receipt of messages of staff disquiet about the 2015 procedure of seeking a CoI statement from a potential examiner. University academics have claimed that potential examiners have reported feeling insulted and in addition, our academics have reported that asking examiners to complete a CoI declaration put the University in a bad light, setting a perception of lack-of-trust. It should be noted though that the University of Queensland asks examiners of its HDR theses to complete a CoI statement.

Solutions

A. Examiners must be suggested by supervisors, as these have the expert view of the discipline area. Hence, it is appropriate for supervisors to report that no CoI (perceived or actual) exists for any proposed examiners. This will necessitate a change of section 5(5)(h) in the Thesis and Examination of Higher Degree by Research Students Procedures 2015.

B. The issue is to make the statement of conflict of interest obvious and upfront; this has been done in the new form where supervisors not only have to address individual, explicit questions of CoI for each examiner, they are also reminded of how minor or perceived CoI may be managed.

C. The new form confirms accountability for veracity of CoI statements

D. HDRAC can and will audit these forms and report errors to HDRExC.

CONSULTATION

These amendments are based on previous consultation with:
Prof. Philippa Pattison, DVC-Education
George Caryannopoulos, Manager – HDRAC
A/Prof. Kathleen Nelson, Chair HDR Examinations Sub-Committee
A/Prof. Michael Kertesz, Chair Graduate Studies Committee
Prof. Adrian Vickers, Fac. Arts & Soc. Sciences
A/Prof. Victoria Cogger, Assoc. Dean-Research Education, Faculty of Medicine and recent ex-chair PhDASC
Members of the University School of Architecture, Design & Planning

ATTACHMENTS

Attachments

1. Draft amendments to *Thesis and Examination of Higher Degrees by Research Procedure 2015*

2. Draft Appointment of Examiners HDR form 2017
Note: - The coordinating supervisor must use this form to recommend the appointment of examiners to the Chair of Examination. Recommendations are then approved by the HDR Examination Subcommittee (for doctoral degrees) or the faculty committee (for masters by research degrees) prior to the examination process commencing.
- Please type answers on this form. Handwritten forms will not be accepted.
- Nomination of examiners should be made at least 4 weeks prior to submission of thesis.

Student Details

SID: 
Student’s Name: 
Degree: 

Thesis title: 
Faculty: 
School/Department: 
Anticipated date of thesis submission: 
Supervisor: 

COORDINATING SUPERVISOR: Written Justification
As required, please provide your written justification for the nomination of examiner/s here: 

WHEN TO PROVIDE WRITTEN JUSTIFICATION
The Thesis and Examination of Higher Degrees by Research 2015 Policy and Procedures require that further information be provided by the supervisor for the nomination of examiners who:

1. Are not affiliated with a university or degree-granting institution. Justification should detail the examiner’s expertise, and provide other relevant information which might include previous experience assessing theses, journal articles or other relevant experience; or any links to degree-granting institutions.
2. Are retired (Emeritus, Adjunct or Honorary appointments). Justification should demonstrate that examiners are research active. A short list (up to 4) of recent publications (from the last 5 years) is sufficient to demonstrate research activity.
3. Have no previous experience examining research higher degree theses. Justification should include details of examiners’ experience assessing the work of others, whether this be for masters or honours level theses, journal articles, or any other relevant experience.
4. Are not of obvious academic standing. That is, the examiner does not hold a qualification equivalent to the level being examined, or is not actively involved in the regular output of research. Justification should include details of the examiner’s relevant expertise, professional experience and where applicable, details of recent publications and/or a confirmation of whether the examiner has previous examined higher degree by research theses.
5. There is an actual, potential or perceived conflict of interest.

POLICY REQUIREMENTS
1. Examiners must be nominated at least 4 weeks before the submission of the thesis.
2. Every examiner must complete a conflict of interest declaration. The Chair of Examination and the HDR Examination Subcommittee will not consider the appointment of examiners who do not provide the declaration.
3. If the student has expressed a preference for certain examiners, this must be attached in writing.
4. The supervisor may nominate a reserve examiner.
5. Theses are provided to examiners electronically. If an examiner requires a hard-copy, this must be arranged.
6. The examiners must agree that the contents of the thesis, including any intellectual property rights contained in the thesis, remain strictly confidential and to use the thesis only for the purposes of performing the examination.
7. The thesis may be sent to the examiners only when the examiners have been approved by the HDR Examination Sub-committee (for doctoral degrees) or the Faculty Committee (for masters by research degrees).

8. Only one internal examiner.
9. Only one from any given university or institution,
10. At least one examiner from a university or degree-granting institution.
11. Examiner must be research active, or hold equivalent professional experience. This information must be included in the appointment of examiners form.
12. Examiner must have experience of or be familiar with the supervision and examination of research theses in Australia or Internationally. This information must be included in the appointment of examiners form.
13. Examiner should have a qualification appropriate to the discipline, either equivalent to the level being examined or equivalent professional/research experience. This information must be included in the appointment of examiners form.
14. Examiners must be free from bias, for or against the candidate or supervisor/s and be free from actual, potential or perceived conflicts of interest. This information must be included in the appointment of examiners form.
15. A person cannot be an examiner if they:
   a. have had involvement in the student’s research;
   b. are a co-author on any part of the work;
   c. have a past or current close personal relationship with the student or supervisor;
   d. have had substantial contact with the student or supervisor in any other circumstance which might jeopardise the independence, or the perceived independence of the examination;
   e. have supervised the student at any time;
   f. have been a research student of the supervisor within the last ten years.
# Examiner Details

The student has provided written notice of preferences regarding examiners (attached) Yes No

<table>
<thead>
<tr>
<th>Examiner 1</th>
<th>Examiner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name (including title)</td>
<td></td>
</tr>
<tr>
<td>Academic Qualification</td>
<td></td>
</tr>
<tr>
<td>Current position title</td>
<td></td>
</tr>
<tr>
<td>Institution (Name and Organisational Unit where relevant)</td>
<td></td>
</tr>
<tr>
<td>Postal Address</td>
<td></td>
</tr>
<tr>
<td>email</td>
<td></td>
</tr>
<tr>
<td>telephone</td>
<td></td>
</tr>
<tr>
<td><strong>Is the examiner:</strong></td>
<td></td>
</tr>
<tr>
<td>Currently active in research?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Affiliated with a degree-granting institution?</td>
<td>Yes No</td>
</tr>
<tr>
<td><strong>Does the examiner:</strong></td>
<td></td>
</tr>
<tr>
<td>Have previous experience as examiner?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Hold an equivalent title to that being examined (e.g. PhD)?</td>
<td>Yes No</td>
</tr>
<tr>
<td><strong>Conflict of Interest. Has/Does the examiner:</strong></td>
<td></td>
</tr>
<tr>
<td>had any involvement in the student’s research?</td>
<td>Yes No</td>
</tr>
<tr>
<td>been a co-author on any part of the work?</td>
<td>Yes No</td>
</tr>
<tr>
<td>have a past or current close personal relationship with the student or member of the supervisory team?</td>
<td>Yes No</td>
</tr>
<tr>
<td>supervised the student at any time or been a research student of the supervisor within the last ten year?</td>
<td>Yes No</td>
</tr>
<tr>
<td>had substantial contact with the student or supervisor(s) in any other circumstance which might jeopardise the independence, or the perceived independence of the examination?</td>
<td>Yes No</td>
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This could include circumstances in which the supervisor(s) and the examiner were co-applicants on grant proposals, have co-published or worked in the same academic unit within the last 5 years.

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<th>Examiner 3</th>
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<td>Name (including title)</td>
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<td>Academic Qualification</td>
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<td>Current position title</td>
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<td>Institution (Name and Organisational Unit where relevant)</td>
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<td><strong>Is the examiner:</strong></td>
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<tr>
<td>Currently active in research?</td>
<td>Yes No</td>
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<tr>
<td>Affiliated with a degree-granting institution?</td>
<td>Yes No</td>
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<tr>
<td><strong>Does the examiner:</strong></td>
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<tr>
<td>Have previous experience as examiner?</td>
<td>Yes No</td>
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<tr>
<td>Hold an equivalent title to that being examined (e.g. PhD)?</td>
<td>Yes No</td>
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<tr>
<td><strong>Conflict of Interest. Has/Does the examiner:</strong></td>
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<tr>
<td>had any involvement in the student’s research?</td>
<td>Yes No</td>
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<td>been a co-author on any part of the work?</td>
<td>Yes No</td>
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<tr>
<td>have a past or current close personal relationship with the student or member of the supervisory team?</td>
<td>Yes No</td>
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<tr>
<td>supervised the student at any time or been a research student of the supervisor within the last ten year?</td>
<td>Yes No</td>
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<tr>
<td>had substantial contact with the student or supervisor(s) in any other circumstance which might jeopardise the independence, or the perceived independence of the examination?</td>
<td>Yes No</td>
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**DELEGATE AUTHORITY**

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Signed

**Supervisor:** I declare that the information provided on this form is true and accurate to the best of my knowledge. *All Masters and Doctorate*
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<tr>
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THESIS AND EXAMINATION OF HIGHER DEGREES BY RESEARCH PROCEDURES 2015

Issued by: Academic Board
Date: 12 November 2014
Last amended: 28 October 2015, commencing 1 January 2016
12 April 2016 (administrative amendment)
2 November 2016, commencing 16 November 2016
11 May 2017 (administrative amendment only)

Signature: Associate Professor Anthony Masters, Chair, Academic Board

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1 Purpose and application

(1) These procedures are to give effect to the Thesis and Examination of Higher Degrees by Research Policy 2015 (“the policy”).

(2) These procedures apply to any persons involved in research higher degree theses and examination.

2 Commencement

These procedures commence on 1 January 2015.

3 Interpretation

(1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.

Note: See clause 6 of the policy.

chair of examination means the person appointed by the associate dean to co-ordinate the examination, as defined in clause 15A of the policy.

copy-editing and proof reading means identifying errors in, and correcting, the presentation of the text so as to conform with standard usage and conventions, including:

- spelling
- quotations
- use of italics
- lists
- word usage
- punctuation
- graphs
- charts
- citations
- references
PART 1: PROOF-READING AND EDITING THESSES

4 Proof-reading and editing of theses

(1) Students are permitted to use editors in preparing their thesis for submission.

Note: See clause 8(2)(c)(ii) of the policy

(2) Students proposing to use an editor must:

(a) discuss the use of an editor with their supervisor;

(b) provide the editor with a copy of these procedures; and

(c) ensure that their editor is aware of and abides by the standards set out in the Australian Standards for Editing Practice (ASEP) 2013

Note: As at the date of these procedures the Australian Standards for Editing Practice (ASEP) 2013 can be found at the website of the Institute of Professional Editors Limited
(3) An editor may only be used for:
   (a) copy-editing and proofreading; and
   (b) providing advice about:
      (i) matters of structure (the need to structure and reword, deletions, additions);
      (ii) conventions of grammar and syntax;
      (iii) using clear language;
      (iv) logical connections between phrases, clauses, sentences, paragraphs, and sections;
      (v) voice and tone; and
      (vi) avoiding ambiguity, repetition and verbosity.

(4) When an editor has been used:
   (a) the name of the editor and a brief description of the service rendered must be printed as part of the list of acknowledgements or other prefatory matter near the front of the work when it is presented for examination; and
   (b) if the editor’s current or former area of academic specialisation is similar to that of the student, this must also be stated.

PART 2: THESIS EXAMINATION PROCESS AND OUTCOME

4A Submission checks

(1) On receipt of a thesis submitted for examination, the administrative unit responsible for candidature management processes will:
   (a) review the format of the thesis;
   (b) apply similarity detection software; and
   (c) conduct a data integrity check.

(2) The administrative unit will then assess the outcomes of each, and will only forward the thesis to examiners if satisfied that the submission checks reveal no evidence of:
   (a) non-compliance with the Thesis and Examination of Higher Degree by Research Policy 2015; or
   (b) possible inappropriate academic practice, code breach or research misconduct.

(3) Any possible inappropriate academic practice, code breach or research misconduct will be managed in accordance with the Academic Honesty Procedures 2016.

5 Approving examiners

(1) The chair of examinations must provide nominations for examiners to the faculty committee or HDR Examinations Sub-Committee (in accordance with clause 15(1)
of the policy) at least four weeks prior to the intended submission date of the thesis.

(2) The supervisor should consult potential examiners prior to their nomination to ensure that:
   (a) they are willing and able to act within the timeframe expected; and
   (b) they agree to their names and comments being released to the student.

   Note: In exceptional circumstances this information may be withheld. See clause 15 of these procedures.

(3) The supervisor must:
   (a) nominate examiners in the form prescribed by the HDR Examinations Sub-Committee; and
   (b) submit the nomination form within four weeks of the earlier of:
      (i) the receipt of the intention to submit form; or
      (ii) the submission of thesis for examination.

(4) If the supervisor has not nominated examiners within two weeks of the date required in subclause 5(3), the associate dean must nominate examiners consistently with these procedures.

(5) The supervisor must provide the following for each nominated examiner:
   (a) whether they are currently active in research;
   (b) their previous experience as an examiner;
   (c) their relevant expertise;
   (d) whether they have agreed to act as examiner;
   (e) whether they are willing to conduct an oral examination;
   (f) whether they are willing to examine the thesis in electronic form;
   (g) the language (if not English) in which they would submit their report; and
   (h) a conflict of interests declaration signed by the nominated examiner.

(6) The supervisor should provide written justification for the nomination of any of the following:
   (a) an individual who does not come from a university or degree-granting institution;
   (b) an emeritus or honorary professor, or other retired academic; or
   (c) an individual with no previous experience examining research higher degree theses; or
   (d) an individual with an actual, potential or perceived conflict of interests.

(7) Where appropriate, such written justification should include:
   (a) information regarding research activity in the past 5 years; and
   (b) how any actual, potential or perceived conflict of interests will be managed.
6 Commissioning examiners

(1) The administrative unit will commission approved examiners by sending each examiner:
   (a) a copy of the thesis in the requested format;
   (b) a copy of any required form for the examiner’s report;
   (Note: See clause 7 of these procedures
   (c) a copy of the policy, these procedures and all applicable guidelines;
   (d) the resolutions relating to the degree;
   (e) proposed arrangements for an oral examination, if applicable;
   (f) proposed arrangements for examination of the creative or artistic component, if applicable;
   (g) any specific conditions relating to the examination process; and
   (h) the name and contact details of the relevant faculty staff member for communication regarding the process.

7 Examiners’ reports on the thesis

(1) The HDR Examinations Sub-Committee may prescribe a form for the presentation of examiners’ reports.
(2) Examiners must return their reports within six weeks of the despatch of the thesis.
(3) Examiners must:
   (a) use the form prescribed by the University; and
   (b) return a signed copy of the form by electronic mail, fax or post at the end of their examination.
(4) Each examiner’s report must include a statement as to whether the examiner is satisfied that the thesis meets the criteria prescribed in clause 8 of the policy.
(5) Each examiner must include a recommendation about the outcome of the award consistent with clause 23 of the policy.
(6) Each examiner’s report must specify:
   (a) the grounds on which their recommendation is based; and
   (b) the strengths and weaknesses of the thesis and the particular contributions made by the student; and
   (c) a detailed list of corrections required; or
   (d) the basis for revise and resubmit; or
   (e) the basis for non-award.
(7) Examiners who are submitting a report in a language other than English must provide their recommendation and a summary of their report in English.
(8) Examiners may include suggestions for the next steps in research or improvements for publication that are not essential for the award of the degree.
8 Monitoring examiners' reports

(1) When an examiner submits a report, the administrative unit will:
   (a) acknowledge receipt of the report; and
   (b) arrange for payment of the appropriate honoraria to external examiners.

(2) If an examiner has not returned the report within four weeks, the administrative unit will contact the examiner with a reminder of the due date.

(3) If an examiner has not returned a report within six weeks, the administrative unit will make contact to:
   (a) remind the examiner of the conditions of examination; and
   (b) ask when the report can be expected.

(4) If an examiner has not returned a report within ten weeks, the administrative unit will inform the examiner that if the report is not received within a further two weeks:
   (a) it will not be accepted;
   (b) if an external examiner, the examiner will not be eligible for payment; and
   (c) a replacement examiner will be appointed.

(5) If the report is not received within the further two week period, the faculty will appoint a replacement examiner.

9 Replacing examiners

(1) If an additional examiner has already been approved then this person may be used as a replacement examiner.

(2) If an additional examiner has not already been approved, one will be nominated and commissioned consistently with clause 6 of these procedures.

(3) If the original examiner returns a report after a replacement examiner has been commissioned:
   (a) the original examiner’s report will not form part of the body of evidence considered in awarding the degree;
   (b) the original examiner will be informed that no further information is required; and
   (c) if the original examiner was an external appointment no payment will be made.

10 Considering examiners' reports

(1) The administrative unit will release the examiners’ reports to the supervisor and chair of examination after all examiners’ reports have been received. The Associate Dean or Chair of the faculty committee may release reports to the supervisor and chair of examination at an earlier date in exceptional circumstances.
(2) Once all the examiners’ reports have been received, the chair of examination:
   (a) will consider the reports; and
   (b) should normally consult any of the supervisor, head of school or postgraduate co-ordinator, who may provide a written report.

(3) The chair of examination will then make a recommendation regarding the outcome of the award to the relevant committee. This report must include:
   (a) details of the nature and extent of any consultation; and
   (b) a copy of any written report received.

(4) The chair of examination’s report must specifically refer to all concerns expressed by the examiners:
   (a) specifying which concerns must be addressed and which need not be addressed; and
   (b) including instructions to the student where the recommendation is:
      (i) award with corrections;
      (ii) non-award with provision to revise and resubmit; or
      (iii) non-award with the option to award another degree, where corrections are required.

(5) After considering the examiners’ reports and the chair of examination’s recommendation, the relevant committee will determine whether:
   (a) there is sufficient information to determine the outcome of examination consistently with clause 23 of the policy; or
   (b) further action is required, such as:
      (i) appointing an additional examiner;
      (ii) appointing an examiner-as-assessor;
      (iii) referring for further investigation e.g. in the instance of an allegation of plagiarism or research misconduct;
      (iv) consulting with the student (in writing);
      (v) requesting additional information from the supervisor, chair of examination, associate dean, head of school or postgraduate co-ordinator;
      (vi) where the relevant committee is the faculty committee, consulting the HDR Examinations Sub-Committee; or
      (vii) obtaining any further information deemed necessary.

(6) When the relevant committee determines it has sufficient information to do so, it will form an intention on the outcome of examination consistently with clause 23 of the policy.

(7) If the intention is to award the degree (whether without qualification or with corrections), the relevant committee shall enact this decision as per clause 13 of these procedures.

(8) If the intention is not to award (whether with or without an option to revise and resubmit or to award to another degree) the relevant committee must notify the student in writing of the intention, and:
(a) provide the student with de-identified copies of the examiners’ reports and the chair of examination’s recommendation and any written supervisor reports; and

(b) inform the student that they have

   (i) two weeks from the date of notification to state their intention to reply; and

   (ii) if the student has stated an intention to reply, six weeks from the date of notification to provide written comments to the relevant committee.

(9) If the student provides comments within the specified time, the relevant committee will:

   (a) further consider the examiners’ reports, the chair of examination’s report, and any comments provided by:

      (i) the student;

      (ii) the supervisor; and

      (iii) the head of school or postgraduate co-ordinator;

   and

   (b) confirm or revise its decision on the outcome of examination, consistently with clause 23 of the policy. The relevant committee will enact this decision in accordance with clauses 13, 14, 14A and 14B of these procedures.

11 Additional examiner

(1) If an additional examiner is to be used, the procedures for approval set out in clause 5 and the procedures for commissioning set out in clause 6 of these procedures should be followed.

(2) Once an additional examiner has been approved, these procedures apply to the provision and consideration of examiners’ reports.

12 Examiner-as-assessor

(1) An examiner-as-assessor must complete an initial independent examination of the thesis based on the same criteria as all examiners. If a thesis contains a creative or artistic component, this will be provided as either a documentary recording or as an exhibition, installation or performance.

(2) Having completed the initial examination of the thesis, the examiner-as-assessor must then consider:

   (a) de-identified copies of all examiners’ reports;

   (b) comments from the chair of examination;

   (c) comments from the supervisor, if received;

   (d) comments from the student, if received;

   and assess the validity of the expressed concerns with the work under examination.

(3) The examiner-as-assessor must provide a written report containing:
(a) an examiner's report, including a recommendation about the outcome of the examination; and
(b) response to the comments of the other parties.

(4) The chair of examination will consider the report of the examiner-as-assessor and provide a further report, including a recommendation regarding the outcome of the examination to the relevant committee.

(5) The relevant committee will then consider the examiner-as-assessor's report and the chair of examination's report in the manner required by clause 10 of these procedures.

13 Outcome of examination: award without qualification or with corrections

(1) If the outcome of an examination is that the degree be awarded without qualification, the relevant committee must:
   (a) set the latest date by which the final version of the thesis must be lodged with the University. The latest date will normally be three months from the date of notification of outcome of examination; and
   (b) notify the student in writing

(2) If the outcome of an examination is that the degree be awarded subject to corrections, the relevant committee must:
   (a) detail the corrections required to be made to the final version of the thesis;
   (b) set the latest date by which the final version of the thesis, including the corrections, must be lodged with the University. The latest date will normally be three months from the date of notification of outcome of examination; and
   (c) notify the student in writing.

(3) The chair of examination will review the final version of the thesis and either:
   (a) verify that the required corrections have been addressed to their satisfaction; or
   (b) notify the student in writing of the corrections required to be made and set the latest date by which the final version of the thesis must be lodged with the University.

(4) Where the student does not lodge the final version of the thesis by the set date, the Associate Dean must either:
   (a) set a new latest date by which the final version must be lodged and notify the student in writing; or
   (b) determine the result to be ‘not awarded’.

14 Outcome of examination: non-award with revision and re-examination

(1) If the outcome of an examination is that the degree not be awarded, but the student be permitted to revise and resubmit the thesis for re-examination, the relevant committee must:
   (a) outline the reasons for non-award;
(b) prescribe a maximum period of further candidature, normally one or two semesters;
(c) set the latest date for the student to resubmit their thesis for examination;
(d) set the date by which the student must re-enrol or apply for suspension of candidature consistently with subclause 14(3) of these procedures;
(e) detail the additional work or changes required;
(f) prescribe any other conditions that must be met by the student; and
(g) notify the student in writing within one week of the decision being made.

(2) The student must re-enrol for the degree whilst the thesis is being revised.
(3) The student must re-enrol or apply for a suspension of candidature no later than census date of the next research period following the notification of permission to revise and resubmit.
   (a) If the student does not do so, the Associate Dean must determine the result to be 'not awarded'.
(4) The original examiners should be invited to re-examine the thesis if they are available and willing to do so unless, in the opinion of the relevant committee:
   (a) they have previously required modifications to the thesis that are considered unnecessary or undesirable; or
   (b) there are academic reasons for not recommissioning any or all of the original examiners.
(5) The examination of a revised and resubmitted thesis is a new examination of the whole thesis, which must be carried out in accordance with the policy and these procedures.
(6) The HDR Examinations Sub-Committee may prescribe a form for presentation of reports by examiners of a revised and resubmitted thesis and examiners must use any such form.
(7) No further opportunity to revise and resubmit the thesis is permitted as an outcome of the new examination.

14A Outcome of examination: non-award with option to award another degree

(8) If the outcome of an examination is that the degree not be awarded, but with the option to award another degree, the relevant committee must:
   (a) outline the reasons for non-award;
   (b) specify the other degree for which the student is eligible which may be awarded instead;
   (c) detail any corrections required to be made to the final version of the thesis to the satisfaction of the chair of examination as per the process in subclauses 13(2), (3) and (4) of these procedures;
   (d) set the latest date by which the final version of the thesis, including the corrections, must be lodged with the University. The latest date will normally be three months from the date of notification of outcome of examination; and
   (e) notify the student in writing within one week of the decision being made.
14B Outcome of examination: non-award

(9) If the outcome of an examination is that the degree not be awarded, the relevant committee must:
   (a) outline the reasons for non-award; and
   (b) notify the student in writing within one week of the decision being made.

15 Communication with the student during examination process

(1) The administrative unit may provide the student with notice of the completion of each of the following stages of the examination process:
   (a) appointment of examiners pending;
   (b) thesis submitted for examination;
   (c) thesis sent to examiners and reports pending;
   (d) all examiners have submitted reports;
   (e) the relevant committee is considering recommendations from examiners;
   (f) notification of the result of the examination;
   (g) awaiting comment from student regarding the result of the examination;
   (h) student to fulfil the conditions of the award, including lodgement in the University library;
   (i) student to re-enrol if required for a revise and resubmit outcome;
   (j) conditions of award fulfilled and degree may be awarded.

(2) If consultation with the student is required under the policy or these procedures such consultation must be undertaken in writing.

(3) Unless, in exceptional circumstances, the Dean or Associate Dean determines otherwise, the administrative unit should provide the student with de-identified examiners reports:
   (a) as part of any consultation process with the student; and
   (b) at the notification of the result of the examination.

(4) Unless, in exceptional circumstances, the Dean or Associate Dean determine otherwise, the administrative unit will provide the student with the names of the examiners at the conclusion of the examination process.

PART 3: ORAL EXAMINATIONS

16 Conduct of oral examinations generally

(1) If an oral examination is to be held:
   (a) the supervisor must notify the examiners and student; and
   (b) the associate dean must appoint a chair of examination in accordance with clause 15A of the policy, noting that the chair of examination is not an examiner.
(2) All parties to an oral examination must participate in person, or by telephone, video, web or teleconference. In-person participation is preferable.

(3) The student may elect to have a supervisor attend the oral examination. In this case, the supervisor must also participate in person, or by telephone, video, web or teleconference. In-person participation is preferable.

(4) The faculty will set the date of the oral examination.
   (a) Where an oral examination is planned from the outset of the examination process, this date should be set before the thesis is submitted, and should be between five and ten weeks after the date of submission of the thesis.
   (b) Where an oral examination is required after commencement of the examination process, the student must be notified of the date for the oral examination at least fourteen days prior to the oral examination.

(5) Each examiner will be sent the thesis or, where the thesis includes a live performance, exhibition or installation that is yet to occur, the written component of the thesis within seven days of the date of submission.

(6) Each examiner must submit an interim report at least seven days prior to the scheduled date for the oral examination, including interim recommendations for the outcome.

(7) If one or more examiners do not submit their interim reports by the date required by subclause 16(6), the chair of examination must:
   (a) contact them to determine whether an interim report will be received prior to the scheduled date for the oral examination; and
   (b) determine whether:
       (i) the oral examination will proceed on the scheduled date, with or without all of the interim reports; or
       (ii) the oral examination should be re-scheduled; and
   (c) notify the student of the decision in writing.

(8) Unless local provisions prescribe otherwise, oral examinations should be between two to four hours duration.

(9) An oral examination of a thesis which includes a creative or artistic component must:
   (a) test the comprehension of the student of the field of study described by the thesis and presented in the creative or artistic component;
   (b) clarify points either of principle or of detail in the creative or artistic component; and
   (c) assess the contribution made by the student to the content and presentation of the creative or artistic component and the written component of the thesis.

(10) An oral examination of a creative or artistic work may also include any of:
    (a) contextualisation of the student’s work, where the student presents the development of the thesis to the examination panel;
    (b) discussion of the creative or artistic component of the thesis at the site of the exhibition with the student; or
    (c) discussion of the written component and related matters with the student.
(11) At the close of the oral examination, the chair of examination and examiners must meet in private to prepare a report and recommendation of the examination outcome.

(a) Only the chair of examination and examiners may attend this meeting. The head of school (if not the chair of examination) and supervisor must not be present.

(b) The report must be a single report, containing a consensus recommendation of the outcome of the examination.

(c) The report must be prepared by the chair of examination and must specify:
   (i) the recommended outcome of the examination, consistent with clause 23 of the policy;
   (ii) the process undertaken by the conduct of the oral examination;
   (iii) the information provided to the candidate; and
   (iv) recommendations for any corrections or other conditions necessary for an award.

(12) The oral examination report will be considered together with and in the same manner as the examiners' reports.

Note: See clause 10 and following of these procedures.

(13) If the examiners fail to reach consensus:

(a) each examiner must confirm or revise their interim reports within two weeks of the private meeting; and

(b) the examiners’ final reports and the chair of examination’s report must then be considered in the same manner as examiners’ reports in a thesis-only examination.

Note: See clause 21 of the policy and clause 10 of these procedures.

17 Role of the chair of examination in an oral examination

(1) The chair of examination is a representative of the faculty and has the following duties:

(a) to ensure that the examiners and student are informed of the arrangements for holding the oral examination;

(b) to discuss with the student, prior to the examination, the nature of an oral examination, noting that students are expected to prepare their own responses;

(c) to advise the student of the main issues that may be raised by the examiners, noting that the examiners have the right to raise additional questions;

(d) to assure the student that the examination is intended to be constructive and helpful;

(e) to explain the proceedings to the examiners and to the student;

(f) to chair the oral examination of the thesis, and any subsequent meeting of examiners;

(g) to provide a report to the relevant committee;
(h) to provide the head of school or postgraduate co-ordinator with the opportunity to append comments to the chair of examination’s report on the oral examination; and

(i) to inform the student about the examiners recommendations.

PART 4: JOINT AND COTUTELLE DEGREES

18 Examination of joint degrees and cotutelle degrees

(1) Where the examination of a joint or cotutelle degree is to be conducted by the partner institution:

(a) The faculty must notify the HDR Examinations Sub-Committee when the examination commences. This notification must include:
   (i) confirmation that the examination meets the conditions of the individual student agreement; and
   (ii) the names and affiliations of all the examiners.

(b) The faculty must notify the HDR Examinations Sub-Committee of the completion of the examination. This notification must include:
   (i) a summary of the examination process;
   (ii) a statement of the outcome of the award from the partner institution; and
   (iii) copies of the examiners reports and English summaries, where the language of the reports is in a language other than English

   Note: see subclause 7(7) of these procedures.

(2) The award of the degree will be decided by the HDR Examinations Sub-Committee, in accordance with the policy, based on the notification from the partner institution.

(3) Where the examination of a joint or cotutelle degree is to be conducted by the University of Sydney, the relevant committee will be the HDR Examinations Sub-Committee.

(a) The examination will be conducted in accordance with the policy and these procedures.

(b) The faculty will notify the partner institution of the outcome of the examination in writing.

(4) Where a student enrolled in a joint or cotutelle degree subsequently transfers to a degree solely awarded by the University, the examination will be conducted according the policy and these procedures, but the HDR Examinations Sub-Committee may approve the use of any existing examiners’ reports in fulfilment of the applicable requirements.
PART 5: THESIS WITH PUBLICATIONS

19 Method of inclusion of published material in a thesis

(1) Sections of the thesis that have been published previously must be clearly identified as such.

(2) Published material may also be included as an appendix.

(3) Published papers may be offprints bound into the original thesis, or reformatted containing identical text as long as it is clear that the text in the thesis is identical to that in the published paper.

(4) If the text of the thesis differs substantially from the published material then inclusion should be by citation and quotation rather than inclusion of the material.

20 Number of papers

(1) A thesis containing previously published material should be of comparable substance, length and significance, and show a level of contribution by the student comparable to that of a thesis not containing previously published material.

(2) The specific number of papers required to constitute a thesis depends on:
   (a) the expectations of the discipline; and
   (b) the extent to which the student contributed to these papers.

21 Authorship of papers included in a thesis with publications

(1) Previously published material should only be included in the thesis where the student’s contribution is substantial.

(2) Where a student is an author of a work but had a lesser contribution to the published work, the paper may be included as an appendix.

(3) Students must clearly indicate their role and the extent of their contribution to the paper either in the introduction to the thesis or the introduction to the chapter. Provided that this is done, where more than one of the authors of a work is a higher degree by research student, each student may include the work as part of their thesis.

(4) Works with multiple authors should only be included with the permission of the corresponding author.

(5) Where a student is a joint author of a previously published work, the supervisor or corresponding author must submit a supporting statement identifying the student’s contribution to the work covered in the article.

(6) The convention for author placement in the list of contributing authors within the discipline should be stated e.g. alphabetical, corresponding author first.
22 Examination of a thesis with publications

(1) The examination process is the assessment of the thesis against the criteria set out in clause 8 of the policy. This examination is a different process than the refereed assessment of material for publication.

(2) Examiners must address:
   (a) whether the thesis including previously published material indicates that the student has made a substantially original contribution to the knowledge of the subject concerned; and
   (b) for publications where there are multiple authors, whether the quality and extent of the student’s contribution merits the award of the degree.

(3) As the included publications are examined as part of a larger work, reviewers of individual papers may be nominated to act as examiners if they meet the criteria set out in clause 15 of the policy.

PART 6: THESES CONTAINING CREATIVE OR ARTISTIC COMPONENTS

23 Examination of a thesis containing creative or artistic components

(1) The creative work and the written component will be examined as an integrated whole.

(2) The creative work may be presented in the context of an exhibition, installation, performance or other in-person context.

(3) Where the creative component is an exhibition or installation, the documentary record may take the form of a catalogue with images of sufficient quality for examination.

(4) The student is responsible for creating the documentary record of the creative work.

(5) The Dean, Associate Dean, or the faculty committee must decide whether the examination of a creative work should include any of:
   (a) a performance, installation or exhibition; or
   (b) an oral examination.

(6) Where the examination of a creative work component includes a performance, installation or exhibition, the written component of the thesis should be provided to the examiners prior to the examination of the creative component.

(7) Where the examination of the creative work component includes a performance, installation or exhibition, examiners should attend in person.

(8) Where there is no performance, installation or exhibition, or where an examiner cannot attend in person the examiner(s) shall conduct their examination using the documentary record of the creative work.

(9) Except as otherwise stated in faculty resolutions, the examination of a thesis with a creative component must comply with procedures, including (where appropriate) those relating to oral examinations.
(10) The outcomes of the examination for a thesis submitted with a creative or artistic component must relate to the whole thesis, including the artistic or creative work.

Note: See clause 23 of the policy.

PART 7: LODGEMENT OF THESES IN LIBRARY

24 Lodgement of theses in the University library

(1) The final copy of the thesis lodged in the University library must be in electronic format except as permitted by the Chair of the Graduate Studies Committee of the Academic Board.

(2) The copy must be complete, including:
   (a) any appendices submitted for examination;
   (b) any published material included in the thesis;
   (c) documentary recording of any artistic or creative works; and
   (d) any corrections required by the University addressed to the satisfaction of the chair of examination;

(3) The student must provide the title and an abstract of the thesis by the time of lodgement to be included in the Library catalogue meta-data and on the Australian Higher Education Graduate Statement (AHEGS).

Note: All information on thesis preparation, submission and lodgement is available through the HDRAC / current students website.
http://sydney.edu.au/students/prepare-your-thesis.html and

(4) The student may specify at the time of lodgement whether they prefer for their thesis to be locally available or published to open access. Where a student does not indicate a preference, the thesis will be lodged in the Library for local access.

Note: All information on thesis preparation, submission and lodgement is available through the HDRAC / current students website.
http://sydney.edu.au/students/prepare-your-thesis.html and

(5) Where a student has been permitted to include an appendix of material that is not to be available for public inspection as provided by the University of Sydney (Higher Degree by Research Rule) 2011, the appendix must be lodged separately to the remainder of the thesis in a form prescribed by the Director of University Libraries.

Note: A student may also apply for a period of delay in lodging with the library. See University of Sydney (Higher Degree by Research Rule) 2011.

(6) The Library catalogue meta-data, including the student’s name, thesis title, and abstract, must be publicly available.

(7) A student may also opt to publish sections of their thesis as part of their faculty’s open research collection. For example, this may be used:
   (a) where copyright restrictions on published material prevent the open access publication of the whole thesis; or
(b) where the student opts to publish the written component of the thesis but not a creative work.

(8) The final copy of the thesis lodged in the Library cannot be altered.

(9) The Chair of the Graduate Studies Committee may approve that an errata notice be appended to a lodged thesis. The errata notice must:
   (a) be clearly distinguishable from the thesis as originally lodged;
   (b) be labelled as “errata notice”;
   (c) identify the author of the notice;
   (d) clearly state the date of the notice; and
   (e) list each erratum separately with a page reference, and in page reference order.

NOTES

Thesis and Examination of Higher Degrees by Research Procedures 2015

Date adopted: 12 November 2014
Date commenced: 1 January 2015
Date amended: 28 October 2015
   2 November 2016, commencing 16 November 2016
   11 May 2017 (administrative amendment only)
Administrator: Director, Graduate Research
Review date: 1 January 2020.
Related documents:

Australian Standards for Editing Practice (ASEP) 2nd ed. Point Cook: Institute of Professional Editors, 2013
University of Sydney (Higher Degree by Research Rule) 2011
Academic Honesty in Coursework Policy 2015
Cotutelle Scheme Policy
External Interests Policy 2010
Privacy Policy 2013
Supervision of Higher Degree by Research Students Policy 2013
Thesis and Examination of Higher Degrees by Research Policy 2015
Privacy Management Plan 2013
## AMENDMENT HISTORY

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<tr>
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<td>Amended definition of editor and local availability</td>
<td>1 January 2016</td>
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<td>Minor amendments</td>
<td>1 January 2016</td>
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<td>Various amendments</td>
<td>1 January 2016</td>
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<td>Definition of case deleted. Definitions added for chair of examinations, relevant committee.</td>
<td>16 November 2016</td>
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Non-Confidential

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<tr>
<th>Author</th>
<th>Ross Coleman, Director of Graduate Research</th>
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<td>Reviewer/Approver</td>
<td>Ross Coleman, Director of Graduate Research</td>
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<td>Paper title</td>
<td>Changes to Thesis and Examination of higher degrees by research guidelines for examiners 2017 and the Higher Degrees by Research Examiner’s Report on Thesis</td>
</tr>
<tr>
<td>Purpose</td>
<td>This paper proposes amendments to the Thesis and Examination of higher degrees by research guidelines for examiners 2017 and the Higher Degrees by Research Examiner’s report on thesis to clarify language and help examiners in suggesting outcomes for examinations.</td>
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**RECOMMENDATION**

That the Graduate Studies Committee recommends that the Academic Board:
1. approve the proposed amendments to Thesis and Examination of Higher Degrees by Research Guidelines for Examiners 2017
2. approve the proposed amendments to the Higher Degrees by Research Examiner’s Report on Thesis

**EXECUTIVE SUMMARY**

This paper proposes to streamline and improve the examination procedures for higher degrees by research by aiding examiners in deciding upon a recommendation. It does this by using language altered to differentiate more clearly between the recommendations of ‘corrections’ and ‘revise and resubmit’.

**BACKGROUND / CONTEXT**

The promulgation of the 2016 amendments in the *Thesis and Examination of Higher Degrees by Research Policy and Procedures 2015* led to a reduction in the number of recommendations available to examiners. In particular, the previous ‘award subject to the making of minor corrections’ and ‘award subject to the making of emendations’ were collapsed into a single recommendation of ‘award subject to the making of corrections’. This was both previous outcomes were actually about the making of corrections. The distinction between ‘award subject to the making of minor corrections’ and ‘award subject to the making of emendations’ was based on an anachronistic delineation about whether a page needed to be re-typed or not.

**ISSUES**

In redrafting the guidelines as a consequence of change in policy (effective 1/1/2017), the language used did not sufficiently describe ‘award subject to the making of corrections’, as the language used was that of the previous ‘award subject to the making of minor corrections’. A examiner wanting to suggest a more severe outcome than ‘minor corrections’ was then forced to recommend a ‘revise and resubmit’ outcome. This has led to a greater number of ‘revise and resubmit’ decisions than would be expected (HDRAC, pers. observ.). The Director – Graduate Research, as owner of the Guidelines, has made changes to the Guidelines for the HDRExSC to consider. These changes have necessitated concomitant changes to the Examiners Report Form.

**ATTACHMENTS**

Attachment 1: Draft amendments to Thesis and Examination of Higher Degrees by Research Guidelines for Examiners 2017

Attachment 2: Draft amendments to the Higher Degrees by Research Examiner’s Report on Thesis
THESIS AND EXAMINATION OF HIGHER DEGREES BY RESEARCH GUIDELINES FOR EXAMINERS 2017

Issued by: Director Graduate Research

Date: 14 December 2016

Signature:

Name: Ross Coleman

1 Introduction

(1) These guidelines have been developed to assist examiners when they are asked to examine a higher degree by research thesis. They will also assist examiners in reaching their conclusion regarding the outcome of the degree.

(2) These guidelines provide information about:
   (a) Examining a thesis for the University of Sydney.
   (b) Material sent to examiners.
   (c) The examiner’s report.
   (d) Examination requirements for thesis containing creative or artistic works.
   (e) Examination requirements for oral examinations.
   (f) Examination requirements for theses which include published works.
   (g) Confidentiality and communication during the examination.
   (h) Recommendations regarding the outcome of the award.

2 Examining a thesis for the University of Sydney

(1) An examiner is required to assess a thesis presented for examination against the following criteria. The thesis must:
   (a) be the student’s own work;
   (b) embody the work undertaken by the student during their candidature;
   (c) form a substantive original contribution to the area of knowledge concerned;
   (d) afford evidence of originality by the discovery of new knowledge, and the exercising of independent critical ability;
(e) form a cohesive and united whole;
(f) include a substantial amount of material that may be suitable for publication;
(g) satisfactorily demonstrate that the student is able to identify, access, organise, and communicate both new and established knowledge;
(h) be written in a standard generally acceptable to the discipline; and
(i) be written in English. However, if the student undertook their candidature in a language department of the Faculty of Arts and Social Sciences, the thesis may be written in a language other than English.

(2) The thesis must contain a written component generally in the form of one or more critical hypotheses that outline and investigate the subject of the thesis in the relevant body of knowledge.

(3) The thesis may contain:

(a) artistic or creative works, software, computer code, or models;
(b) material that has been published during candidature with the student as either sole or joint author.

Note: see Clauses 5 – 7 of these guidelines for specific information on the examination of theses containing creative or artistic works, or published materials.

(c) appendices. Appendices provide a place for the inclusion of supplementary material that is related to the research but not directly relevant to the argument of the thesis. Material in the appendices is assessable except where it is written entirely by authors other than the candidate.

3 Material sent to examiners

(1) An examiner will be provided with the name and contact details of the relevant administrative unit staff member. This is the person with whom the examiner should communicate during the examination process.

(2) An examiner will be sent the following:

(a) The thesis. This will generally be in electronic format. If an examiner does not have the technical facilities or does not wish to examine an electronic copy of the thesis, they may ask the administrative unit to supply a paper copy.

(b) A form for reporting the result of the examination of the thesis to the University.

(c) The Thesis and Examination of Higher Degrees by Research Policy 2015, the associated procedures and this document.

(d) The University of Sydney (Higher Degree by Research) Rule 2011; or

(e) the resolutions for all other degrees which can be found in the faculty handbooks.

(3) If an oral examination is planned, an examiner will be provided with details of the arrangements for the examination.

(4) If the thesis contains an artistic or creative component, an examiner will be provided with details of the exhibition, installation, performance or other components as required.
(5) An examiner will be provided with information about any specific conditions relating to the examination process.

(6) An examiner appointed as assessor will be provided with:
   (a) a copy of the thesis. If the thesis contains a creative or artistic component, this will be provided as either a documentary recording or as an exhibition, installation or performance. The documentary recording will be of a standard sufficient for assessment purposes.
   (b) de-identified copies of all the examiners’ reports;
   (c) comments from the head of department;
   (d) comments from the supervisor and student (if received).

4 The examiner’s report

(1) An examiner must complete the examination of the thesis, and submit the report to the relevant administrative unit staff member, within six weeks of the receipt of the thesis.

(2) If an examiner feels that they are unable to examine a thesis, then they must return the thesis immediately to the relevant administrative unit staff member so that a replacement examiner can be appointed.

(3) If a report is not received within four weeks, the examiner will be contacted by the administrative unit to see if they will be able to complete their report within the required timeframe.
   (a) If an examiner cannot meet this deadline, they must immediately return the thesis to the administrative unit so that another examiner can be appointed.

(4) In completing their report, an examiner must use the form provided by the University.

(5) The examiner’s report must be in English, except where the thesis is in a language other than English.
   (a) If the thesis is in a language other than English, the examiner should preferably write the report in English; however it may be provided in the language of the thesis.
   (b) If the examiner provides a report in a language other than English, then they must also submit a summary in English. This summary must be written so that reviewers can understand the key aspects of the report.

(6) The report must include:
   (a) a recommendation regarding the outcome of the award. Recommended outcomes are found in Clause 10 of these guidelines; and
   (b) a statement as to whether the examiner is satisfied that the thesis meets the required criteria as outlined in Clause 2 of these guidelines, and Clause 8 of the Policy.

(7) The report must specify:
   (a) the strengths and weaknesses of the thesis and the particular contribution made by the student;
   (b) the reasons for the recommendation;
   (c) a description of the type of minor corrections required; and/or...
(c) a detailed list of amendments required, or
(d) a detailed list of recommended errors and deficiencies required when the recommendation is revise and resubmit; or
(e) reasons for recommending that the degree not be awarded but be awarded for another degree for which the student is eligible; or
(f) reasons for not awarding the degree;
(g) suggestions for the next steps in research or improvements for publication that are not required for the award of the degree.

(8) If a thesis contains previously published work, in addition to the requirements in (4) and (5) above, the examiner must address the following in their report:
(a) whether the thesis indicates that the student has made a substantial original contribution to the knowledge of the subject of the thesis;
(b) whether the quality and extend of the student’s contribution to publications where there are multiple authors merits the award of the degree.

(9) The University considers all examiners’ reports and the provision of the detail listed in (6) – (8) above will assist the University in reaching a decision about the outcome of the examination.

(10) If an examiner does not return their report within ten weeks of the receipt of the thesis, they will be informed by the administrative unit that:
(a) the report regrettably can no longer be accepted; and
(b) another examiner will be appointed.

Note: If they are an external examiner i.e. they do not have an affiliation with the University, they will not be paid.

(11) If the outcome of the examination is revise and resubmit, the original examiners will normally be asked to re-examine the revised thesis. An examiner should indicate in their report whether they would be prepared to examine a revised thesis.

(12) The examination of a revised and resubmitted thesis is a new examination of the whole thesis, and must be carried out in accordance with the policy, procedures and these guidelines.
(a) Examiners who examine a revised and resubmitted thesis are provided with a separate report form which does not provide the option of revise and resubmit.

5 Examination requirements for a thesis containing a creative or artistic component

(1) If the thesis contains a creative or artistic component, the examiner’s report must relate to the whole thesis, including the creative or artistic component.

(2) An examiner will receive the written component of the thesis before the examination of the artistic or creative component. However, if the creative component were a recording or a set of scores or similar presentation, the examiner will receive both components at the same time.

(3) The artistic or creative work may be presented in the context of an exhibition, installation, performance or other context requiring in-person attendance.
(a) An examiner is required to attend the examination of these types of creative components in person.
(b) If in-person attendance is not possible, the examiner will be supplied with a documentary record of the exhibition, performance or installation.

(4) If an oral examination is held, an examiner may ask the student to discuss:
   (a) the contextualisation of their work, where the student presents the development of the thesis;
   (b) the creative or artistic component at the site of the exhibition;
   (c) the written component and related matters.

6 Examination requirements for oral examinations

(1) The administrative unit will notify examiners if an oral examination is required.

(2) The purpose of an oral examination is to reduce the potential length of the examination process.

(3) When an examiner takes part in an oral examination, they should:
   (a) test the student’s understanding of the knowledge described in the thesis;
   (b) clarify points of principle or detail within the thesis;
   (c) assess the contribution made by the student to the contribution and presentation of the thesis.

(4) When an oral examination forms part of the examination process, the examiner will first be provided with a copy of the thesis. Based on the examination of the thesis, an examiner must provide an interim report at least seven days prior to the date of the oral examination. This interim report must include interim recommendations on the outcome.

(5) Oral examinations may only examine material that would be examined under a thesis-only examination i.e. the thesis content and any appended material or creative or artistic component.

(6) A convenor, who is a University of Sydney staff member, and not from the same department as the student, will be appointed by the faculty. The convenor chairs the examination and any subsequent meetings of examiners. The convenor is not an examiner.

(7) An examiner must attend an oral examination in person, or by telephone, video, web or teleconference. Attendance in person is preferable.

(8) When an oral examination has finished, the convenor and examiners must meet in a confidential session to prepare the examiners’ report and recommend an outcome.
   (a) The convenor and the examiners are the only individuals who may attend this meeting. The University does not permit the head of department, supervisor, or student to attend this meeting.
   (b) The report prepared by the convenor and examiners must be a single report, containing a consensus recommendation of the outcome of the examination.

(9) In the event that the examiners fail to reach consensus regarding the outcome of the examination:
   (a) each examiner must confirm or revise their interim reports within two weeks of the private meeting; and
   (b) the examiners’ final reports, and the convenor’s final report will be considered as if the examination had been a thesis-only examination.
7 Examination requirements for a thesis with publications

(1) A thesis which contains previously published material must be assessed against the criteria set out in Clause 8 of the Policy and Clause 2(1) of these Guidelines.

(2) Examiners are asked to note that the examination of a thesis with publications is a different process from the refereed assessment of material for publication. The fact that a thesis contains refereed publication does not necessarily imply that the thesis merits the award of the degree.

(3) In examining a thesis with publications, an examiner must address the following:
   (a) whether the thesis including previously published material indicates that the student has made a substantial original contribution to the knowledge of the subject concerned; and
   (b) for publications where there are multiple authors, whether the quality and extent of the student’s contribution merits the award of the degree.

8 Examiner-as-assessor

(1) If an examiner is asked to act as examiner-as-assessor, they must complete an initial independent examination of, and report on, the thesis based on the criteria in Clause 2 of these guidelines and Clause 8 of the policy.

(2) If the thesis contains an artistic or creative component, this will be provided either in the format in which it was originally examined or via a documentary recording of the original.

(3) Once an examiner-as-assessor has completed the initial report, they must then consider:
   (a) de-identified copies of all the examiners’ reports;
   (b) comments from the head of department;
   (c) comments from the supervisor (if received);
   (d) comments from the student (if received);
   and assess the validity of the concerns expressed about the work under examination.

(4) An examiner-as-assessor must provide the administrative unit with the following:
   (a) an examiner’s report, including a recommendation about the outcome of the examination; and
   (b) a report on the comments of the previous examiners, head of department, supervisor and student.

9 Confidentiality and communication during the examination

(1) The examination process is confidential.

(2) An examiner must not disclose the contents of the thesis, including any intellectual property contained in the thesis.

(3) An examiner will only use the thesis for the purpose of performing the examination.

(4) Where obliged by law, or by contract, the University may require an examiner to sign a confidentiality agreement.
Examiners will not be informed about the names of other examiners of the thesis under examination except if required:

(a) by the use of an oral examination; or

(b) during the examination of a creative or artistic component of a thesis requiring in-person attendance.

Examiners must not correspond or communicate with other examiners regarding the examination of the thesis, except in discussion:

(a) at an oral examination; or

(b) at the examination of a creative or artistic component of a thesis.

Communication between the examiner and the University should preferably occur with the notified contact person.

Each examiner will submit an independent report. Examiners must not confer except as required by (6) above.

Examiners must not ask any other individual to examine the material in the thesis on their behalf or to comment on it.

An examiner’s report may be released to the student during or after the examination. Examiners will be informed that, under the Privacy Policy 2013 and the Privacy Management Plan, students have the right to access information about themselves, including their examination.

University staff, including academic and professional staff, may contact an examiner to ascertain if progress of the report is delayed.

If an examiner perceives that the student, or a person acting on behalf of the student, or a member of the University, is attempting to influence the outcome of the examination, they must report this to the identified administrative unit contact.

Examiners’ names will be provided to the student after the thesis has been submitted for examination.

(a) However, students will be informed that if the student, or any person acting on the student’s behalf, contacts an examiner during the examination about the examination, the examination will be discontinued.

(b) If a student, or a person acting on a student’s behalf, contacts an examiner about the examination during the examination process, the examiner must immediately inform the administrative unit contact.

Note: It is possible that students, examiners and/or supervisors may meet, for example, at a conference or seminar. In this case, the thesis and examination must not be discussed but other communication or conversation is permitted.

If a student has not submitted the thesis for examination three months after the examiners have approved, the examiners will be contacted in writing by the administrative unit to see if they are still willing to examine the thesis at a later date. Replacement examiners will be commissioned if the originally approved examiners are not able to examine the thesis at a later date.

All examiners will be notified of the final outcome of the examination.

10 Recommendations regarding the outcome of the examination

The student be awarded the degree without further conditions
(a) The thesis has fulfilled all of the criteria for a research thesis as listed in Clause 2 of these guidelines and does not require any corrections.

(b) The degree can be awarded without any further action required by the student.

(2) The student be awarded the degree subject to corrections of the thesis to the satisfaction of the University

(a) Corrections may range in extent, this category includes minor and major corrections. Changes regarded as corrections do not require the student to undertake an additional period of research, and should not result in the conclusions of the thesis being significantly altered.

(b) There are errors or omissions in the thesis, such as incorrect citations, omissions, or typographical errors which must be corrected, but which do not alter the conclusions of the thesis.

Corrections may include:

(i) fixing errors or omissions in the thesis, such as incorrect citations, omissions, or typographical errors.

(ii) the addition or deletion of material in the text, tables, figures or appendices.

(iii) new or altered analyses of data, providing such analyses do not significantly alter the conclusions of the thesis.

(iv) updating of the literature review to incorporate more recent relevant publications;

(v) alterations in the structure of a chapter and some of its content.

(b) Changes regarded as corrections do not require the student to undertake an additional period of research, and should not result in the conclusions of the thesis being significantly altered.

(c) The examiner must provide a detailed list of these corrections in Part D of the examiner's report form.

(d) The degree can be awarded once all required emendations or corrections in the thesis have been addressed by the student to the satisfaction of the head of department.

Note: Changes as substantial as the addition of, or re-writing of, a whole chapter, the provision of extra data, the possibility of altered conclusions, or the testing of conclusions, would normally be considered a revision requiring resubmission (see (3) below) and not emendations or corrections.

(3) The student not be awarded the degree, but be permitted to resubmit a revised thesis for examination following a further period of study

(a) Although the thesis may have redeeming features, in its current form it does not merit. The thesis in its current form does not merit award and, but does have sufficient redeeming features to be reconsidered after further research and study.

(b) There are errors and/or deficiencies that, in the opinion of the examiner, substantially affect the argument or conclusion of the thesis.
(c) Deficiencies in the thesis may include, but are not limited to:
   (i) the failure to include original data in the thesis;
   (ii) inappropriate significantly incorrect statistical analysis or incorrect erroneous unsophisticated conclusions drawn from a statistical analysis;
   (iii) missing or inaccessible data preventing the determination of sustainable conclusions;
   (iv) inadequate experimental work;
   (v) the necessity for new experimental work to be carried out.

   Note: There may be practical issues preventing a student from being able to undertake more clinical or laboratory experimental work.

(d) The student demonstrates sufficient ability that, after an additional period of study, a thesis of the required standing may be achieved.

(e) The examiner is required to suggest an additional period of research, exclusive of the time required to re-write the thesis.

(f) The examiner is required to indicate whether they would be prepared to re-examine the revised thesis.

(g) The examiner must provide a detailed list of recommended errors and deficiencies that the student is required to address before the thesis can be re-examined in Part D of the examiner’s report form.

(h) This option is not available for a thesis that has already been revised and resubmitted for examination.

4 The student not be awarded a doctoral degree but be awarded another degree for which they are eligible.

(a) The thesis is not considered satisfactory for the award of the degree for which it was submitted, but another degree for which the student is eligible may be awarded instead.

(b) The examiner must provide reasons for this recommendation in Part D of the examiner’s report form.

(c) The examiner must provide a detailed list of any errors or deficiencies that should be addressed before any degree can be awarded.

5 The student not be awarded the degree

(a) The thesis does not merit award of the degree; and does not demonstrate sufficient ability by the student for a resubmitted thesis to achieve this merit.

   (i) The hypothesis and methods included in the thesis may be fatally flawed in their conception, design and execution.

   (ii) The conclusions reached are not valid.

   (iii) The thesis is not capable of being rectified by an additional period of study, experimental work or research work.

   (iv) The thesis does not merit consideration for the award of another degree for which the student is eligible.

(b) The examiner must provide reasons for this recommendation in Part D of the examiner’s report form.

(c) Examiners are asked to note that, if the thesis contains a substantial amount of previously published material, then the recommendation of non-award may be questioned by the University’s Higher Degree Examination Sub-
NOTES
Thesis and Examination of Higher Degrees by Research Guidelines for Examiners 2015

Date adopted: 1 January 2017
Date registered: 1 January 2017
Date commenced: 1 January 2017
Administrator: Director, Graduate Research
Review date: 1 January 2020.
Related documents:
University of Sydney (Higher Degree by Research) Rule 2011
Privacy Policy 2013
Thesis and Examination of Higher Degrees by Research Policy 2015
Thesis and Examination of Higher Degrees by Research Procedures 2015
Privacy Management Plan

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
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<tbody>
<tr>
<td>10</td>
<td>Change to award recommendation options</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>10</td>
<td>Editorial changes</td>
<td>1 January 2017</td>
</tr>
</tbody>
</table>
Higher Degrees by Research
Examiner’s report on thesis

Report due date:
Name of examiner:
Examiner’s institution:

<table>
<thead>
<tr>
<th>Name of student:</th>
<th>SID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Date of submission:</td>
</tr>
<tr>
<td>Title of thesis:</td>
<td>Degree:</td>
</tr>
</tbody>
</table>

A CONTENT AND PRESENTATION OF THESIS
As described in Clause 8 of Th’s and Examination of Higher Degrees by Research Policy 2015, the thesis should:

- be the student’s own work, embodying the results of the work undertaken by the student during candidature;
- form a substantially original contribution to the knowledge of the subject concerned;
- afford evidence of originality by the discovery of new knowledge; and the exercise of independent critical ability;
- form a cohesive and unified whole;
- include a substantial amount of material that may be suitable for publication;
- satisfactorily demonstrate that the student is able to identify, access, organise and communicate new and established knowledge;
- be written in a standard generally acceptable to the discipline;
- be written in English (except where permitted under the University of Sydney (Higher Degree by Research) Rule 2011).

B RECOMMENDATION
Please tick no more than one of the following recommendations:

(1) The student be awarded the degree without further conditions

or

(2) The student be awarded the degree subject to corrections of the thesis to the satisfaction of the University.

Corrections may range in extent from ‘minor’ to ‘major’. Such corrections include errors or omissions in the thesis, such as incorrect citations, omission, or typographical errors, which must be corrected but which do not significantly alter the conclusions of the thesis. Corrections may also include additions or deletion of material in the text, tables, figures, or appendices. Changes should, in the opinion of the examiner, not require an additional period of research and should not result in the conclusions of the thesis being significantly altered. Corrections do not require the thesis to be returned to examiners, but can be adjudicated by the Chair of Examination.

or

(3) The student not be awarded the degree, but be permitted to resubmit a revised thesis for examination following a further period of study.

The thesis in its current form does not merit award. There are errors and/or deficiencies that, in the opinion of the examiner, substantially affect the argument or the conclusions of the thesis. Changes may include but are not limited to the provision of extra data or material. The student demonstrates sufficient ability that, after an additional period of study, a thesis of the required standard may be achieved. Following revision and resubmission, the thesis is re-examined.

I feel a further period of research extending over ... ... months would be necessary.

Please indicate whether you would be willing to re-examine a revised thesis if so invited... Yes No

Note: This option is not available for a thesis that has already been revised and resubmitted for examination.

or

(4) The student not be awarded a doctoral degree but be awarded another degree for which they are eligible.

The thesis is not considered satisfactory for the award of the degree for which it was submitted, but another degree for which the student is eligible may be awarded instead.

or

(5) The student not be awarded the degree.

The thesis does not merit award of the degree and does not demonstrate sufficient ability by the student for a resubmitted thesis to achieve this merit. For example, the hypothesis and methods may be fatally flawed, therefore rendering the conclusions completely invalid and not capable of being rectified by an additional period of study.

C RELEASE OF EXAMINER’S NAME AND COMMENTS TO THE STUDENT

Revised January 2017
I agree that the University may release my name and report to the student during or after the examination or as required by legislation. [In exceptional circumstances, the University may withhold information about the examiner]

Examiner name: .................................................................................................................. Date

Signature: ............................................................................................................................

D GROUNDS FOR RECOMMENDATION

Please complete the following sections. In cases where examiners are not unanimous in their recommendation, this information will form the basis of the decision made by the University on the award or non-award of the degree. Please note that the following boxes will expand according to the amount of text you type.

Is the content and presentation of the thesis consistent with the description in Section A of this form?

Yes……………  No……………

Please state below the grounds on which you base your recommendation. You may also wish to provide suggestions for the next steps in research or improvements for publication that are not required for the award of the degree.

If your recommendation is for options 2 – 5, please provide detailed information relating to your recommendation in the appropriate box below. Only one section should be completed.

2) If the recommendation is to award with corrections, please list below the required corrections.

3) If the recommendation is for revision and resubmission of the thesis, please provide a detailed list of your recommended errors and deficiencies that the student is required to address before the thesis can be re-examined.

4) If the recommendation is for award to another degree, please provide the reasons for this recommendation.

5) If the recommendation is for non-award, please provide reasons for this recommendation.

Please attach additional pages if required

Thank you for completing this report. You will be informed of the outcome of the examination once a decision has been made by the University.

Revised January 2017
Confidential OR Non-Confidential

| Author | Associate Professor Patrick Kelly  
|        | Associate Dean for Postgraduate Coursework, Sydney Medical School |
| Reviewer/Approver | Professor Arthur Conigrave  
|        | Dean, Sydney Medical School |
| Paper title | Minor amendment to several postgraduate courses offered within Sydney Medical School |

**Purpose**

*In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Content should be 1-2 sentences in length.*

Sydney Medical School seeks the Graduate Studies Committee’ approval to add two new elective units of study to several postgraduate courses

**RECOMMENDATION**

That the Graduate Studies Committee note the proposal from the Sydney Medical School to:

1. amend the courses listed below; and
2. note the changes to the Unit of Study Tables arising from this proposal with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

To propose two new six credit point elective units of study:

- HPOL5006 Business of Health
- PUBH5555 Lifestyle and Chronic Disease Prevention

For the following courses:

- Graduate Certificate in Clinical Epidemiology
- Graduate Diploma in Clinical Epidemiology
- Master of Science in Medicine (Clinical Epidemiology)
- Master of Medicine (Clinical Epidemiology)

- Master of International Public Health

- Graduate Certificate in Health Policy
- Graduate Diploma in Health Policy
- Master of Health Policy

- Graduate Diploma in Medicine (Metabolic Health)
- Graduate Diploma in Science in Medicine (Metabolic Health)
- Master of Medicine (Metabolic Health)
- Master of Science in Medicine (Metabolic Health)

- Graduate Diploma in Public Health
- Master of Public Health
- Master of Public Health (Professional Practice)

- Master of Surgery (except Surgical Sciences online stream)

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

Faculty: Sydney Medical School

Contact person: Ying Zhang
Sydney School of Public Health
Email: ying.zhang@sydney.edu.au
Phone: +61 2 9114 1417

1. Name of award course

Graduate Certificate in Clinical Epidemiology
Graduate Diploma in Clinical Epidemiology
Master of Science in Medicine (Clinical Epidemiology)
Master of Medicine (Clinical Epidemiology)

Master of International Public Health
Graduate Certificate in Health Policy
Graduate Diploma in Health Policy
Master of Health Policy

Graduate Diploma in Medicine (Metabolic Health)
Graduate Diploma in Science in Medicine (Metabolic Health)
Master of Medicine (Metabolic Health)
Master of Science in Medicine (Metabolic Health)

Graduate Diploma in Public Health
Master of Public Health
Master of Public Health (Professional Practice)

Master of Surgery (Surgical Sciences)

2. Purpose of proposal

To add two new elective units of study to the above listed course (see details below).

- HPOL5006 Business of Health
- PUBH5555 Lifestyle and Chronic Disease Prevention

Both units will be six credit points:

- HPOL5006 will be offered as intensive mode in July (S2CIJL).
- PUBH5555 will be offered in Semester 2, in two modes: face to face and online only.

3. Details of amendment

HPOL5006 to be added to the following unit of study tables:

Clinical Epidemiology courses (as listed above):
- Part B Electives section

Health Policy courses (as listed above):
- Electives section

Public Health courses (as listed above):
- Electives Part 2 section

Master of Surgery:
- All streams except online/distance mode for the Surgical Sciences stream
**PUBH5555** to be added to the following unit of study tables:

International Public Health course (as listed above):
- Electives units Part 2

Health Communications courses (as listed above):
- Electives section

Health Policy courses (as listed above):
- Electives section

Metabolic Health (as listed above):
- General elective units

Public Health courses (as listed above):
- Electives Part 2 section

4. **Transitional arrangements**

Both units to be offered from Semester 2, 2018.

5. **Other relevant information**

Not applicable.

6. **Signature of Dean**

[Signature]

Professor Arthur Conigrave
Dean
# Submission To
Graduate Studies Committee

Date 1 August 2017

Item No 4.10

## Confidential OR Non-Confidential

| Author | Associate Professor Patrick Kelly  
|        | Associate Dean for Postgraduate Coursework, Sydney Medical School |
|Reviewer/Approver | Professor Arthur Conigrave  
|        | Dean, Sydney Medical School |
|Paper title | Minor amendment to the Master of Medicine / Master of Science in Medicine (Infection and Immunity) |

**Purpose**

In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Content should be 1-2 sentences in length.

Sydney Medical School seeks Graduate Studies Committee approval to change the course resolutions and unit of study table.

---

## RECOMMENDATION

That the Graduate Studies Committee recommends that the Academic Board approve the changes to the course resolutions and unit of study table arising from this proposal, with effect from 1 January, 2018.

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Sydney Medical School to amend the Master of Medicine / Master of Science in Medicine (Infection and Immunity);
2. approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2018; and
3. approve the amendment of the table of Units of Study arising from the proposal with effect from 1 January 2018.

## EXECUTIVE SUMMARY

The following changes are proposed:

- To revise the resolutions for admission to the Graduate Certificate, so that all applicants must have a bachelor degree.
- To clarify that admission to the Masters from either the Graduate Certificate or Diploma requires a credit average.
- To clarify allowable credit from previous studies.
- To remove the unit of study SEXH5202 (HIV) from the list of electives. The core unit INIM5002 (Virology and Cell Technology), taken by all infection and immunity students, covers much of the material provided in SEXH5202, resulting in unnecessary duplication for students that take the SEXH5202 elective. Current and future students will not be adversely affected by this change as there are a sufficient number of electives remaining for students to be able to complete the Masters.

The AQF outcomes are not in any way affected by this change.

Attachment 1: minor course amendment
Minor Course Amendment Proposal

Faculty: Sydney Medical School

Contact person: Dr Jim Manos
Coordinator of Infection and Immunity
T: +61 2 9351 8942
E: jim.manos@sydney.edu.au

1. Name of award course
   Graduate Certificate in Infection and Immunity
   Graduate Diploma in Infection and Immunity
   Master of Medicine (Infection and Immunity)
   Master of Science in Medicine (Infection and Immunity)

2. Purpose of proposal
   To amend course resolutions and the elective unit of study table, as outlined below.

3. Details of amendment
   The following changes are proposed:
   - To revise the resolutions for admission to the Graduate Certificate, so that all applicants must have a bachelor degree.
   - To clarify that admission to the Masters from either the Graduate Certificate or Diploma requires a credit average.
   - To clarify allowable credit from previous studies.
   - To remove the unit of study SEXH5202 (HIV) from the list of electives. The core unit INIM5002 (Virology and Cell Technology), taken by all infection and immunity students, covers much of the material provided in SEXH5202, resulting in unnecessary duplication for students that take the SEXH5202 elective. Current and future students will not be adversely affected by this change as there are a sufficient number of electives remaining for students to be able to complete the Masters.

4. Transitional arrangements
   These changes are proposed to take effect from 1 January 2018.

5. Other relevant information
   See attachment for proposed changes to resolutions and unit of study table.

6. Signature of Dean

Professor Arthur Conigrave
Dean
Submission To: Graduate Studies Committee
Date: 1 August 2017
Item No: 4.11

Confidential OR Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Veronica Boulton, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Trevor Hambley, Dean of Science</td>
</tr>
<tr>
<td>Paper title</td>
<td>Doctor of Veterinary Medicine (DVM) Minor Amendment to Course Resolutions Proposal</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Graduate Studies Committee and the Academic Board of the intended amendments to the Course resolutions for DVM which include transferring the reassessment provisions that currently exist in the Faculty resolutions to the course resolutions.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Doctor of Veterinary Medicine;
2. approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

The proposal is to amend the resolutions of the DVM in order to transfer reassessment provisions that currently exist in the Faculty resolutions to the course resolutions under the section Reassessment.

The Resolutions have been amended as follows:
- Inclusion of Section 7 Reassessment
- Altering the current numbering of section 7, to section number 8

IMPLEMENTATION

The updated degree resolutions will appear in the 2018 Faculty of Science Postgraduate Handbook.

ATTACHMENTS

1. Doctor of Veterinary Medicine minor course amendment proposal
2. Amended course resolutions for DVM
IMPLEMENTATION

The updated degree resolutions will appear in the 2018 Faculty of Science Postgraduate Handbook.

ATTACHMENTS

1. Doctor of Veterinary Medicine minor course amendment proposal
2. Amended course resolutions for DVM
Minor Course Amendment Proposal

Faculty: Sydney School of Veterinary Science, Faculty of Science

Contact person: Christina Dart

1. Name of award course
   Doctor of Veterinary Medicine

2. Purpose of proposal
   To amend the Course resolutions to transfer the reassessment provisions that currently exist in the Faculty resolutions to the course resolutions.

3. Details of amendment

   Doctor of Veterinary Medicine

   These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

   Course resolutions
   1 Course codes

<table>
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<th>Code</th>
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<tbody>
<tr>
<td>MAVETMED-01</td>
<td>Doctor of Veterinary Medicine</td>
</tr>
</tbody>
</table>

   2 Attendance pattern
   The attendance pattern for this course is full time.

   3 Master’s type
   The master’s degree in these resolutions is a professional master’s course.

   4 Admission to candidature
   With approval from the Dean, available places will be offered to qualified applicants based on merit, according to the following admissions criteria:
   (a) Admission to the degree requires a bachelor’s degree from the University of Sydney, or equivalent qualification, and completion of one semester of study in general chemistry (physical and inorganic), organic chemistry, biology and biochemistry.
   (b) Applicants must submit a veterinary science admission statement including relevant work experience and animal handling experience.
   (c) English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English.
   (d) If some applicants are ranked equally according to the above criteria, the Faculty may further rank applicants according to the demonstration of their aptitude for the practice of veterinary medicine as assessed at an interview and make recommendations to the Dean for admission accordingly.

   5 Requirements for award
   (1) The units of study that may be taken for the course are set out in the table for the Doctor of Veterinary Medicine.
   (2)
To qualify for the Doctor of Veterinary Medicine a candidate must complete a prescribed program of 192 credit points, and:

(3) the prescribed extramural placements including:
   (a) 6 weeks of preparatory clinical placements and:
   (b) 12 weeks of farm placements

6 Progression rules

(1) Candidates for the degree may enrol in the units of study prescribed for Year 2 of candidature only after completion of Year 1.
(2) Candidates for the degree may enrol in the units of study prescribed for Year 3 of candidature only after completion of Year 1 and Year 2.
(3) Candidates for the degree may enrol in the units of study prescribed for the final year of candidature only after completion of Year 1, and Year 2 and Year 3.

7 Reassessment

Students enrolled in a postgraduate unit of study prescribed for Year 1, Year 2, Year 3 or Year 4 of candidature of the Doctor of Veterinary Medicine, who fail one unit of study only within a semester may be offered the opportunity for reassessment for the failed unit of study.

(a) The scope of the re-assessment will encompass all topics and learning outcomes within the unit of study. The methods used for re-assessment may differ from those used in the original delivery of the unit.
(b) Re-assessment will only be offered to eligible students on the dates prescribed in the year schedule, and it is the student’s responsibility to be available to attend at these times.
(c) The maximum mark awarded for a unit of study in these circumstances will be Pass (50 - PS for units of study with Mark and Grade assessment type or SR for units of study with Grade only (Pass/Fail) assessment type).
(d) Students who have been awarded an Absent Fail grade for a unit of study will not be eligible for re-assessment for that unit of study.

7.8 Award of the degree

The Doctor of Veterinary Medicine is awarded as a Pass degree only.

4. Transitional arrangements

No change for current students as reassessment provisions remain unchanged; only being relocated from the Faculty resolutions to the Course resolutions

5. Other relevant information

6. Signature of Dean

[Signatures]

Acting HOS 7/6/17

Prof T W Hambley
Dean, Faculty of Science
29/7/17.
Doctor of Veterinary Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1 Course codes

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2 Attendance pattern

The attendance pattern for this course is full time.

3 Master's type

The master's degree in these resolutions is a professional master's course.

4 Admission to candidature

With approval from the Dean, available places will be offered to qualified applicants based on merit, according to the following admissions criteria:

(a) Admission to the degree requires a bachelor's degree from the University of Sydney, or equivalent qualification, and completion of one semester of study in general chemistry (physical and inorganic), organic chemistry, biology and biochemistry.

(b) Applicants must submit a veterinary science admission statement including relevant work experience and animal handling experience.

(c) English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English.

(d) If some applicants are ranked equally according to the above criteria, the Faculty may further rank applicants according to the demonstration of their aptitude for the practice of veterinary medicine as assessed at an interview and make recommendations to the Dean for admission accordingly.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the table for the Doctor of Veterinary Medicine.

(2) To qualify for the Doctor of Veterinary Medicine a candidate must complete a prescribed program of 192 credit points, and:

(a) 6 weeks of preparatory clinical placements and:

(b) 12 weeks of farm placements

6 Progression rules

(1) Candidates for the degree may enrol in the units of study prescribed for Year 2 of candidature only after completion of Year 1.

(2) Candidates for the degree may enrol in the units of study prescribed for Year 3 of candidature only after completion of Year 1 and Year 2.

(3) Candidates for the degree may enrol in the units of study prescribed for the final year of candidature only after completion of Year 1, and Year 2 and Year 3.

7 Reassessment

Students enrolled in a postgraduate unit of study prescribed for Year 1, Year 2, Year 3 or Year 4 of candidature of the Doctor of Veterinary Medicine, who fail one unit of study only within a semester may be offered the opportunity for re-assessment for the failed unit of study.

(a) The scope of the re-assessment will encompass all topics and learning outcomes within the unit of study. The methods used for re-assessment may differ from those used in the original delivery of the unit.

(b) Re-assessment will only be offered to eligible students on the dates prescribed in the year schedule, and it is the student's responsibility to be available to attend at these times.

(c) The maximum mark awarded for a unit of study in these circumstances will be Pass (50-PS) for units of study with Mark and Grade assessment type or SR for units of study with Grade only (Pass/Fail) assessment type.

(d) Students who have been awarded an Absent Fail grade for a unit of study will not be eligible for re-assessment for that unit of study.

8 Award of the degree

The Doctor of Veterinary Medicine is awarded as a Pass degree only.
**RECOMMENDATION**

*That the Undergraduate Studies Committee recommend that the Academic Board:*

1. approve the proposal from the Faculty of Science to amend the Master of Clinical Psychology, Master of Clinical Psychology/Doctor of Philosophy; and
2. approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The School of Psychology, Faculty of Science wishes to reinstate progression rules within the MCP and the MCP/PhD. These progression rules previously existed in the course resolutions of the two predecessor courses (i.e. DCP/MSc and the DCP/PhD) under Section 13 on Satisfactory Progress.

The other part of the proposal is to amend the resolutions of the MCP/PhD to prohibit students abandoning the PhD and transferring into the standalone MCP apart from exceptional circumstances with the Dean or Associate Dean discretion.

The Resolutions have been amended as follows:

- Reinstating progression rules within the MCP and MCP/PhD.
- Updating the dates in the transitional provisions in both MCP and MCP/PhD
- Updating the Course Transfer section of the MCP/PhD

**IMPLEMENTATION**

The updated degree resolutions will appear in the 2018 Faculty of Science Postgraduate Handbook.

**ATTACHMENTS**

Two minor course amendments were submitted the first outlining the changes to the MCP and the MCP/PhD in regard to reinstating progression rules and transitional provision date updates. The second minor course amendment was submitted to amend the resolutions of the MCP/PhD only, in relation to course transfer and transitional provisions.
Confidential OR Non-Confidential

1. Master of Clinical Psychology and Master of Clinical Psychology/Doctor of Philosophy minor course amendment proposal (reinstating progression rules and amending transitional provision dates)

2. Master of Clinical Psychology/Doctor of Philosophy minor course amendment proposal (amending course transfer and transitional provision dates)

3. Amended course resolutions
Minor Amendment to Course Resolutions Proposal

School: Psychology

Faculty: Science

Contact persons: Caroline Hunt, Belinda Ingram

1. Name of award course
   Master of Clinical Psychology
   Master of Clinical Psychology / Doctor of Philosophy

2. Purpose of proposal
   To reinstate progression rules within the MCP and the MCP/PhD. These progression rules previously existed in the course resolutions of the two predecessor courses (i.e. DCP/MSc and the DCP/PhD) under Section 13 on Satisfactory Progress.

   These resolutions are particularly important for students undertaking training in clinical psychology, as the failure of practicum units of study most often reflects an inherent unsuitability for the professional practice of clinical psychology. However, being unable to prevent progression in the clinical units can potentially result in continued expense for the student who is unlikely to eventually meet graduate competencies, and potential risk exposure to patients who receive a less than satisfactory clinical service.

   The particular resolutions were removed in April 2011 when it was deemed that "The provisions in Section 13 in the current resolutions have not been included in the new Course Resolutions as they are covered by the Coursework Rule and the HDR Rule". However it has come to our attention that the University of Sydney (Coursework) Rule 2014 and Coursework Policy 2014 would allow a student to show cause following the failure of two practicum, and then potentially, following remediation, be permitted to continue their enrolment. This situation could potentially allow a student to fail three or more practicum units of study, at significant cost to the student, the School, and to clinical psychology patients, despite the student being assessed as being unsuitable for professional practice.

   Note that the proposal has been amended following feedback from the Postgraduate Studies Committee meeting of the 10th May 2017.

3. Details of amendment

   Master of Clinical Psychology
   1. Progression rules
      (1) Candidates for the award course must satisfactorily complete all units of study
      (2) Candidates who fail to satisfactorily complete a practicum unit of study at the first attempt can, following remediation, make a second attempt at completing a practicum unit of study.
      (3) Candidates who fail to satisfactorily complete two practicum units of study will be deemed to fail to meet progression requirements and may be asked to show good cause why they should be permitted to re-enrol in the award course.
      (4) Coursework and research units of study will be dealt with under the Progression rules of the University of Sydney (Coursework) Rule 2014.

   2. Transitional provisions
      (1) These resolutions apply to persons who commenced their candidature after 1 January, 2014 to 2018 and persons who commenced their candidature prior to 1 January, 2017 to 2018 who elect to proceed under these resolutions.
      (2) Candidates who commenced prior to 1 January, 2017 to 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020 to 2023, or later date as the faculty may, in special circumstances, approve.

   Master of Clinical Psychology and Doctor of Philosophy
   1. Progression rules
      (1) Candidates for the award course must satisfactorily complete all units of study
(2) Candidates who fail to satisfactorily complete a practicum unit of study at the first attempt can, following remediation, make a second attempt at completing a practicum unit of study.

(3) Candidates who fail to satisfactorily complete two practicum units of study will be deemed to fail to meet progression requirements and may be asked to show good cause why they should be permitted to re-enrol in the award course.

(4) Coursework and research units of study will be dealt with under the Progression rules of the University of Sydney (Coursework) Rule 2014.

2. Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2017-2018 and persons who commenced their candidature prior to 1 January, 2017-2018 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2017-2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020-2023, or later date as the faculty may, in special circumstances, approve.

4. Transitional arrangements
As per above.

5. Other relevant information

6. Signature of the Head of School and the Dean’s delegate

Prof Justin Harris
Acting Head of School
School of Psychology

Prof T W Hambley
Dean, Faculty of Science

Dr Tim Newsome
Associate Dean (Curriculum)
Faculty of Science

Minor Course Amendment Proposal
Version 03.09.2012
Minor Amendment to Course Resolutions Proposal

School: Psychology
Faculty: Science
Contact persons: Caroline Hunt, Belinda Ingram

1. Name of award course
   Master of Clinical Psychology / Doctor of Philosophy

2. Purpose of proposal
   To amend the course resolutions to prohibit students in the MCP/PhD abandoning the PhD and transferring into the standalone MCP apart from exceptional circumstances with the Dean or Associate Dean’s discretion.

   Due to the very high volume of applicants for the standalone MCP, admission into the MCP has become more competitive than admission into MCP/PhD. Increasingly, applicants are aware of a loophole to apply for the MCP/PhD to bolster their chances of being selected for interview and being made an admission offer (fully with the view to later abandoning the PhD).

   The School wishes to send a strong signal to the market that this “gaming” of the admission system is inappropriate. Thus, the proposed amendment to the course resolutions is designed to make it harder for applicants to exploit the loophole.

   MCP/PhD students who wish to abandon the PhD and transfer into the standalone MCP for legitimate reasons will still be able to do so with the Dean or Associate Dean’s discretionary approval. The School is aware of exceptional cases in the past where there have been genuine reasons for abandoning the PhD, including a student’s personal circumstances. This will give an opportunity for the Dean or Associate Dean to review the student’s circumstances and make a decision.

   Following discussion at the meeting of the Postgraduate Studies Committee of the 10th May, the recommendation was to tighten the transfer rules further by requiring students who transfer to be required to submit a new application to the Master of Clinical Psychology degree.

3. Details of amendment

   Master of Clinical Psychology and Doctor of Philosophy
   1. Course transfer
      (1) A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree may abandon the Master of Clinical Psychology component and continue in the Doctor of Philosophy.
      (2) A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree may abandon the Doctor of Philosophy and transfer into the Master of Clinical Psychology standalone degree course.
      (1) A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree may transfer into the Doctor of Philosophy standalone degree with the approval of the course coordinator.
      (2) A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree may not transfer into the Master of Clinical Psychology standalone degree course, apart from exceptional circumstances with the discretion of the Dean or Associate Dean.
      (3) A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree who wishes to undertake the Master of Clinical Psychology standalone degree should withdraw from the double degree and will be required to submit a new application to the Master of Clinical Psychology standalone degree. If the candidate is successful in being offered a place in the Master of Clinical Psychology standalone degree, credit for previous study may be granted and shall be subject to the Coursework Policy.

2. Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2017 2018 and persons who commenced their candidature prior to 1 January, 2017 2018 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2017 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020 2023, or later date as the faculty may, in special circumstances, approve.

Resolutions of the Faculty – Schedule 2: Allowable Postgraduate Course Transfers
As per appended table.

4. Transitional arrangements
As per above.

5. Other relevant information

6. Signature of the Head of School and the Dean’s delegate

Prof Justin Harris
Acting Head of School
School of Psychology

Dr Tim Newsome
Associate Dean (Curriculum)
Faculty of Science
Master of Clinical Psychology and Doctor of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the "Coursework Rule"), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

In respect of the Master of Clinical Psychology component of the double degree, these resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000 and the Resolutions of the Faculty of Science.

In respect of the Doctor of Philosophy component of the double degree, these resolutions must be read in conjunction with the University of Sydney (Higher Degree by Research) Rule 2011.

Course resolutions

1 Course codes

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<td>Master of Clinical Psychology and Doctor of Philosophy</td>
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<tr>
<td>RPPHDSCI-04</td>
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</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full-time or part-time. Both full-time and part-time students must follow a fixed timetable in the Master of Clinical Psychology component of the double degree.

3 Admission to candidature

Available places will be offered to qualified applicants based on merit and interview, according to the following admissions criteria.

(a) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:
   (i) hold or have completed the requirements for the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Arts (Honours), Bachelor of Economics (Social Sciences) (Honours) or Bachelor of Liberal Studies (Honours) from the University of Sydney with First Class Honours or Second Class Honours Division 1 in Psychology; and
   (ii) satisfactorily meet the Head of the School of Psychology of his or her personal suitability for the practice of clinical psychology, as determined by interview.

(b) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (a), provided that the applicant holds a qualification or qualifications that, in the opinion of the Dean or Associate Dean, are equivalent to those prescribed in sub-clause (a).

(c) An applicant for admission to candidature must submit to the Faculty:
   (i) satisfactory evidence of the applicant’s eligibility for admission; and
   (ii) two academic referees’ reports, as required by the Head of the School of Psychology.

(d) Aboriginal and Torres Strait Islander applicants who wish to be considered for admission under the Cadigal Program must additionally apply through the University’s Koori Centre. Eligible applicants may be given priority in ranking.

The admission requirements for the Doctor of Philosophy must also be satisfied.

4 Requirements for award

(a) The units of study that may be taken for the Master of Clinical Psychology are set out in the table of units of study for the Master of Clinical Psychology course.

(b) To qualify for the award of the degree of Master of Clinical Psychology, a candidate must:
   (i) complete 96 credit points of units of study as set out in the table of units of study; and
   (ii) complete clinical placements as prescribed by the Head of School; and
   (iii) conduct a research project on an approved topic.

(c) The candidate must also satisfy the requirements for the Doctor of Philosophy.

5 Cross-institutional study

Cross-institutional study is not available in this course.

6 Course transfer

(a) A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree may transfer into the Doctor of Philosophy double degree by abandoning the Master of Clinical Psychology component and continue in the Doctor of Philosophy double degree.

(b) A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree may not transfer into the Master of Clinical Psychology standalone degree course, apart from exceptional circumstances with the discretion of the Dean or Associate Dean.

(c) A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree who wishes to undertake the Master of Clinical Psychology standalone degree should withdraw from the double degree and will be required to submit a new application to the Master of Clinical Psychology standalone degree.

7 Credit for previous study

(a) Credit transfer for the Master of Clinical Psychology component is subject to the provisions of the Coursework Rule and the Resolutions of the Faculty of Science, except that:
(a) no more than 48 credit points may be credited; and
(b) the coursework should have been completed no more than three years prior to first enrolment in this course and not have been counted towards another award.
(2) Credit transfer for the Doctor of Philosophy component is subject to the provisions of the Doctor of Philosophy course resolutions relating to the degree of Master of Science and the HDR Rule.

8 Time limits
Except with the permission of the Dean or Associate Dean, a candidate will complete the requirements for the Master of Clinical Psychology component of the double degree:
(1) within a minimum period of six semesters and a maximum period of twelve semesters for full-time study; or
(2) within a minimum period of eight semesters and a maximum period of twelve semesters for part-time study; and
(2) within six calendar years of admission to candidature.

9 Progression rules
(1) Candidates for the award course must satisfactorily complete all units of study.
(2) Candidates who fail to satisfactorily complete a practicum unit of study at the first attempt can, following remediation, make a second attempt at completing a practicum unit of study.
(3) Candidates who fail to satisfactorily complete two practicum units of study will be deemed to fail to meet progression requirements and may be asked to show good cause why they should be permitted to re-enrol in the award course.
(4) Coursework and research units of study will be dealt with under the Progression rules of the University of Sydney (Coursework) Rule 2014.

10 Transitional provisions
(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 elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2023, or later date as the faculty may, in special circumstances, approve.
Master of Clinical Psychology

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1 Course codes

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<tbody>
<tr>
<td>MACLIPSY-01</td>
<td>Master of Clinical Psychology</td>
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</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full-time or part-time. Both full-time and part-time students must follow a fixed timetable.

3 Admission to candidature

Available places will be offered to qualified applicants based on merit and interview, according to the following admissions criteria.

1. To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:
   (a) hold or have completed the requirements for the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Arts (Honours), Bachelor of Economics (Social Sciences)(Honours) or Bachelor of Liberal Studies (Honours) from the University of Sydney with First Class Honours or Second Class Honours Division 1 in Psychology; and
   (b) satisfy the Head of the School of Psychology of his or her personal suitability for the practice of clinical psychology, as determined by interview.

2. The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Dean or Associate Dean, are equivalent to those prescribed in sub-clause (1).

3. An applicant for admission to candidature must submit to the Faculty:
   (a) satisfactory evidence of the applicant's eligibility for admission; and
   (b) two referees' reports (two academic or one academic and one work experience related), as required by the Head of the School of Psychology.

4. Aboriginal and Torres Strait Islander applicants who wish to be considered for admission under the Cadigal program must additionally apply through the University's Koori Centre. Eligible applicants may be given priority for interviews.

4 Requirements for award

1. The units of study that may be taken for the Master of Clinical Psychology are set out in the table of units of study for the Master of Clinical Psychology course.

2. To qualify for the award of the degree of Master of Clinical Psychology, a candidate must:
   (a) complete 96 credit points of units of study as set out in the table of units of study; and
   (b) complete clinical placements as prescribed by the Head of School; and
   (c) conduct a research project on an approved topic.

5 Cross-institutional study

Cross-institutional study is not available in this course.

6 Course transfer

The Master of Clinical Psychology is completed as a stand-alone course. No transfer from the Master of Clinical Psychology to the Master of Clinical Psychology / Doctor of Philosophy is allowed.

7 Credit for previous study

1. Credit transfer for the Master of Clinical Psychology component is subject to the provisions of the Coursework Rule and the Resolutions of the Faculty of Science, except that:
   (a) no more than 48 credit points may be credited; and
   (b) the coursework must have been completed no more than three years prior to first enrolment in this course and not have been counted towards another award.

8 Time limits

Except with the permission of the Dean or Associate Dean, a candidate will complete the requirements for the Master of Clinical Psychology degree:
   (a) within a minimum period of four semesters and a maximum period of twelve semesters for full-time study; or
   (b) within a minimum period of eight semesters and a maximum period of twelve semesters for part-time study; and
   (c) within six calendar years of admission to candidature.

9 Progression rules

1. Candidates for the award course must satisfactorily complete all units of study

2. Candidates who fail to satisfactorily complete a practicum unit of study at the first attempt cannot, following remediation, make a second attempt at completing a practicum unit of study.
(3) Candidates who fail to satisfactorily complete two practicum units of study will be deemed to fail to meet progression requirements and may be asked to show good cause why they should be permitted to re-enrol in the award course.

(4) Coursework and research units of study will be dealt with under the Progression rules of the University of Sydney (Coursework) Rule 2014.

Transitional provisions

(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 elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2023, or later date as the faculty may, in special circumstances, approve.
RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Master of Nutrition and Dietetics; and
2. approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

The proposal is to amend the resolutions of the MND to add ‘12 credit points of pre-requisite units of study in junior human biology or equivalent’ under the Admission to Candidature heading.

This will ensure that students have successfully completed all the pre-requisite units of study prior to entering the accredited MND program.

The Resolutions have been amended as follows:

- Inclusion of the following statement under “Admission to candidature” 4 (2) (b) ‘12 credit points of junior human biology, or equivalent; and’
- Updated dates in Transitional provisions

IMPLEMENTATION

The revisions as noted in Transitional Provisions are applicable for students commencing the MND in 2021.

The Resolutions have been updated in order to inform the students of the new Biology admission requirements. Sydney courses has also been updated to reflect 2018 and 2021 requirements.

ATTACHMENTS

1. Master of Nutrition and Dietetics minor course amendment proposal
2. Amended course resolutions for MND
Minor Course Amendment Proposal

Faculty: Science

Contact person: Anna Rangan, Course coordinator Master of Nutrition and Dietetics

1. Name of award course
   MANUTDIE-01 Master of Nutrition and Dietetics

2. Purpose of proposal

To amend the course resolutions for the MND degree to add:
   • 12 credit points of pre-requisite units of study in junior human biology or equivalent.

Currently the course resolutions state
"12 credit points of junior biology, or equivalent"; and do not stipulate human biology.

This will ensure that students have successfully completed all the pre-requisite units of study prior to entering the accredited MND program.

The new draft accreditation standards from the Dietitians Association of Australia released in January 2017 outline the minimum requirements for the undergraduate degree (see in italics below):
   Accreditation Standard 4 Curriculum:
   4.3 The award of a dietetic qualification at any level must enable the student to demonstrate learning in Human Biosciences and Food and Nutrition Science as described below:
   a. Biochemistry content with Chemistry (0.25 EFTSL) followed by Biochemistry (0.25 EFTSL);
   b. Human Physiology content with Human Biology (0.25 EFTSL) followed by Human Physiology (0.25 EFTSL); and
   c. Food and Nutrition Science content (0.25 EFTSL) that appropriately scaffolds to final integrated assessment against the NCS.

The human biology units of study underpin the intermediate physiology units of study (current prerequisites) in the undergraduate degree.

3. Details of amendment

Currently, first year pre-requisites in biology do not stipulate Human Biology.

Examples of human biology choices include:
   BIOL1003 Human Biology
   BIOL1007 From molecules to ecosystems
   Or equivalent

See attached resolutions.

Webpage to be updated: ‘for future students’

4. Transitional arrangements

These amended pre-requisites will be applied to the MND program in 2021. This will allow prospective students from 2018 onwards to choose the required junior biology units in their first year of the Bachelor of Science and enable smooth progression to the MND program.

5. Other relevant information

6. Signature of Dean
   [Signature]

Deputy Head of School - Madeleine Beekman

Dean, Faculty of Science
Master of Nutrition and Dietetics

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2008 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

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<tr>
<td>MANUTDIE-01</td>
<td>Master of Nutrition and Dietetics</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time only.

3 Master's type
The master's degree in these resolutions is a professional master's course.

4 Admission to candidature
(1) With approval from the Dean, available places will be offered to qualified applicants based on merit, according to the following admissions criteria:
(2) Admission to the degree requires a Bachelor of Science degree from the University of Sydney, or equivalent qualification, with at least an average result of Credit. The degree must include successful completion within the last 10 years of
a) 12 credit points of junior chemistry, or equivalent; and
b) 12 credit points of junior human biology, or equivalent and
c) 12 credit points of intermediate or senior level Biochemistry and/or Molecular Biology, or equivalent; and
d) 12 credit points of intermediate or senior level Human Physiology, or equivalent; and
e) 6 credit points of intermediate or senior level Nutrition Science, or equivalent; and
f) 6 credit points of intermediate or senior level Food Science or equivalent.

5 Requirements for award
(1) The units of study that may be taken for the course are set out in the table for the Master of Nutrition and Dietetics.
(2) To qualify for the Master of Nutrition and Dietetics a candidate must complete a prescribed program of 96 credit points, including:
(a) 48 credit points of first year units of study; and
(b) 24 credit points being the dietetics training placement; and
(c) 24 credit points being the Nutrition Research Project.

6 Satisfactory progress
Successful completion of the training placement is a requirement of this course. Candidates who fail the training placement once will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule. Candidates who fail the training placement a second time will be permanently excluded from the course if they cannot show cause. Any further failures in the training placement will result in automatic and permanent exclusion from the course.

7 Transitional provisions
These resolutions apply to persons who commenced their candidature after 1 January, 2021 and persons who commenced their candidature prior to 1 January, 2021 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2026, or later date as the faculty may, in special circumstances, approve.
Master of Nutrition and Dietetics

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

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2 Attendance pattern
The attendance pattern for this course is full time only.

3 Master's type
The master's degree in these resolutions is a professional master's course.

4 Admission to candidature
(1) With approval from the Dean, available places will be offered to qualified applicants based on merit, according to the following admissions criteria:
(2) Admission to the degree requires a Bachelor of Science degree from the University of Sydney, or equivalent qualification, with at least an average result of Credit. The degree must include successful completion within the last 10 years of:
   (a) 12 credit points of junior chemistry, or equivalent; and
   (b) 12 credit points of junior human biology, or equivalent; and
   (c) 12 credit points of intermediate or senior level Biochemistry and/or Molecular Biology, or equivalent; and
   (d) 12 credit points of intermediate or senior level Human Physiology, or equivalent; and
   (e) 6 credit points of intermediate or senior level Nutrition Science, or equivalent.

5 Requirements for award
(1) The units of study that may be taken for the course are set out in the table for the Master of Nutrition and Dietetics.
(2) To qualify for the Master of Nutrition and Dietetics a candidate must complete a prescribed program of 96 credit points, including:
   (a) 48 credit points of first year units of study; and
   (b) 24 credit points being the dietetics training placement; and
   (c) 24 credit points being the Nutrition Research Project.

6 Satisfactory progress
Successful completion of the training placement is a requirement of this course. Candidates who fail the training placement once will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule. Candidates who fail the training placement a second time will be permanently excluded from the course if they cannot show cause. Any further failures in the training placement will result in automatic and permanent exclusion from the course.

7 Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2021 who commenced their candidature prior to 1 January, 2021 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2021 who commenced prior to 1 January, 2021 who may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022, or later date as the faculty may, in special circumstances, approve.
To refine the process awarding centrally-awarded HDR Scholarships aligned with research strengths and priorities

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the DVC Education Portfolio to amend the procedure for the implementation of R to the award of HDR scholarships.

EXECUTIVE SUMMARY

In response to a request from the Graduate Studies Committee of Academic Board, the Scholarships Framework working group reformed to consider implementation refinements. The new description of the process will enable an effective implementation of the intent described in the paper approved by Academic Board in 2016.

This new process will assist us in delivering a modest alignment of our HDR student recruitment with strategic research priorities.

BACKGROUND / CONTEXT

The University’s Strategic Plan clearly articulates the need for the institution to recruit and retain the best quality HDR students and researchers (Strategy 2, Initiative 2). By explicitly coupling the quality of research students with the University’s research priorities, we can align these two key elements of the research strategy. Such alignment will support a full and thriving research ecosystem in areas of strategic priority, and such ecosystems are outstanding environments for research education. This led to a new scholarship distribution model that was approved by Academic Board in November 2016 following extensive and comprehensive consultation. The implementation of the scheme has proved challenging and some modification of the scheme is required.

ISSUES

The new scholarships distribution model was approved by Academic Board in November 2016 and put into action in the start of 2017. As the HDR Scholarships Sub-Committee HDRSSC (Academic Board, Graduate Studies) and Scholarships Office (DVC Registrar Portfolio) attempted to implement the scheme, they identified challenges in the process that meant the award of scholarships under the thematic model was not possible; this resulted in a request from the HDRSSC to suspend ranking of applicants under the thematic scheme until such time as clarifying guidance could be provided. This request was approved by the Graduate
Non-Confidential
Studies Committee GSC, and the GSC’s decision was subsequently endorsed by Academic Board in April 2017.

The key issues were

1. The paper approved by academic board in 2016 proposed an additional procedure for identifying prospective students and projects for support under the thematic award. This ‘investigator-led’ process is not appropriate for some disciplines where the research topic for an HDR project is defined by the student not the academic. Furthermore, the proposed mechanism may have created a duplication of process, leading to unnecessary demands on staff time and also leading to confusion among applicants in respect of having to provide the same information twice. This latter problem was counter to the key driver of simplifying and speeding up applications from the students we want to recruit.

Solution: The aim of the process was to encourage staff to seek out the best students and encourage them to apply to Sydney. This aim can be achieved without a complicated process, by Associate Deans and research leaders supporting prospective supervisors to be more proactive. Therefore, the existing application process is sufficient.

2. The original proposal suggested a supervisor’s membership of an approved research centre was sufficient to be considered an eligibility criterion for an applicant to be considered for a thematic award. The Scholarships office were supplied with an inaccurate list of centres and this made it impossible to disentangle strategic priority research institutes, as articulated in the strategic plan, from normal faculty activity.

Solution: The requirement for the strategically aligned thematic awards was to align HDR scholarship activity with the strategic priority research institutes of the University. These key, multidisciplinary research institutes are named in the Strategic Plan 2016-20 and so calling out membership of these ten institutes and centres will fulfil the aim of aligning scholarship distribution with the strategic plan and also simplify the process of determining eligibility for a thematic award.

3. The fit to faculty research priorities was supposedly determined by the faculty research compacts. Whilst faculty research priorities form the basis of the compact process, the priorities are not necessarily articulated in the final document. Moreover, because faculty compacts often name specific staff or research groups as priorities for investment, then the final research compact is treated as confidential and so not available to the HDRSSC for the purposes of ranking students. Additionally, the approved proposal placed the faculty research compact as having higher priority for determining R, than research excellence as measured by the Excellence in Research for Australia (ERA) score. A field of research ranked 5 in ERA would automatically be an area of strategic priority for a faculty, thus should be more important. The strategic plan 2016-2020 clearly articulated that investment in research excellence should be targeted at ‘true research strength’; it can be argued that ERA 4 is not ‘research strength’ and so would not justify investment under research excellence.

Solution: Remove the faculty compact list as an eligibility criterion. This means the eligibility for an applicant to get an uplift (R) in their scholarship ranking score will be determined by their supervisor being either a member of a multidisciplinary research institute or whose research outputs are strongly associated with an field of research ranked as ERA 5.

MODIFIED FRAMEWORK

The HDR Scholarships Framework Working Group proposes the following model:

Applicants with a score greater than the level deemed to be ‘outstanding’ (P) will be offered a scholarship.

The committee is reminded that the processes described below refer only to scholarship awards; students will only make one application for scholarships and admission but the admission process is separate to the
distribution of scholarships. Admission processes and activities are not considered here. The mechanism for distributing these scholarships is as follows

**Process for Distributing and Awarding Scholarships under the Open Model:**

1. This has not changed, so will not be discussed here.

**Mechanisms for Distribution and Awarding of Scholarships under the Thematic- Research Strategy Aligned model:**

1. Academic may offer a project suitable for a PhD student in a strategically aligned discipline area (see (2a) below, noting that some disciplines rely on student-generated project ideas rather than projects developed by staff.
2. Academic identifies talent and encourages applications by excellent applicants with a likelihood of getting a scholarship
3. Prospective PhD student makes a single application as per normal procedures
4. Scholarships office does eligibility check (using data provided by Research Reporting, Analysis, Data and Systems (RRADS) in the Research Portfolio)
   a. Is the proposed supervisor a member of a multidisciplinary research institute as identified in the strategic plan, namely Charles Perkins Centre, Brain and Mind Centre, Australian Institute for Nanoscale Science and Technology, the China Studies Centre, the Centre for Translational Data Science, the Sydney Environment Institute, Sydney Southeast Asia Centre and the Sydney Policy Lab? The list of membership will be supplied by the research portfolio and updated quarterly.
   b. Are the proposed supervisor's research outputs strongly aligned with an ERA 5 ranked FoR code based on the determination by RRADS?
5. If eligibility check passed, Scholarships Office ranks student and applies research accelerator quantum $R$ to the ranking score producing using the standard ranking methods developed by the HDRSSC. If this new score lifts student into Outstanding band (greater than $P$), the applicant is offered a scholarship as soon as the HDRSSC can review the award. Note that as above, this procedure would be applied to students yet to finish their degree (ranking scores based on predicted values) as well as to those whose results are known. The same caveat applies, that if students do not meet the conditions of the offer, then the scholarship offer is withdrawn.
6. If the addition of $R$ does not lift the application to the outstanding band, then the application is allocated to the quarterly standard review meetings of HDRSSC. Such ranking will be done with $R$ still included, unless the total number of scholarships awarded under this scheme would exceed 20% of total scholarship provision

All students with a ranking score greater than $P$ should be awarded a scholarship as soon as practicable. The remaining applicants with a score between $P$ and $Q$ will be considered in order of their ranking scores, inclusive of the $R$ uplift if applied, at quarterly review meetings of the HDR Scholarships Sub-Committee, where the top slice of that ranked list will be offered a scholarship.

In any one year, a maximum of 20% of applicants that would not otherwise have been offered a scholarship will be offered a scholarship due to the addition of the $R$ uplift. Should the 20% be reached prior to the end of the admission period for any academic year, no further scholarships will be offered on this basis.

Note that the new procedures do not require a student to be in receipt of an unconditional offer of admission before a scholarship can be awarded. This scheme will also apply to situations where an applicant has not yet finished their degree, and performance is evaluated on the basis of expected marks issued by the awarding University. The Scholarships Office will make conditional scholarship offers subject to a subsequent offer of admission.

If the applicant does not accept the offer and secure admission before a given deadline, then the scholarship offer would lapse. That unused scholarship will then return to the available pool at the next review meeting.

**CONSULTATION**
Non-Confidential
This proposal was developed by the HDR Scholarships Framework Working Group. The membership of that working party is as follows:

Chair
Ross Coleman (Director Graduate Research, DVC-Ed)

Members
Adnan Bhatti (nominee, DVC-ISS) or Jakelin Troy (Director, Office of DVC-ISS)
Andrew Black (Director Research Grants & Development, DVC-R)
Lucy Buxton (Manager, International Recruitment (Research Students), DVC-Reg)
Robyn Dowling (A/Dean HDR subseq. A/Dean Research, Fac. Of Arch. & Planning)
Catherine Driscoll (Nominee from A/Dean HDR, Fac of Arts & Soc. Sci.)
Victoria Cogger (A/Dean HDR, Fac of Med./Sydney Medical School)
Nathaniel Lewis (Director Research Reporting, Analysis, Data and Systems, DVC-Research Portfolio)
Jacqueline Matthews (A/Dean Research, Faculty of Science)
Shae McCrystal (Chair Postgraduate Awards Sub-Committee, Academic Board)
Michael Kertesz (Chair Graduate Studies Committee, Academic Board)
Sally Pearce (Head, Scholarships Office, DVC-Reg)

Executive Officers
Grant Cruchley (DVC-R)
Veronica Le Nevez (DVC-Ed)

This version approved by HDR Scholarships Sub-Committee, UE-Research Committee and UE-Research Education Committee

FINANCIAL CONSIDERATIONS
This proposal operates within the current funding pool available for HDR scholarships, and requests no additional funding.

RISKS / BENEFITS

Benefits
1. Allows the university to implement its stated desire to align 20% of centrally awarded scholarships with areas of true research strength and strategic priorities.

Risks
1. A failure to make the scheme workable will mean we cannot deliver centrally allocated scholarships aligned to research excellence.

IMPLEMENTATION
Implementation will be delivered by the HDRSC and the Scholarships office. Note that each of these stakeholders were members of the working committee. Accordingly, each have commenced scoping out of changes needed to practice, processes and meeting schedules. This includes changes to Sydney Student/SITS to improve capture of relevant data.
Confidential

<table>
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<tr>
<th>Author</th>
<th>Uwe Roehm, School of Information Technologies</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Uwe Roehm, School of Information Technologies</td>
</tr>
<tr>
<td>Paper title</td>
<td>Graduate Certificate in Computing, Graduate Diploma in Computing</td>
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<tr>
<td>Purpose</td>
<td>The purpose of this document is to seek the endorsement from the Graduate Studies Committee for submission of the full course proposal for the Graduate Certificate in Computing and Graduate Diploma in Computing to the Academic Board.</td>
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RECOMMENDATION

That the Graduate Studies Committee recommends that the Academic Board:

1. approve the full course proposal from the Faculty of Engineering and Information Technologies for the Graduate Certificate in Computing and Graduate Diploma in Computing;
2. approve the implementation of course resolutions arising from the proposal;
3. approve the implementation of the table of units of study arising from the proposal.

EXECUTIVE SUMMARY

The School of Information Technologies has prepared a document supplementary to the Course Proposal for the Graduate Certificate in Computing and the Graduate Diploma in Computing to clarify the existing and proposed relationship between IT postgraduate degrees and to address questions raised by the Curriculum and Course Planning Committee regarding the Course Proposal.

Associate Professor Uwe Roehm will present the Course Proposal to the committee.

Graduate Certificate in Computing

The purpose of the new award is to provide a formal recognition for study already completed by students transferring early from the Graduate Diploma in Computing into the Master of Information Technology, and thus allow students to meet the two-year study requirement (0.5 Graduate Certificate and 1.5 MIT) for a post-study work visa. The faculty has estimated that without the proposed change, the student enrolment numbers in the Graduate Diploma will suffer as students seek alternative programs at competing universities.

Graduate Diploma in Computing

The Faculty propose to amend the existing Graduate Diploma in Computing, reducing the duration from 60cp to 48cp (1 year full time study). The change would allow students from a non-IT background to complete both the Graduate Diploma in Computing and a Master of Information Technology or Information Technology Management (MIT or MITM) within 2 years, and ensure the program remains attractive compared with competitor programs at UTS and UNSW.
Course management template

Use this template to:
• propose a new course of study following approval of an EOI
• propose an amendment to an existing course of study
• request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

For all purposes, please complete these key details:

This submission relates to the following
☐ New course
☒ Amended course
☐ Deletion of a course

Name of course Graduate Diploma in Computing ; Graduate Certificate in Computing

School/department School of Information Technologies
Managing faculty Faculty of Engineering and Information Technologies
Name of proponent A/Prof. Uwe Roehm
Telephone 02 9036 5305
Email uwe.roehm@sydney.edu.au
Version date v1.5, 13 July 2017

☐ Undergraduate ☒ Postgraduate coursework ☐ Postgraduate research

Dean

Faculty Manager

Deputy Vice-Chancellor (Education)

Divisional Finance Director
Part 2

Head of Recruitment
Section 1.5

Library Director
Appendix 4

Signature

Date

Date

Date

Date

Date
About the course management template

This template combines and replaces the University’s New Course Proposal and Course Amendment templates. You should also complete relevant sections of this template if you are requesting the deletion of a course. For each purpose, relevant sections are marked on the Contents page overleaf.

The proposal of any new course of study is a significant addition to the academy. Before starting on a new course proposal using this template, please submit your Expression of Interest to the Curriculum and Course Planning Committee at pio.ccpc@sydney.edu.au

As a proponent you are required to describe in detail the pedagogical aims and outcomes of the course, and provide thorough details of its content and structure. You must also evidence consultation within the University and, if necessary, outside the University, with relevant professional or industrial bodies. Evidence that you have undertaken analysis supporting the long-term financial viability of the proposed course, and aligning the course with the University’s broader strategy and place in the sector, must be provided with your proposal. This template sets out guidelines relating to each of these requirements.

An amendment to an existing course may be made for various reasons. In most cases an amendment impacts the delivery of the course – whether the addition of a new major or area of specialisation, or the creation of new capstone or professional experience integral to completion requirements, or a change in the structure of the course – and for this reason it is necessary that you provide as part of your amendment proposal the same level of detailed analysis, review and consultation required for new course proposals.

The course management template includes components supporting course creation and course structure in Sydney Student. Your proposal will include details about defined collections of Units of Study to be offered in the course. Collections inform online Unit of Study selection by students, provide the basis for results processing and progression rules, and are essential for the publication of handbooks.

This requirement applies equally to new courses and course amendments. If you are proposing the introduction of a new major or specialisation, or the distinction of a stream or streams of study, or changes to the award requirements for a course, you must also provide details of Unit of Study collections affected or required by the amendment.

The deletion of a course may impact or be perceived to impact commencing students and applicants as well as continuing (enrolled) students. It is important that consideration is given to whether there are promotional documents in circulation or applications in train for the course, whether offers have already been made and tuition fee deposits paid by commencing international students, or whether they are already enrolled in related, preparatory English language courses or foundation studies. Continuing students may have valid questions about the viability of the award for which they are enrolled; the faculty should be prepared to provide appropriate advice or guidance to continuing students, and must provide evidence of satisfactory arrangements to ensure students can complete their course of study or transition to an alternative course.

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.

Approved by the Academic Board, 3 December 2014
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</table>

**Appendix 1** Resolutions of the Senate
**Appendix 2** Resolutions of the Faculty
**Appendix 3** Course Resolutions
**Appendix 3A** Undergraduate courses
**Appendix 4** Library impact statement
**Appendix 5** Reference: Session codes
**Appendix 6** Reference: Campus codes
**Appendix 7** AQF compliance

**Abbreviations**

FPA = Financial Planning and Analysis  
MC = Marketing and Communications (Office of the Vice-Chancellor)  
PIO = Planning and Information Office (Provost and DVC)  
SRA = Student Recruitment and Admissions (DVC and Registrar)  
Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

1.1 Strategic purpose (use this space, to a maximum one page)

The purpose of this proposal is to introduce the Graduate Certificate in Computing as additional embedded award to the existing Graduate Diploma in Computing (GDC). The rationale of this proposal is to be able to award students in the GDC program a graduate certificate after 24 credit points worth of postgraduate study in computing.

Currently, the GDC program is missing such an intermediate award, which gives rise to two problems: Firstly, students in the GDC are currently required to complete 60 credit points before they can get conferred an award; this is not only longer than with other graduate diploma degrees of the University of Sydney, but in some cases, an earlier exit option would also be beneficial for some students. Secondly, students who transfer from the GDC into the Master of IT (or Master of IT Management) are not allowed to transfer their first 24 credit points to the master degree, so that these first 24 credit points currently remain without award. The proposed Graduate Certificate in Computing would allow those students to acquire a certification that they have successfully completed studies in their first 24 credit points. We additionally propose to also reduce the length of the GDC degree from 60 credit points to 48 credit points. The rationale of these changes is to allow postgraduate students to study a GCC plus a subsequent Master degree (which is 1.5 years long) within an overall study duration of a 2 years fulltime study period.

The proposed changes only affects the postgraduate degrees in Information Technology of the Faculty of Engineering in IT. It will only require a few changes to the existing degree resolutions of the Graduate Diploma in Computing program. In addition, the new Graduate Certificate in Computing – studied with a Credit average or better – would also be allowed as additional admission criterion for the Master of IT (MIT) and the Master of IT Management (MITM). It solves an urgent problem (details see Section 1.3), and as we do not plan to offer this award for admission, no changes to marketing or recruitment strategy are required.

1.2 Summary of internal consultation with other faculties and business services units

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/01/2017</td>
<td>David Lowe - Deputy Dean (Education), FEIT</td>
<td>Meeting</td>
<td>Email (Appendix 7)</td>
</tr>
<tr>
<td>22/02/2017</td>
<td>Mandy Baric - Head of Compliance</td>
<td>Meeting</td>
<td>Email (Appendix 8)</td>
</tr>
<tr>
<td>ML/Apr</td>
<td>Steven Burns and Noah Stewart, Recruitment</td>
<td>Email exchange</td>
<td>EMail</td>
</tr>
</tbody>
</table>

*Evidence of the consultation process and outcome(s) achieved should be attached

1.3 Market Analysis (use this space, to a maximum one page)

The postgraduate programs in information technology at both UNSW and UTS have a duration of two years and allow admission with any Bachelor degree. This allows students with a non-IT background to get awarded a Master of IT degree within two years of study, and all units of study completed during those two years are shown on the corresponding final transcripts from UTS and UNSW.

In contrast, at the University of Sydney, the Master of IT and the Master of IT Management programs are both only 1.5 years long (72 cp), and the admission criteria expect at least an undergraduate degree in IT. Students with a non-IT Bachelor degree commence studies in the Graduate Diploma in Computing which currently encompasses 60 credit points and hence on its own is 1.5 years long. Provided that a student achieves credit-average (or better) results in their first semester, she then can transfer early from the GDC into the Master of IT (or MITM) program. The degree resolutions however do not allow students to transfer credit for their first 24 credit points, because the first semester of the GDC was studied to meet the admission criteria of the master programs. Although this now enables students with a non-IT background to graduate with a master degree in IT within 2 years of study – the same duration than the master programs at UNSW and UTS – the final transcript for the Master of IT (or MITM) at the University of Sydney only shows 72 credit points of study. This is a problem for international graduates if they want apply for a working visa or permanent residency after their studies, because it does not allow them to demonstrate to have successfully finished two years of postgraduate studies.

We also note that the Master of IT programs of UNSW and UTS both include an embedded graduate certificate award which is worth 24 credit points and the same study duration for the graduate certificate as suggested in this proposal.

1.4 Recruitment strategy* (use this space, to a maximum one page)

The proposed Graduate Certificate in Computing is an embedded award for the existing Graduate Diploma in Computing, which targets applicants with a non-IT background. We apply for not admitting any students to this new embedded award as the main market for the GDC are international students where a degree, that is only half a year long, is not viable as an entry degree. The admission criteria for the GDC program do not change, hence there are no changes to student recruitment required, nor do we need to update the marketing material.

The proposed changes will indeed help both student recruitment and student services to explain to international applicants the study pathway to get from a non-IT background via a Graduate Certificate in Computing to a final master degree within a two year period. It will also help to match the postgraduate offerings from UNSW and UTS with regard

Approved by the Academic Board, 3 December 2014
to international students coming from a non-IT background.

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.

1.5 Marketing and communications strategy (use this space, to a maximum one page)

The new embedded Graduate Certificate in Computing will be shown as a pathway into the Master of Information Technology or Master of Information Technology Management on the Courses website of the University of Sydney, and it will be mentioned correspondingly in the postgraduate degree brochure of the Faculty of Engineering and IT.

As the Graduate Diploma in Computing program already exists and as it is already communicated as the transitional degree into the IT field for students with a non-IT background, no further changes to the marketing strategy are needed.

1.6 Domestic and international competitors (if applicable)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNSW</td>
<td>Master of Information Technology with embedded award of Graduate Certificate in Computing</td>
<td>$62,880 (MIT) $16,720 (GCC)</td>
<td>$82,560 (MIT) $20,640 (GCC)</td>
</tr>
<tr>
<td>UTS</td>
<td>Master of Information Technology with embedded award of Graduate Certificate in IT</td>
<td>$52,780 (MIT) $13,195 (GCIT)</td>
<td>$72,440 (MIT) $18,110 (GCIT)</td>
</tr>
</tbody>
</table>

1.7 Course(s) to be closed as a consequence of this proposal (use this space, to a maximum one page)

None

PART 2: Financial viability analysis

An analysis of financial viability should be undertaken and the summary page inserted in this section. The Divisional Finance Director should sign on the front page of this proposal as formal approval of the analysis, confirming that the course is financially viable and its introduction is financially viable for the faculty. (Use the commencing numbers included in Section 3.26.)

The financial viability template can be found [here].

PART 3: Course details

| 3.1 | Course name: | Graduate Diploma in Computing (amended) |
| 3.2 | Course abbreviation: | GDC |
| 3.3 | Start year: | 2018 | Start semester: | 1 |
| 3.4 | Name of award: | Graduate Diploma in Computing (amended – GDC) Graduate Certificate in Computing (new – GCC) |
| 3.5 | Combined degree? | Yes | No |
| 3.6 | Combined type: (if applicable) | Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions. Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards. Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions |
| 3.7 | Honours offered? | Yes | No |
| 3.8 | Honours type: (if applicable) | Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year. Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course |
| 3.9 | Course group: | Undergraduate | Postgraduate coursework | Postgraduate research |
| 3.10 | Field of Education (ASCED) codes: | Primary code: | 020100 | Secondary code: (Combined courses only) |
3.11 **Course AQF Level**  
Click the link to view approved accreditation criteria before nominating a Level  
- Level 5: Diploma  
- Level 6: Advanced diploma/Associate degree  
- Level 7: Bachelor degree  
- Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma  
- Level 9: Masters degree (research, coursework and extended)  
- Level 10: Doctoral degree

3.12 **Short course description:**  
for the UAC Guide, Good Universities Guide  
The Graduate Diploma in Computing is designed for people with a non-IT background who want to acquire foundational computing skills to move into the IT industry.

3.13 **Full course description:**  
for Sydney Courses  
If you are a non-IT graduate wishing to upskill and move into the IT industry or enhance your existing career with technology-based qualifications, the Graduate Diploma in Computing will suit you. You will gain a strong foundation in information technologies, learn to design specialist systems, and develop skills integral to a wide range of disciplines such as health, science, engineering and business.

This program will provide you with a strong foundation in information technologies. You will be exposed to a range of specialist IT areas, which can then form the basis for further study or a new career in IT.

If you are interested in pursuing further study, completing the embedded Graduate Certificate in Computing (24 credit points of foundational or specialist units) with a credit average will prepare you for admission to the Master of Information Technology or Master of Information Technology Management.

3.14 **Australian Higher Education Statement (AHEGS)**  
Faculties determine the content of the following four sections of the Statement.  
Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal  
**Detail**  
The Graduate Diploma in Computing is a postgraduate coursework qualification, taught in English, requiring the accumulation of 48 credit points over one year of full-time study (or part-time equivalent). Admission is normally on the basis of a completed bachelor's degree and demonstration of aptitude in computing through either professional experience or previous study. This course is located at Level 8 of the Australian Qualifications Framework.

**Outcomes**  
Graduates have a grounding in basic knowledge and skills in information technology, in the areas of algorithms, software development, network organisation and internet protocols, system analysis, modelling, and data management. They can work independently or in groups, and are trained in the application of their skills to real-world problem-solving and research.

**Features**  
The course structure requires the completion of both foundational units of study in programming, modelling, networking, and databases, as well as a variable number of IT- and ITM-specialist units of study from a wide range of choices.

**Accreditation**  
n/a

3.15 **Expected normal length of candidature:**  
Full-time: Min: 0.5 years Max: 1 year  
Part-time: Min: 1 year Max: 2 years

3.16 **Minimum credit points for completion:**  
GDC: 48 credit points  
GCC: 24 credit points

3.17 **Location/campus for student attendance:**  
- Camperdown and Darlington  
- Rozelle  
- Conservatorium  
- Camden  
- Cumberland  
- Mallett Street  
- Fully online  
- Offshore (please specify):  
- Other (please specify):  
- Hospital (Clinic) (please specify):  
- Other (please specify):  
- Hospital (Clinic) (please specify):  
- Other (please specify):  
- Hospital (Clinic) (please specify):

3.18 **Mode of delivery:**  
- Face-to-face teaching: Yes No ___%  
- Will international students be able to study in ‘face-to-face’ mode for at least 75% of the time each semester? Yes No  
- Distance education: Yes No ___%  
- Offshore delivery: Yes No ___%

3.19 **Timetabling:**  
- Standard  
- Non-standard (e.g. Summer or Winter School)  
- Yes  

3.20 **Does the course involve clinical or industrial placement/experience?**  
- Yes  
- No
3.21 Does the course involve internships or overseas study?  
☐ Yes ☒ No

If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate clinical/internship partnerships have been established.

3.22 Other course enrolment requirements:  
Criminal record check ☒ Yes ☐ No
Prohibited Employment Declaration ☒ Yes ☐ No
Health records and Privacy Information Declaration ☒ Yes ☐ No
Working with Children ☒ Yes ☐ No

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation?  
Please provide name of agency or agencies and current accreditation status for each.

☐ Yes ☐ No

3.24 Prohibition (if applicable)  
n/a

3.25 Articulation pathway (if applicable):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
<tbody>
<tr>
<td>non-conferr</td>
<td>If the student has completed the relevant UoS (specifically specialist units of study) then credit can be given for those specific units of study as per the course rules for the GDC.</td>
<td></td>
</tr>
</tbody>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL (based on 2017 fees)

<table>
<thead>
<tr>
<th>Domestic fee-paying:</th>
<th>$33,000 (GDC)</th>
<th>$16,500 (GCC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HECS (Student contribution)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>International fee-paying:</td>
<td>$41,000 (GDC)</td>
<td>$20,500 (GCC)</td>
</tr>
</tbody>
</table>

3.27 Incidental (ancillary) fees (if applicable):
The CRICOS register requires an indication of any compulsory costs other than tuition fees (e.g. field trip fees.) Will the proposed course incur any compulsory costs other than tuition fees and compulsory subscriptions? If yes, please indicate the amount.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Max Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>10</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>S2</td>
<td>8</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>S1</td>
<td>10</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>S2</td>
<td>8</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>S1</td>
<td>35</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>S2</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Total 73 53

* PG Commonwealth Supported Places are capped. Discuss inclusion of PG CSP with the Planning and Information Office at an early stage in the development of the proposal.

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.

n/a

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

n/a

PART 4: Admission details

The following information will be used for internal and external publication and marketing purposes.

4.1 Admission pathway:  
☐ UAC ☒ Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.2 Areas of study:  
Bachelor degree (AQF Level 7)  
To be eligible for admission, an applicant is required to have:
Approved by the Academic Board, 3 December 2014

- an Australian bachelor's degree, including units of study with a mathematical foundation demonstrating significant numeracy skills, with a credit average (65 percent) or equivalent qualification or
- an Australian bachelor's degree with a credit average (65 percent) or equivalent qualification, and evidence of prior learning which is considered to demonstrate the knowledge and aptitude required to undertake this course or equivalent

<table>
<thead>
<tr>
<th>4.3</th>
<th>Assumed knowledge:</th>
<th>Mathematics / demonstrated significant numerical skills</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.4</th>
<th>Minimum education requirements:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 12 (senior secondary certificate) or equivalent</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Relevant employment or professional experience</td>
<td>Graduate Diploma</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Bachelor’s (Pass)</td>
<td>Master’s – advanced learning</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Bachelor’s (Hons)</td>
<td>Master’s – professional</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Additional information:</td>
<td>Master’s – research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.5</th>
<th>Estimated or target minimum ATAR (for UG only):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2xxx (e.g. 2016)</td>
<td>2xxx (e.g. 2018)</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>2xxx (e.g. 2017)</td>
<td>2xxx (e.g. 2019)</td>
</tr>
</tbody>
</table>

| 4.6 | Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.): | NA |

<table>
<thead>
<tr>
<th>4.7</th>
<th>If the proposal is for a postgraduate award course, please indicate the application closing date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For domestic students, closing date for applications is:</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>For international students, closing date for applications is:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.8</th>
<th>Second semester admission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase

<table>
<thead>
<tr>
<th>4.9</th>
<th>International student admission:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?

Other international student entry requirements: NA

PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

<table>
<thead>
<tr>
<th>5.1</th>
<th>CRICOS Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☒ Application pending</td>
</tr>
</tbody>
</table>

International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.

<table>
<thead>
<tr>
<th>5.2</th>
<th>UAC Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Application pending</td>
</tr>
</tbody>
</table>

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.
This statement will explain the reason for the course’s existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.
6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.

In general terms, objectives are statements about what teachers intend a course to do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty’s and the University’s educational strategy, for example, by identifying aspects of the education that will be distinctive in terms of quality, the faculty’s approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

The academic aim of this program is to provide students from a non-technical background with the technical skills in computing that are the basis for any further studies in information technology, in particular in programming, data management, system analysis and in networking / distributed systems.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in the Australian Qualifications Framework. Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole. Faculties should demonstrate and amplify, if it is not immediately apparent from the stated outcomes, how the outcomes relate to generic attributes of University graduates.

Graduates of the Graduate Certificate in Computing will have developed the computational skills required for entry into one of the master degrees in information technology or information technology management. The graduates will have acquired the technical skills to implement small software programs; to manage, model, query, and interpret data; to critically analyse and model software systems; as well as to understand networking and distributed systems.

In addition, graduates of the Graduate Diploma in Computing will have additional technical skills in some specialist areas of computing and IT management such as web development, cloud computing, databases, IT project management, etc., and they have learned a critical evaluative approach to decision-making about computing technologies, and also they have developed the ability to communicate to specialist audiences.

The units of study available to the GDC and the embedded GCC in ways that take advantage of the intellectual maturity of the student cohort, who already have reached the competencies of AQF Level 7, due to their existing tertiary educational and professional background. The units are classified into foundational and specialisation units of study. The specialisation units cover a broad range of advanced topics in IT and IT Management, with advanced coverage of material that goes beyond the learning outcomes of an AQF-level 7 undergraduate degree. The foundational units of study in the GDC cover the knowledge needed to understand the specialisation units. This includes fundamental technical skills such as programming in an object-oriented programming language or data management with a relational database, but with additional coverage of specific postgraduate modules to ensure that graduates will gain advanced knowledge and skills for professional work or further learning.

All units of study available in the GDC, whether categorised as foundational or as specialisation unit of study, are taught with a focus on the development of professional skills as required for AQF level 8. The learning outcomes of each unit include contextualised evaluation of technical solutions with regard to their suitability for a given situation, critical comparison of different technical approaches, and the discussion and communication of these results to a professional audience.

This also holds for foundational units of study. For example, COMP9103 “Software Development in Java” teaches object-oriented programming in Java and an understanding of the software development process which includes conceptualising abstract problems and transforming them into concrete solutions in a programming language. COMP9120 “Database Management Systems” covers the theoretical foundations of
data management with relational databases along with additional modules on query-optimisation, performance tuning, and data warehousing that develop advanced technical database skills. It also covers the critical analysis of security and data privacy issues of database applications, as well as the evaluation of database solutions for the processing data with transactional (OLTP) or analytical (OLAP) workloads.

By including these learning outcomes across all units of study on offer in the GDC, we can guarantee that graduates of this and the embedded GCC will have achieved learning outcomes on AQF Level 8.

6.4 Statement of generic attributes

Provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.

Please refer to the University policy Generic Attributes of Graduates for explanations on the five clusters of abilities and skills.

<table>
<thead>
<tr>
<th>6.4.1</th>
<th>Research and Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data and system analysis; evaluating quality and efficacy of algorithms and programs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4.2</th>
<th>Information literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information technology context; data management technology.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4.3</th>
<th>Personal and intellectual autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical design; Problem solving.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4.4</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements gathering; system and data modelling; written and oral presentation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4.5</th>
<th>Ethical, social and professional understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data privacy and security.</td>
<td></td>
</tr>
</tbody>
</table>

PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system’s management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

See overleaf for template

[Pivot diagram and sample table (following two pages) to be provided as appendix or as a link to permanent Student Centre web page that may be updated as required]

The Graduate Diploma in Computing offers a broad range of subjects from information technology and IT management. Its structure is deliberately kept flexible so that students can select units according to their personal background and career goals. There are a total of 38 postgraduate units of study available to choose from. These are categorised into foundational and specialisation units of study, the latter further distinguished into specialist units from IT or IT Management. Students must study at least 24 credit points of specialisation units of study, and a maximum of 24 credit points of foundational units of study.

The proposed Graduate Certificate in Computing does not change the overall academic structure of the existing Graduate Diploma in Computing (GDC), but rather adds an embedded award for the first 24 credit points of study that are studied as part of the Graduate Diploma in Computing program.

The Graduate Certificate in Computing qualifies students for admission to a subsequent Master of IT or Master of IT Management program if the completed 24 credit points (plus the student’s previous knowledge) cover the areas of programming, modelling, databases, and networking. Corresponding enrolment advice is given to students in terms of preferred enrolment patterns. See the following page for the overall structure.

Approved by the Academic Board, 3 December 2014
## Block 1: Foundation Units
(max 24 cp)

<table>
<thead>
<tr>
<th>Available Semester 1</th>
<th>Available Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP9601 Computer and Network Organisation</td>
<td>COMP9221 Design of Networks &amp; Distributed Systems</td>
</tr>
<tr>
<td>COMP9007 Algorithms</td>
<td>COMP9007 Algorithms</td>
</tr>
<tr>
<td>COMP9113 Software Development in Java</td>
<td>COMP9113 Software Development in Java</td>
</tr>
<tr>
<td>COMP9110 System Analysis and Modelling</td>
<td>COMP9110 System Analysis and Modelling</td>
</tr>
<tr>
<td>COMP9120 Database Management Systems</td>
<td>COMP9120 Database Management Systems</td>
</tr>
<tr>
<td>INFO9117 Introduction to Software Eng. Practice</td>
<td>INFO9117 Introduction to Software Eng. Practice</td>
</tr>
</tbody>
</table>

## Block 2: IT Specialisation Units

<table>
<thead>
<tr>
<th>Available Semester 1</th>
<th>Available Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP5045 Computational Geometry</td>
<td>COMP5047 Pervasive Computing</td>
</tr>
<tr>
<td>COMP5046 Natural Language Processing</td>
<td>COMP5048 Visual Analytics</td>
</tr>
<tr>
<td>COMP5047 Pervasive Computing</td>
<td>COMP5216 Mobile Computing</td>
</tr>
<tr>
<td>COMP5313 Large Scale Networks</td>
<td>COMP5338 Advanced Data Models</td>
</tr>
<tr>
<td>COMP5318 Machine Learning &amp; Data Mining</td>
<td></td>
</tr>
<tr>
<td>COMP5347 Web Application Development</td>
<td></td>
</tr>
<tr>
<td>COMP5348 Enterprise Scale Software Architecture</td>
<td></td>
</tr>
<tr>
<td>COMP5349 Cloud Computing</td>
<td></td>
</tr>
<tr>
<td>COMP5405 Digital Media Computing</td>
<td></td>
</tr>
<tr>
<td>COMP5424 IT in Biomedicine</td>
<td></td>
</tr>
<tr>
<td>COMP5425 Multimedia Retrieval</td>
<td></td>
</tr>
<tr>
<td>COMP5426 Parallel and Distributed Computing</td>
<td></td>
</tr>
<tr>
<td>COMP5427 Usability Engineering</td>
<td></td>
</tr>
<tr>
<td>COMP5456 Introduction to Bioinformatics</td>
<td>COMP5617 Empirical Security Analysis and Engineering</td>
</tr>
<tr>
<td>COMP5456 Introduction to Bioinformatics</td>
<td></td>
</tr>
<tr>
<td>COMP5415 Multimedia Design and Authoring</td>
<td></td>
</tr>
<tr>
<td>COMP5416 Advanced Network Technologies</td>
<td></td>
</tr>
<tr>
<td>COMPS5416 Advanced Network Technologies</td>
<td></td>
</tr>
<tr>
<td>INFO5060 Data Analytics and Business Intelligence</td>
<td></td>
</tr>
</tbody>
</table>

## Block 3: IT Management Specialisation Units

<table>
<thead>
<tr>
<th>Available Semester 1</th>
<th>Available Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP5206 Information Technologies and Systems</td>
<td>COMP5206 Information Technologies and Systems</td>
</tr>
<tr>
<td>INFOS501 Information Security Management</td>
<td>INFOS591 Service Science Management and Engineering</td>
</tr>
<tr>
<td>INFOS599 Service Science Management and Engineering</td>
<td>INFOS592 Understanding IT Innovations</td>
</tr>
<tr>
<td>INFOS599 Understanding IT Innovations</td>
<td>INFOS6007 Project Management in IT</td>
</tr>
<tr>
<td>INFO6007 Project Management in IT</td>
<td>INFO6010 Advanced Topics in IT Project Management</td>
</tr>
<tr>
<td>INFO6012 IT Strategy and Value</td>
<td>INFO6012 IT Strategy and Value</td>
</tr>
<tr>
<td>INFOS600 IT Strategy and Value</td>
<td></td>
</tr>
<tr>
<td>INFOS5050 Knowledge Management Systems</td>
<td></td>
</tr>
<tr>
<td>INFOS5060 Data Analytics and Business Intelligence</td>
<td></td>
</tr>
<tr>
<td>INFOS5060 Data Analytics and Business Intelligence</td>
<td></td>
</tr>
<tr>
<td>INFOS5060 Data Analytics and Business Intelligence</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- [available Semester 1](available Semester 1)
- [available Semester 2](available Semester 2)
- [available in Semester 1](available in Semester 1)
- [available in Semester 2](available in Semester 2)
- [available in Winter School](available in Winter School)
- [available in Summer School](available in Summer School)

Approved by the Academic Board, 3 December 2014
<table>
<thead>
<tr>
<th>Course year</th>
<th>Course Collection Name</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Core = EL</th>
<th>Elective = CO</th>
<th>Barrier = BA</th>
<th>Capstone = S1C and S2C</th>
<th>Session(s)</th>
<th>Existing = YES</th>
<th>New = YES</th>
<th>ASCED 2 and Level</th>
<th>Course year first offered</th>
<th>Campus</th>
<th>909301</th>
<th>Teaching Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>e.g., Year One Course</td>
<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
<td>909301</td>
<td>Junior</td>
<td>S1C and S2C</td>
<td>NA</td>
<td>S1C and S2C</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>2016</td>
<td>CC</td>
<td>6</td>
</tr>
</tbody>
</table>

There are no changes needed as all units of study already exist and all of them are already used by the existing GDC course.

Foundation

- **COMP9007** Algorithms
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **COMP9110** System Analysis and Modelling
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **COMP9113** Software Development in Java
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **COMP9120** Database Management Systems
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **COMP9221** Design of Networks and Distributed Systems
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **COMP9601** Computer and Network Organisation
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

IT Specialist

- **INFO9117** Introduction to Software Engineering Practice
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5045** Computational Geometry
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5046** Natural Language Processing
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5047** Pervasive Computing
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5048** Visual Analytics
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5216** Mobile Computing
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5313** Large Scale Networks
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5318** Machine Learning and Data Mining
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5338** Advanced Data Models
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5347** Web Application Development
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5348** Enterprise Scale Software Architecture
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5349** Cloud Computing
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5405** Digital Media Computing
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5415** Multimedia Design and Authoring
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5447** Advanced Network Technologies
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5442** in Biomedicine
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5425** Multimedia Retrieval
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5426** Parallel and Distributed Computing
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5427** Usability Engineering
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5456** Introduction to Bioinformatics
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5617** Empirical Security Analysis and Engineering
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5618** Applied Cybersecurity
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5536** Enterprise Healthcare Information Systems
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

ITM Specialist

- **INFO5206** Information Technologies and Systems
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5240** Data Analytics & Business Intelligence
  - EL
  - Yes
  - S1NSEA
  - NA
  - CC
  - 6
  - SIT

- **INFO5301** Information Security Management
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **INFO5991** Service Science Management and Eng.
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO5992** Understanding IT Innovations
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO6007** Project Management in IT
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO6010** Advanced Topics in IT Project Management
  - EL
  - Yes
  - S2C
  - NA
  - CC
  - 6
  - SIT

- **INFO6012** IT Strategy and Values
  - EL
  - Yes
  - S1C and S2C
  - NA
  - CC
  - 6
  - SIT

- **ISYS5050** Knowledge Management Systems
  - EL
  - Yes
  - S1C
  - NA
  - CC
  - 6
  - SIT

- **ISYS5070** Change Management in IT
  - EL
  - Yes
  - S1NWMA
  - NA
  - CC
  - 6
  - SIT

Approved by the Academic Board, 3 December 2014
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

The pedagogical approach is unchanged from the existing Graduate Diploma in Computing: It typically consists of lectures plus tutorials. The purpose of tutorials is to reinforce the material delivered in lectures usually through practical programming implementation. For example, if a new algorithm is introduced in a lecture, then in the tutorial the students will implement important parts of the algorithm and test it on some example data sets. It is very important for the targeted student cohort to build practical computing and data management skills via guided tutorials and practical computer labs.

7.3 Assessment procedures

Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors will be used and describe any benchmarking role or reporting role that such assessors will play in the faculty.

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
<th>Use of external assessors/examiners (Yes/No) (if yes, please provide details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examinations</td>
<td>At the unit of study level, the maximum weighting is 75%.</td>
<td>No</td>
</tr>
<tr>
<td>Practical work, quizzes, assignments</td>
<td>At the unit of study level, the maximum weighting is 60%.</td>
<td>No</td>
</tr>
</tbody>
</table>

7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above.

There are no new units of study proposed for this course amendment. Existing assessment tasks for units of study are aligned with the university’s generic attributes and their related abilities and skills.

The assessment regime has been designed to scaffold the students’ learning throughout the degree. Students are provided with formative and summative assessments throughout their studies, with an aim to developing independent thinking and the ability to self-critique, which is a critical aspect of professional work in IT. Assessments will emphasise the practice of system analysis and computational thinking and solution development.

7.5 Quality assurance arrangements and program review

All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.

Provide details of practices and processes to be implemented to:

- monitor, measure and achieve quality learning and teaching: Student evaluation; Faculty T&L committee; School T&L committee
- review content, delivery and Resolutions of the course: School T&L committee
- review and rationalise Units of Study for the course: School T&L committee

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

Approved by the Academic Board, 3 December 2014
QUALITY ASSURANCE PROCESSES OF THE ADMINISTRATING FACULTY

The Faculty of Engineering and Information Technologies undertakes continuous review and improvement of systems, processes and policies supporting the quality of teaching and learning, with particular attention to curriculum design, the delivery of graduate outcomes and the need for more efficient monitoring and feedback mechanism in these areas.

The following are three key elements that are used to provide consistency in its ongoing practices and processes to maintain the quality of its learning and teaching outcomes.

COURSE AND UNIT OF STUDY PORTAL (CUSP)

The GDC course does already make use of the CUSP system developed by the Faculty of Engineering & IT to ensure the course curriculum is continually reviewed and kept current.

GRADUATE ATTRIBUTE FRAMEWORK

The GDC and GCC will undergo periodic review and updating. Units will be reviewed to ensure coverage of the AQF outcome descriptors required for entry into subsequent master degrees.

GRADUATE ATTRIBUTES

GDC and GCC units will also be reviewed to ensure coverage of the generic attributes in Section 6.4.

7.6 Student workload

Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a twenty-four credit point load for a semester should equate on average to 35 – 45 hours work per week, including preparation time. It is accepted that students may make greater contributions of time voluntarily and during peak periods.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>8 (2 hours per unit of study)</td>
</tr>
<tr>
<td>Tutorials</td>
<td>6 (1-2 hours per unit of study)</td>
</tr>
<tr>
<td>Practical experience</td>
<td></td>
</tr>
<tr>
<td>Independent study</td>
<td>16 (~3-4 hours per unit of study)</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>12 (~3 hours per unit of study)</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
</tbody>
</table>

Workload for assessment tasks

Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

No changes will be made to existing procedures or student workload per unit. These procedures adhere to the University of Sydney guidelines of 1.5 to 2 hours per week per credit point (including lectures/tutorials and independent study).

As normal unit sizes are 6 credit points, the Faculty currently bases existing unit workload guidelines from 9 to 12 hours per week per unit.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

The full-time course consists of 4 units of study per semester. A 24 credit point (full-time) enrolment typically requires approximately 42 hours per week of study including both in class and out of class time.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

As above.

7.7 Academic advice, support and student representation

Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.
Academic advice for the course will be provided primarily by the School of IT’s postgraduate academic coordinator, supported by the postgraduate course administrator within the School of IT.

Students will have access to all central resources, which includes the library – online and on-campus services and facilities, student support services and student unions. The Faculty will also provide access for students to research seminars, visiting speakers, on-site academic conferences and other relevant resources.

7.8 Remediation and reassessment

What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression. Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

As per the Faculty resolutions, the Faculty of Engineering & IT does not offer opportunities for re-assessment other than on the grounds of approved special consideration.

Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy and procedures.

The faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

To comply with the practices within the faculty, an exam board meeting is held at the end of each semester to discuss individual cases and performance. Supplementary examinations will be offered where appropriate. These are generic policies available in the Faculty handbook.

7.9 Combined degrees and inter-faculty arrangements

If this is a combined degree, an inter-faculty committee should be established. Please indicate if such arrangements have been made and provide information on the extent of joint planning and consultation processes, mechanisms used to gain approval of faculties involved, and how the proposed course is to be managed administratively and operationally.

NA

7.10 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the University of Sydney Coursework Rule, all Advanced Learning Masters degrees and all Professional Masters degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

The Graduate Diploma in Computing itself is not accredited by a professional body because it is positioned as a transitional award program for non-IT graduates interested to move into the IT discipline. Only the subsequent master-level degrees in IT – the Master of IT Management (MITM) – are accredited by the Australian Computer Society (ACS) on the Professional level.

As a requirement of this professional accreditation, the School of IT has guaranteed that the default entry path to these master degrees for students without an ICT undergraduate degree is the Graduate Diploma in Computing program. Hence GDC students need to develop the foundational computing skills expected for admission into the MIT or the MITM, which is achieved via the learning outcomes as specified in Section 6.3. The proposed Graduate Certificate in Computing will allow the University to fulfill this requirement in the same way than the current early-transfer option between the GDC and the MIT (or MITM) degree is handled.

7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

NA

Approved by the Academic Board, 3 December 2014
### Senate, Faculty and Course Resolutions

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable.

<table>
<thead>
<tr>
<th>7.12.1</th>
<th>Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.12.2</td>
<td>Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2</td>
<td>No</td>
</tr>
<tr>
<td>7.12.3</td>
<td>Will there be new Resolutions or changes to existing Course Resolutions for the proposed course or amended course? If Yes, complete Appendix 3a or 3b (there are separate Appendices for undergraduate and postgraduate courses)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

| 7.12.4 | Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar) | No |

### Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

| 7.12.5 | Last semester intake under existing Resolutions | Domestic 2017 semester 2 | International 2017 semester 2 |
| 7.12.6 | Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students? | NA |
| 7.12.7 | For course deletions, advise the last date for enrolments into the existing course | NA |
| 7.12.8 | For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students | NA |
| 7.12.9 | For course deletions, outline the provisions in place for students enrolled under existing Resolutions | NA |
PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

8.1 Teaching and support staff

9.1.1 Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (*It is not necessary to provide detailed information on the names or qualifications of individual staff members*)

The Graduate Diploma in Computing program is already delivered by the School of IT for several years.

The Academic staff who will deliver the award courses exist in the Faculty of Engineering and IT. All units are largely sourced from existing courses, the skills already exist within the participating faculties. No additional administrative staff beyond the existing administrative support is needed.

9.1.2 What are the strengths of the department/school relevant to this proposal?

The course leverages existing strengths from the School of IT in the area of Computing, IT and IT Management.

9.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

NA

8.2 Teaching space and related facilities

9.2.1 Teaching rooms
Existing teaching rooms will be used.

9.2.2 Lecture theatres
Existing lecture theatres will be used.

9.2.3 Laboratories
Existing laboratories will be used.

9.2.4 Staff offices
Existing staff offices will be used.

9.2.5 Storage or other space required including any which needs to be rented externally
NA

9.2.6 Professional placement locations
NA

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

9.3.1 Computer technology
Existing Faculty computer laboratories will be used.

9.3.2 Other equipment
All equipment is currently available.

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

There is no increase in demand for library services expected with this amendment of the existing Graduate Diploma in Computing program.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Senate Resolutions template

The objective of the Senate Resolutions is to have in a table form all courses currently offered by the Faculty, with enough information to correlate the courses listed to course Resolutions and to Sydney Student instances of the course.

Only list current courses in the Senate Resolutions. A current course is one that is:
- endorsed by Senate after approval by Academic Board; and
- open to admission, or admission is suspended but the course has not been formally deleted by Academic Board.

Courses that are not current are ones that have been notified to Academic Board as closing and have passed their final admission date.

If admission has been suspended to any course, without deletion, add the phrase ‘(admission suspended 20XX)’ after the course title.

Degrees

List in order from higher doctorates, research doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate.
Ensure you also list any higher doctorates under clause 1 at the start of the resolutions.

Combined degrees

List in order from research and missed mode doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate.

Graduate diplomas

List in alphabetical order by graduate diploma name. List streams in alphabetical order. Do not list specialisations.

Graduate certificates

List in alphabetical order by graduate certificate name. List streams in alphabetical order. Do not list specialisations.

Undergraduate diplomas

List in order from advanced diplomas to diplomas. List in alphabetical order by name within each category. List streams in alphabetical order. Do not list majors.
Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of Faculty of Engineering and Information Technologies

(1) With the exception of the Doctor of Engineering and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Engineering and Information Technologies. The Doctor of Engineering and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2018. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHENGINE</td>
<td>Doctor of Engineering</td>
<td>DEng</td>
<td>Published work</td>
</tr>
<tr>
<td>RPFHDENG</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPLHENG</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>MAENGINE</td>
<td>Master of Engineering</td>
<td>ME</td>
<td>72</td>
</tr>
<tr>
<td>MAINFTEC</td>
<td>Master of Information Technology</td>
<td>MIT</td>
<td>72</td>
</tr>
<tr>
<td>MAINFTMG</td>
<td>Master of Information Technology</td>
<td>MITM</td>
<td>72</td>
</tr>
<tr>
<td>MAHLTCCN</td>
<td>Master of Health Technology Innovation MHT1</td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>MADATA5C</td>
<td>Master of Data Science</td>
<td>MDS</td>
<td>48</td>
</tr>
<tr>
<td>MAPPRES</td>
<td>Master of Professional Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAPROFEN</td>
<td>Master of Professional Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aerospace Engineering</td>
<td>MPE(Aerospace)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Biomedical Engineering</td>
<td>MPE(Biomedical)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Chemical and Biomolecular Engineering</td>
<td>MPE(Chemical &amp; Biomolecular)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>MPE(Civil)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
<td>MPE(Electrical)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Fluids Engineering</td>
<td>MPE(Fluids)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Geomechanical Engineering</td>
<td>MPE(Geo)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>MPE(Mechanical)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Power Engineering</td>
<td>MPE(Power)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Software Engineering</td>
<td>MPE(Software)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Structural Engineering</td>
<td>MPE(Structural)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Telecommunications Engineering</td>
<td>MPE(Telecoms)</td>
<td>144</td>
</tr>
<tr>
<td>MAPPJMGT</td>
<td>Master of Project Management</td>
<td>MPM</td>
<td>72</td>
</tr>
<tr>
<td>MAPPJLEA</td>
<td>Master of Project Leadership</td>
<td>MPL</td>
<td>48</td>
</tr>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology*</td>
<td>BCST</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
<td>BCST(ComputerScience)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>BCST(InformationSystems)</td>
<td>144</td>
</tr>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology(Advanced)*</td>
<td>BCST(Adv)(ComputerScience)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
<td>BCST(Adv)(ComputerScience)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>BCST(Adv)(InformationSystems)</td>
<td>144</td>
</tr>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
<td>BEHons</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Aeronautical Engineering</td>
<td>BEHons(Aeronautical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Biomedical Engineering</td>
<td>BEHons(Biomedical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Chemical and Biomolecular Engineering</td>
<td>BEHons(Chemical &amp; Biomolecular)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>BEHons(Civil)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
<td>BEHons(Electrical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>BEHons(Mechanical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Mechatronic Engineering</td>
<td>BEHons(Mechatronic)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Software Engineering</td>
<td>BEHons(Software)</td>
<td>192</td>
</tr>
<tr>
<td>BPENCHBM</td>
<td>Bachelor of Project Management*</td>
<td>BPM</td>
<td>144</td>
</tr>
<tr>
<td>BPRMCMES</td>
<td>Bachelor of Project Management (Civil Engineering Science)</td>
<td>BPM(Civil Engineering Science)</td>
<td>144</td>
</tr>
<tr>
<td>BPRPRMSES</td>
<td>Bachelor of Project Management (Software)</td>
<td>BPM(Software)</td>
<td>144</td>
</tr>
<tr>
<td>BPRPRMBEN</td>
<td>Bachelor of Project Management (Built Environment)</td>
<td>BPM(Built Environment)</td>
<td>144</td>
</tr>
<tr>
<td>BPINFTEC</td>
<td>Bachelor of Information Technology*</td>
<td>BIT</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
<td>BIT(ComputerScience)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>BIT(InformationSystems)</td>
<td>192</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program
### 3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAINFITM</td>
<td>Master of Information Technology/Master of Information Technology Management</td>
<td>MIT/MITM</td>
<td>96</td>
</tr>
<tr>
<td>BHENGART</td>
<td>Bachelor of Engineering Honours/Bachelor of Arts</td>
<td>BEHons/BA</td>
<td>240</td>
</tr>
<tr>
<td>BHENGCOM</td>
<td>Bachelor of Engineering Honours/Bachelor of Commerce</td>
<td>BEHons/BCom</td>
<td>240</td>
</tr>
<tr>
<td>BHENGDAR</td>
<td>Bachelor of Engineering Honours/Bachelor of Design in Architecture</td>
<td>BEHons/BDesArch</td>
<td>240</td>
</tr>
<tr>
<td>BHENGLAW</td>
<td>Bachelor of Engineering Honours/Bachelor of Laws</td>
<td>BEHons/LLB</td>
<td>288</td>
</tr>
<tr>
<td>BHENGMSC</td>
<td>Bachelor of Engineering Honours/Bachelor of Medical Science</td>
<td>BEHons/BMedSci</td>
<td>240</td>
</tr>
<tr>
<td>BHENGSCI</td>
<td>Bachelor of Engineering Honours/Bachelor of Science</td>
<td>BEHons/BSc</td>
<td>240</td>
</tr>
<tr>
<td>BPITCART</td>
<td>Bachelor of Information Technology/Bachelor of Arts*</td>
<td>BIT/BA</td>
<td>240</td>
</tr>
<tr>
<td>BPITCCOM</td>
<td>Bachelor of Information Technology/Bachelor of Commerce*</td>
<td>BIT/BCom</td>
<td>240</td>
</tr>
<tr>
<td>BPITCLAW</td>
<td>Bachelor of Information Technology/Bachelor of Laws*</td>
<td>BIT/LLB</td>
<td>288</td>
</tr>
<tr>
<td>BPITCMSC</td>
<td>Bachelor of Information Technology/Bachelor of Medical Science*</td>
<td>BIT/BMedSc</td>
<td>240</td>
</tr>
<tr>
<td>BPITCSCI</td>
<td>Bachelor of Information Technology/Bachelor of Science*</td>
<td>BIT/BSc</td>
<td>240</td>
</tr>
<tr>
<td>BHENGPRM</td>
<td>Bachelor of Engineering Honours/Bachelor of Project Management*</td>
<td>BEHons/BPM</td>
<td>240</td>
</tr>
<tr>
<td>BHENGMST</td>
<td>Bachelor of Engineering Honours/Bachelor of Music Studies*</td>
<td>BEHons/BMusStudies</td>
<td>240</td>
</tr>
</tbody>
</table>

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

^may be awarded with honours in an integrated program

### 4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNCOMPUT</td>
<td>Graduate Diploma in Computing</td>
<td>GradDipComp</td>
<td>48</td>
</tr>
<tr>
<td>GENGINE</td>
<td>Graduate Diploma in Engineering</td>
<td>GradDipEng</td>
<td>36</td>
</tr>
<tr>
<td>GNENPROF</td>
<td>Graduate Diploma in Engineering (Professional Engineering) (Last intake 2013)</td>
<td>GradDipEng(ProfEng)</td>
<td>48</td>
</tr>
<tr>
<td>GNINFTEC</td>
<td>Graduate Diploma in Information Technology</td>
<td>GradDiplIT</td>
<td>48</td>
</tr>
<tr>
<td>GNINFTMG</td>
<td>Graduate Diploma in Information Technology Management</td>
<td>GradDipTM</td>
<td>48</td>
</tr>
<tr>
<td>GNPRJMG</td>
<td>Graduate Diploma in Project Management</td>
<td>GradDipPM</td>
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</tr>
<tr>
<td>GNPRJLEA</td>
<td>Graduate Diploma in Project Leadership</td>
<td>GradDipPL</td>
<td>36</td>
</tr>
<tr>
<td>GNHLTCIN</td>
<td>Graduate Diploma in Health Technology Innovation</td>
<td>GradDipH</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Graduate Diploma in Complex Systems</td>
<td>GradDipCXS</td>
<td>48</td>
</tr>
</tbody>
</table>

### 5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENGINE</td>
<td>Graduate Certificate in Engineering</td>
<td>GradCertEng</td>
<td>24</td>
</tr>
<tr>
<td>GCINFTEC</td>
<td>Graduate Certificate in Information Technology</td>
<td>GradCertIT</td>
<td>24</td>
</tr>
<tr>
<td>GCINFTMG</td>
<td>Graduate Certificate in Information Technology Management</td>
<td>GradCertITM</td>
<td>24</td>
</tr>
<tr>
<td>GCDATAASC</td>
<td>Graduate Certificate in Data Science</td>
<td>GradCertDS</td>
<td>24</td>
</tr>
<tr>
<td>GCPRJMG</td>
<td>Graduate Certificate in Project Management</td>
<td>GradCertPM</td>
<td>24</td>
</tr>
<tr>
<td>GCPRJLEA</td>
<td>Graduate Certificate in Project Leadership</td>
<td>GradCertPL</td>
<td>24</td>
</tr>
<tr>
<td>tba</td>
<td>tba</td>
<td>GradCertComp</td>
<td>24</td>
</tr>
</tbody>
</table>
Faculty Resolutions template

The objective of the Faculty resolutions is to describe rules that are common to all, or most, students enrolled in coursework courses in the Faculty. They should be informative and definitive to a prospective student, a current student and a staff member. Faculty resolutions should not be specified if the content is adequately covered at a higher level (University policy) or lower level (course resolution). The one exception to this rule is where readability of the resolutions is significantly enhanced by having all relevant information on a topic in one place. This needs to be balanced against the work involved in having the same words repeated in many places and the danger (likelihood) that these many occurrences will become out of sync over time.

Many headings in this template allow you the chance to specify rules that are already specified in the Coursework or Research policies. Remember to only include these topics if they are DIFFERENT from the Coursework Rule. Before you do specify something different, ask yourself and your colleagues if there is a real reason for the difference. A good reason may be that professional accreditation requires the difference. A poor reason may be, ‘this is what we have always done’.

NA
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe the intention of the course and specify its requirements as clearly as possible with minimum content. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty resolution. In general, course resolutions should not re-state rules at a higher level – they should list additions or enhancements to those rules only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.

NA
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe the intention of the course and specify its requirements as clearly as possible with minimum content. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty resolution. In general, course resolutions should not re-state rules at a higher level – they should list additions or enhancements to those rules only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.
Graduate Diploma in Computing

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1. Course codes
   [List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCCOMPUT</td>
<td>Graduate Certificate in Computing</td>
</tr>
<tr>
<td>GNCOMPUT</td>
<td>Graduate Diploma in Computing</td>
</tr>
</tbody>
</table>

2. Attendance pattern
   The attendance pattern for this course is full time or part time according to candidate choice.

3. Embedded courses in this sequence
   The embedded courses in this sequence are:
   - the Graduate Certificate in Computing
   - the Graduate Diploma in Computing
   Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest award completed will be conferred.

4. Admission to candidature
   Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
   (1) Admission to candidature for the Graduate Certificate in Computing requires:
       (a) a bachelor's degree or higher award in any discipline from the University of Sydney, or qualifications deemed by the School of Information Technologies to be equivalent, with at least a credit average, and including units of study with a mathematical foundation demonstrating significant numeracy skills.
   (2) Admission to candidature for the Graduate Diploma in Computing requires:
       (a) a bachelor's degree or higher award in any discipline from the University of Sydney, or qualifications deemed by the School of Information Technologies to be equivalent, with at least a credit average, and including units of study with a mathematical foundation demonstrating significant numeracy skills; or
       (b) a bachelor's degree or higher award in any discipline from the University of Sydney, or qualifications deemed by the School of Information Technologies to be equivalent, with at least a credit average. Applicants must also provide evidence of prior learning which is considered to demonstrate the knowledge and aptitude required to undertake this course; or
       (c) applicants to have qualifications and/or experience which are sufficient, in the view of the Dean or a suitable nominee with Information Technology expertise, to successfully undertake the award; or
       (d) completion of the requirements of the embedded Graduate Certificate in Computing with at least credit average.

5. Requirements for award
   The units of study that may be taken for the course are set out in Table of units: Graduate Diploma in Computing.
   (1) To qualify for the award of the Graduate Certificate in Computing, a candidate must complete 24 credit points of COMP, INFO, or ISYS coded units of study at level 5xxx or higher.
   (2) To qualify for the award of the Graduate Diploma in Computing, a candidate must complete 48 credit points including:
       (a) a maximum of 24 credit points of Foundation units of study; and
       (b) a minimum of 24 credit points of Information Technology or Information Technology Management Specialist units of study.
   (3) If a reduction in the volume of learning is given:
       (a) candidates will be required to apply any reduction in the volume of learning to the Foundation units of study only.
       (b) the candidate will then be required to complete the required volume of learning based on the course requirements.

6. Recognition of prior learning
   The following Coursework Rules (for conferred qualifications) replace the Faculty Coursework Rules for "Credit for previous study" within the "Resolutions of the Faculty (of Engineering and Information Technologies)" for the Graduate Diploma in Computing:
   (a) Candidates for the Graduate Diploma in Computing may be eligible for a reduction in the volume of learning of up to 12 credit points for an equivalent conferred volume of learning after an entry assessment is made for prior learning and/or work experience that is deemed by the School of Information Technologies to be relevant.
7. Suspension of candidature
A student may suspend candidature in this course for a maximum of one year.

8. Cross-institutional study
Cross-institutional study is not available in this course except where the University of Sydney has a formal cooperation agreement with another university.

9. Credit for previous study
The credit transfer provisions of the Coursework Rule apply except that where the study has been undertaken at postgraduate level and no award has been conferred, credit to a maximum of 50% of the prescribed credit points may be transferred, provided:
(a) the study has been undertaken at the University of Sydney, or at an external institution recognised by the University of Sydney, within the previous three years; and
(b) the units are equivalent to units of study offered under the degree being taken, subject to approval of the Academic Director.

10. Satisfactory progress
The Dean may require any student who has failed a cumulative total of 18 credit points or more at any stage of enrolment in the Graduate Certificate in Computing or the Graduate Diploma in Computing to show good cause why he or she should be allowed to re-enrol.

11. Time limit
A candidate for the Graduate Diploma in Computing shall complete the requirements for the award in a minimum enrolment of two semesters and a maximum enrolment of ten semesters.

12. Transitional provisions
These resolutions apply to students who commenced their candidature after 1 January, 2018 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed or graduate under these resolutions.
The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See [http://www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

### This section to be completed by faculty

1. Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?  
   - Yes  
   - No

2. Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service?  
   - Yes  
   - No
   *Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.*

3. List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.

### This section to be completed by library staff

#### Library resources required

<table>
<thead>
<tr>
<th>Does the Library already collect resources in this area?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Comments**

<table>
<thead>
<tr>
<th>Initial costs of acquiring basic resources (digital and non-digital)</th>
<th>$AUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
<td></td>
</tr>
<tr>
<td>New journal titles (including back-runs)</td>
<td></td>
</tr>
<tr>
<td>Additional databases / digital resources</td>
<td></td>
</tr>
<tr>
<td><strong>Initial resources costs</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ongoing costs of resources</th>
<th>$AUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual costs of maintain new subscriptions (journals and databases)</td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing information resources costs</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Additional resource requirements**

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

**Comments**

Specify opportunities for developing research and learning resources.

**Implications**

Include issues regarding staff / time to develop and deliver the programs and other support materials.

**Estimated number of hours**

**Library Director’s comments**

* The Library Director should sign on the front page.
### APPENDIX 5: REFERENCE – SESSION CODES

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1C</td>
<td>Semester 1</td>
</tr>
<tr>
<td>S1CG</td>
<td>Session 1 early census</td>
</tr>
<tr>
<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CIJA</td>
<td>Int January*</td>
</tr>
<tr>
<td>S1CIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIMR</td>
<td>Int March*</td>
</tr>
<tr>
<td>S1CIAP</td>
<td>Int April*</td>
</tr>
<tr>
<td>S1CIMY</td>
<td>Int May*</td>
</tr>
<tr>
<td>S1CIJN</td>
<td>Int June*</td>
</tr>
<tr>
<td>S2C</td>
<td>Semester 2</td>
</tr>
<tr>
<td>S2CG</td>
<td>Session 2 early census</td>
</tr>
<tr>
<td>S2CRA</td>
<td>Semester 2a (first seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CRB</td>
<td>Semester 2b (last seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CIJL</td>
<td>Int July*</td>
</tr>
<tr>
<td>S2CIAU</td>
<td>Int August*</td>
</tr>
<tr>
<td>S2CISE</td>
<td>Int September*</td>
</tr>
<tr>
<td>S2CIOC</td>
<td>Int October*</td>
</tr>
<tr>
<td>S2CINO</td>
<td>Int November*</td>
</tr>
<tr>
<td>S2CIDE</td>
<td>Int December*</td>
</tr>
<tr>
<td>S1NSEA</td>
<td>Summer School Early</td>
</tr>
<tr>
<td>S1NSMA</td>
<td>Summer School Main</td>
</tr>
<tr>
<td>S1NSLA</td>
<td>Summer School Late</td>
</tr>
<tr>
<td>S1CRS4</td>
<td>Summer Law 4</td>
</tr>
<tr>
<td>S2CRS3</td>
<td>Summer Law 3</td>
</tr>
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<td>S2NWMA</td>
<td>Winter School</td>
</tr>
<tr>
<td>S2CRW1</td>
<td>Winter Law</td>
</tr>
<tr>
<td>S1CRR1</td>
<td>Research period 1</td>
</tr>
<tr>
<td>S1CRR2</td>
<td>Research period 2</td>
</tr>
<tr>
<td>S2CRR3</td>
<td>Research period 3</td>
</tr>
<tr>
<td>S2CRR4</td>
<td>Research period 4</td>
</tr>
<tr>
<td>SSAFS1</td>
<td>SSAF Semester 1</td>
</tr>
<tr>
<td>SSAFS2</td>
<td>SSAF Semester 2</td>
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</table>
# APPENDIX 6: REFERENCE – CAMPUS CODES

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>AM</td>
<td>Amsterdam</td>
</tr>
<tr>
<td>BS</td>
<td>Burren Street</td>
</tr>
<tr>
<td>CC</td>
<td>Camperdown/Darlington</td>
</tr>
<tr>
<td>CD</td>
<td>Concord Clinical School</td>
</tr>
<tr>
<td>CE</td>
<td>Central Clinical School</td>
</tr>
<tr>
<td>CF</td>
<td>Camden</td>
</tr>
<tr>
<td>CH</td>
<td>Children’s Hospital at Westmead Clinical School</td>
</tr>
<tr>
<td>CN</td>
<td>China</td>
</tr>
<tr>
<td>CS</td>
<td>Surry Hills</td>
</tr>
<tr>
<td>DB</td>
<td>Distance Education Burren Street</td>
</tr>
<tr>
<td>DE</td>
<td>Distance Education Camperdown/Darlington</td>
</tr>
<tr>
<td>DF</td>
<td>Distance Education Camden</td>
</tr>
<tr>
<td>DL</td>
<td>Distance Education Lidcombe</td>
</tr>
<tr>
<td>DM</td>
<td>Distance Education Mallett Street</td>
</tr>
<tr>
<td>DO</td>
<td>Distance Education Orange</td>
</tr>
<tr>
<td>DR</td>
<td>Distance Education Rozelle</td>
</tr>
<tr>
<td>DS</td>
<td>Distance Education Surry Hills</td>
</tr>
<tr>
<td>DW</td>
<td>Distance Education Westmead Clinical School</td>
</tr>
<tr>
<td>DY</td>
<td>Distance Education Sydney</td>
</tr>
<tr>
<td>GE</td>
<td>Germany</td>
</tr>
<tr>
<td>HK</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>ID</td>
<td>Indonesia</td>
</tr>
<tr>
<td>IT</td>
<td>Italy</td>
</tr>
<tr>
<td>KT</td>
<td>Kyoto/Tokyo</td>
</tr>
<tr>
<td>LC</td>
<td>Cumberland</td>
</tr>
<tr>
<td>ML</td>
<td>Malaysia</td>
</tr>
<tr>
<td>MS</td>
<td>Mallett Street</td>
</tr>
<tr>
<td>NE</td>
<td>Nepean Clinical School</td>
</tr>
<tr>
<td>NO</td>
<td>Northern Clinical School</td>
</tr>
<tr>
<td>NP</td>
<td>Nepal</td>
</tr>
<tr>
<td>OC</td>
<td>Orange</td>
</tr>
<tr>
<td>RC</td>
<td>Rozelle</td>
</tr>
<tr>
<td>SA</td>
<td>Sydney Adventist Hospital Clinical School</td>
</tr>
<tr>
<td>SC</td>
<td>Sydney (used by the Sydney Conservatorium of Music only)</td>
</tr>
<tr>
<td>SH</td>
<td>Shanghai</td>
</tr>
<tr>
<td>SJ</td>
<td>St James</td>
</tr>
<tr>
<td>SP</td>
<td>Singapore</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>WC</td>
<td>Westmead</td>
</tr>
<tr>
<td>WN</td>
<td>Western Clinical School at Westmead</td>
</tr>
<tr>
<td>ZZ</td>
<td>No information on location</td>
</tr>
</tbody>
</table>
**APPENDIX 7: Endorsement by Deputy Dean (Education), Faculty of Engineering and IT**

**From:** david.lowe@sydney.edu.au  
**Date:** 14 March 2017 at 7:05 am  
**Subject:** support letter for the following two EOIs?

Dear Uwe,

Thank you for sending through the EOIs for the new GradCertComp and the revision to the GDC. I understand the rationale for these changes – particularly the pathway relationship to the MIT and MITM programs – and believe that these changes are important in terms of ensuring the ongoing viability of these programs for many of our international students. The proposed changes have my full support.

Kind regards,  
David

---

Prof David Lowe | Deputy Dean  
Faculty of Engineering and Information Technologies  
THE UNIVERSITY OF SYDNEY  
Room 454, SIT Building J12 | The University of Sydney | NSW | 2006  
T +61 2 9351 5653 | F +61 2 9351 3838 | M +61 414 564 509  
E david.lowe@sydney.edu.au | W sydney.edu.au  
INSPIRING ENGINEERING LEADERSHIP FOR 130 YEARS  
sydney.edu.au/engineering/leadership  
CRICOS 00026A  
This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.  
Please think of our environment and only print this e-mail if necessary.
APPENDIX 8: Letter from Head of Compliance

From: mandy.baric@sydney.edu.au
Date: 22 February 2017 at 10:19 am
Subject: MIT and post study work visa changes

Dear Uwe

I am writing to provide some clarification with respect to changes to the 485 Work Visa which is currently impacting the Master of Information Technology (MIT) resulting in an exodus of students to alternative institutions, namely UNSW.

The Department of Immigration and Border Protection (DIBP) have introduced changes to the post study work visa, providing students with an ability to remain in Australia for work following completion of studies. This is to address and avoid the potential for students applying for permanent residency.

Key requirements include but are not limited to:
- A requirement that students must attain a single qualification with at least two academic years of study or multiple qualifications completed and resulting in a total period of two academic years and;
- That the prior study be undertaken in no less than 16 calendar months.

I am conscious that we recruit students to the MIT after they have undertaken one semester (and not completed) a Graduate Diploma in Computing. This failure to complete the Grad Dip in Computing tends does not meet the requirement of “completing” a qualification.

In contrast however, students can progress throughout a range of courses at UNSW that articulate and lead into the next qualification, which ultimately provide students the necessary edge to meet the 485 Work Visa Requirements. - As a means of retaining your students, you might want to give some thought to raising the necessary discussions through the Faculty or Academic Board as to how our Grad Dip might articulate either into a MITM or MIT (Noting that I am not qualified to make any real suggestions here in relation to courses and credit). The current MIT does not provide students the requisite 92 weeks necessary for the 485 work visa and the incomplete Grad Dip in Computing does not assist in this regard either.

If the school is to remain competitive and provide incentives for students to enrol in your MIT or MITM, further consideration might need to be given to an appropriate completed qualification or an articulation path.

I hope that this advice assists you.

Kind regards

Mandy

MANDY BARIC | HEAD OF COMPLIANCE
Deputy Vice-Chancellor (Registrar)
Rationale for the course amendment
The current Graduate Diploma in Computing is a bridging degree for non-IT graduates who aim for a career shift to information technology, but lack the technical background for direct admission into an IT master degree. The University of Sydney offers two master degrees in IT, the Master of Information Technology (MIT) and the Master of Information Technology Management (MITM), which are both accredited by the Australian Computer Society (ACS) at the professional level. Both degrees are 72 credit points long (1.5 years full-time study duration) and require a previous IT degree for admission.

As part of their accreditation, the ACS requires a pathway into the master degrees for non-IT graduates which ensures that the ACS’ core-body-of-knowledge is covered. This was achieved by ensuring that non-IT graduates commence studies in the GDC before they gain admission into the MIT or the MITM. The learning volume of the GDC and the subsequent masters overlap, so that reduced volume of learning is available to GDC graduates for such subjects beyond the first 24 credit points of foundational units, which cover introduction to programming, databases, networking, and system analysis. The following figure visualizes this:

Current GDC + MIT(M) Structure

<table>
<thead>
<tr>
<th>AQF 7</th>
<th>AQF 8</th>
<th>AQF 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG</strong></td>
<td>Non-IT Bachelor degree</td>
<td></td>
</tr>
<tr>
<td><strong>GDC</strong></td>
<td>24 cp foundation units</td>
<td>24 cp IT / ITM specialist units</td>
</tr>
<tr>
<td><strong>MIT(M)</strong></td>
<td>24 cp core and specialist units</td>
<td>24 cp specialist units</td>
</tr>
</tbody>
</table>

Note that the GDC and the subsequent master degrees do not completely overlap, because the first 24 credit points of the GDC are required to cover the foundational IT skills required for non-IT graduates to meet the admission requirements of the (72cp) MIT or MITM. Consequently, for GDC graduates, RVL is only possible for specialist units of study that overlap with the master degrees. Also note that the current duration of 60 cp does not allow students to study a GDC+MIT(M) combination within 2 years because they cannot be enrolled in two degrees concurrently.

As we cannot change the master degrees because of its current professional accreditation and we also cannot change its RVL rules because of its limited duration of 72 credit points, this course proposal addresses this situation by (a) reducing the length of the GDC to 48 credit points and (b) by introducing an embedded Graduate Certificate in Computing (GCC) covering the initial 24 credit points of foundational computing units of study:

Proposed GDC + MIT(M) Structure

<table>
<thead>
<tr>
<th>AQF 7</th>
<th>AQF 8</th>
<th>AQF 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG</strong></td>
<td>Non-IT Bachelor degree</td>
<td></td>
</tr>
<tr>
<td><strong>GDC</strong></td>
<td>24 cp foundation units (GCC)</td>
<td>24 cp IT / ITM specialist units</td>
</tr>
<tr>
<td><strong>MIT(M)</strong></td>
<td>24 cp core and specialist units</td>
<td>24 cp specialist units</td>
</tr>
</tbody>
</table>

This would allow a study progression from a non-IT Bachelor to a master degree either via GCC + MIT (or MITM), or alternatively GDC + MIT (or MITM) with 24cp RVL for the specialist units studied in the completed GDC.
FAQ

Why do we not change the Master degrees instead?
Our master degrees (MIT and MITM) are professional degrees accredited by the Australian Computer Society. Changes to their duration or structure would require re-accreditation which is only due in two years time.

Why do we not change the RVL rules for the MIT and MITM?
The first 24 cp of the GDC are required to meet the admission criteria of the MIT or the MITM which are both targeting IT graduates. This was a condition of the ACS accreditation for these master degrees to guarantee the coverage of the ACS Core-body-of-knowledge (ACS CBoK) for non-IT graduates. Besides, there is simply not enough space for granting RVL to 24 credit points of foundational units in the MIT and the MITM which both encompass only 72 credit points and only allow for a maximum of 12cp of foundation units.

Can this change not wait until re-accreditation time of the master degrees?
Unfortunately this change is urgent as we have been approached by several of our international students for whom the current arrangement is a problem when applying for working visa after their studies.

Can students not already study the current GDC followed by the MIT or MITM with corresponding RVL?
Indeed they could do so – but not within two years. Because the current GDC is 60 credit points (which by the way is a clear outlier among all graduate diplomas in the University of Sydney), and as students are not allowed to enrol in two separate degree programs at the same time, GDC students need to study their third semester part-time for their final 12 cp of the GDC before they could be admitted to the MIT or MITM.

What is the distinction between the AQF8 and the AQF9 awards?
Both the GDC and the proposed GCC would be AQF 8 awards because their admission criteria specifies a previous AQF-7 Bachelor degree and all units of study available in the GDC, whether categorised as foundational or as specialisation unit of study, are taught with a focus on the development of professional skills as required for AQF level 8. The learning outcomes of each unit include contextualised evaluation of technical solutions with regard to their suitability for a given situation, critical comparison of different technical approaches, and the discussion and communication of these results to a professional audience.
The master degrees (MIT and MITM) are on AQF level 9 as they include 18 credit points of compulsory core units on professional IT topics (such as project management and IT innovations), and a mandatory 12 credit point capstone project, all of which are not available to the GDC or the GCC.
Non-Confidential

Author: Peter McCallum, Director, Education Strategy
Reviewer/Approver: Peter McCallum, Director, Education Strategy
Paper title: Higher Education Standards Framework and University Policy
Purpose: To advise the Committee on education policy initiatives arising from an audit against the Higher Education Standards Framework

RECOMMENDATION

That the Graduate Studies Committee note:
- The proposed creation of a Collaborative Education and Research Training Agreements Policy 2017 (provisional name) (Attachment 1)
- Amendments to the Learning and Teaching Policy 2015 (Attachment 2)
- Amendments to the Student Placement Policy (new name Student Placement and Projects Policy) (Attachment 3)

EXECUTIVE SUMMARY

An audit of University policies on educational matters against the Higher Education Standards Framework (HESF) revealed several areas where University policy could be strengthened to bring greater clarity to the University's aspirations against the standards and set out its obligations.

Areas that would benefit from greater clarity are:
- Expectation on the knowledge, skills and qualifications of teaching staff (Standard 3.2)
- Scope of seven-yearly comprehensive reviews of accredited courses (Standard 5.3)
- Framework for education and research training agreements with other parties (Standards 5.2, 5.4, 7.3(j) including placement and project arrangements.

To improve the University's education policy framework in relation to the HESF, the following policy work was carried out in July and August:
- Amendments to the Learning and Teaching Policy 2015 will be made to clarify expectations on knowledge, skills and qualifications for teaching staff and the scope of comprehensive course reviews;
- The Student Placement Policy 2015 will be amended to cover student projects as well as placements;
- The Guidelines for Inter-institutional agreements 1997 will be replaced by a policy on Collaborative Education and Research Training Agreements.

The policy amendment and creation work is being carried out with the intention that it will be in place by the time that TEQSA notifies the University of the scope of their assessment in September 2017, ahead of a formal application from the University for re-registration at the end of February 2018.

BACKGROUND / CONTEXT

The Higher Education Standards Framework (HESF) is established under the Tertiary Education Quality and Standards Agency Act 2011 and sets out threshold standards for higher education in Australia. Universities are required to meet or exceed the threshold standards and are audited in this regard by TEQSA. Meeting the standards is one of the minimum requirements for accreditation as an Australian University as set out in Part B of the standards.
Non-Confidential

An internal audit of the standards carried out in 2017 suggested some areas where policies relating to education could be strengthened in order to bring greater visibility to the University’s obligations and as one of several mechanisms to ensure quality and compliance.

These are set out in the Table below:

<table>
<thead>
<tr>
<th>Section of the HESF</th>
<th>Subsection</th>
<th>Standard</th>
<th>Suggested action</th>
</tr>
</thead>
</table>
| Section 3 Teaching  | 3.2 Staffing | (3) Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:  
(a) knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice  
(b) skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and  
(c) a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.  
(4) Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualifications or experience required for teaching of supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard. | A section 24 A be inserted in Part 4 of the Learning and Teaching Policy (Attachment 2) setting out the qualifications of teaching staff.                                                                                                                                 |
| Section 5 Institutional Quality Assurance | 5.3 Monitoring, Review and Improvement | 1. All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.  
2. A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students’ achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery | Clause 6 of Section 11, Collegial Governance of the Learning and Teaching Policy (Attachment 2) be reviewed to give guidelines on the scope of reviews of accredited reviews.                                                                                                                                 |
|                     | 5.4 Deliver with Other Parties | 1. Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality | 1. The Student Placement Policy (Attachment 3) be reviewed and                                                                                                                                                                                                                     |
Also 5.2 Academic and Research Integrity (4)
Also 6.1 Corporate Governance (3)(c)
Also 7.3 Information Management (1) (i)

assured, including assurance of the quality of supervision of student experiences.

2. When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

expanded to cover provisions for agreements in the case of student project agreements with outside organisations, including industry, professional and community partners, other with other educational institutions. Such provisions should also placements for HDR students.

2. The Guidelines on Inter-Institutional Agreements be replaced by an Collaborative Education and Research Training Agreements Policy (provisional title) (Attachment 1).

CONSULTATION

This memo has been circulated to the UE Research Training Committee (12 July) and the University Executive (20 July).

Policy amendments and proposals will be presented as follows:

1. Learning and Teaching Policy
Undergraduate Studies Committee/Graduate Studies Committee – 1 August
UE Education – 7 August
Academic Standards and Policy Committee – 8 August
University Executive – 10 August
Academic Board – 29 August

2. Student Placement Policy
Undergraduate Studies Committee/Graduate Studies Committee – 1 August
UE Research Education Committee – 2 August
UE Education – 7 August
Academic Standards and Policy Committee – 8 August
University Executive – 10 August
Academic Board – 29 August

3. Collaborative Education and Research Training Agreements Policy (provisional title)
Undergraduate Studies Committee/Graduate Studies Committee – 1 August
UE Research Education Committee – 2 August
UE Education – 7 August
Academic Standards and Policy Committee – 8 August
University Executive – 10 August
Academic Board – 29 August
Non-Confidential

A working group met on 22 June to review the Guidelines for Inter-Institutional Agreements 1997 and to collect feedback on what should be included in the updated policy (Attachment 1) including the indicative scope, types of agreements covered, delegations, what the agreements must cover, quality assurance and review and renewal of agreements. A second meeting was held on 18 July to review and discuss the draft proposed policy.

ATTACHMENTS

Attachment 1 - Collaborative Education and Research Training Agreements Policy
Attachment 2 - Amendments to the Learning and Teaching Policy
Attachment 3 - Amendments to the Student Placement Policy (new name Student Placement and Projects Policy)
COLLABORATIVE EDUCATION AND RESEARCH TRAINING AGREEMENTS POLICY 2017

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

Dated:

Last amended:

Signature: 

Position: Vice-Chancellor

CONTENTS

1 Name of policy ................................................................. 1
2 Commencement ............................................................... 1
3 Policy is binding ............................................................... 1
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5 Application ...................................................................... 2
6 Definitions ...................................................................... 2
7 Purposes and principles .................................................. 4
8 Types of agreements ........................................................ 5
9 Establishing, approving, reviewing and renewing agreements ........................................ 7
10 Quality assurance .......................................................... 8
11 Roles and responsibilities .............................................. 9

Notes .................................................................................. 9

Amendment history .................................................................. 9

1 Name of policy

This is the Inter-Institutional Agreements Policy 2017

2 Commencement

This policy commences on [date].

3 Policy is binding

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

This policy:

(1) sets out a framework to align education and research training cooperation between the University of Sydney and other institutions with the University’s educational strategy and standards;

(2) describes the framework for establishing, maintaining and reviewing collaborative education and research training agreements, including memoranda of understanding that facilitate such agreements, between the University of Sydney and other academic institutions;

(3) describes the policy framework for situations where any part of an award course or research training activity of the University of Sydney is delivered by another institution or party other than an employee of the University, whether Australian or international;

(4) sets out principles for the approval of collaborative educational and research training agreements in accordance with the University of Sydney (Delegations of Authority – Administrative Functions) Rule; and;

(5) sets out requirements for quality assurance in education and research training when conducted under an inter-institutional agreement.

5 Application

(1) This policy applies to agreements to collaborate with other parties in education, and research training including:

   (a) Memoranda of Understanding;
   (b) Educational agreements;
   (c) Research training agreements;
   (d) Staff Exchange Agreements
   (e) Placement and student project agreements;
   (f) Agreements for the provision of educational services to the University by other parties.

(2) This policy does not apply to:

   (a) funding agreements with government;
   (b) Agreements for the delivery of Educational Services to other parties covered by the Agreements for Educational Services Policy 2011;
   (c) confidentiality agreements
   (d) clinical trials agreements
   (e) student accommodation agreements
   (f) agreements that do not have an educational or research training component
   (g) research agreements

6 Definitions

In this policy:
academic unit has the meaning given in the Learning and Teaching Policy 2015 which, as at the date of this policy, is:

- a faculty, University school, board of studies, school, department, centre or interdisciplinary committee of the University.

Academic Board means the academic board established under Section 16 of the Act.

Act Means the University of Sydney Act 1989 (as amended)

agreement means a written binding or non-binding agreement between the University of Sydney and another institution authorised by a person or persons within each institution with the delegated authority to enter into the agreement.

agreement sponsor means the person taking responsibility for the monitoring, quality and review of the agreement.

cotutelle agreement Has the meaning given in the University of Sydney (Higher Degree by Research) Rule 2011 which at the time of approval of this policy is:

- an agreement between the University and another university or institution that:
  
  (a) permits joint candidature in the Doctor of Philosophy; and
  (b) allows a candidate to receive a doctorate from the University and from the other university or institution, each testamur acknowledging the circumstances under which the award was made.

dean includes, where appropriate, a Head of School and Dean of a University school.

delegate Has the meaning given in the University of Sydney (Delegations of Administrative Functions) Rule 2016 which, at the date of approval of this policy is:

- an employee, member or committee of Senate or any other person or entity to whom or to which a delegation has been made by Senate

dual degree agreement means an agreement between two degree-awarding institutions whereby students are permitted to enrol concurrently in an award in each institution and receive credit from each institution for a component of learning at the other institution.

educational agreement means an agreement between institutions to cooperate on an educational program as set out in 7 (4) of this policy.

exchange student has the meaning given in the University of Sydney Coursework Policy 2014 which at the time of approval of this policy is:

An Exchange Student means a person who is:

- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study
at an overseas institution with which the University has an exchange agreement; and
• enrolled in one or more units of study at the University.

**international agreement** means an agreement with a partner, or subsidiary of a partner, not based in Australia. An international agreement may also be any of the agreement types described in section 8 of this policy.

**faculty** includes, where appropriate, a University school.

**project** means a learning experience built around researching, proposing, creating and/or implementing solutions to a problem, either individually or in a group.

**student** has the meaning given the *Coursework Policy 2014*, which at the date of approval of this policy is:

- a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.

**student placement** has the meaning given in the *Student Placement Policy 2015* which, at the time of approval of this policy is:

- assigning a student to undertake supervised learning at a workplace that is controlled by a placement provider, for the purpose of the student's practical education. A placement is a vocational placement as provided in the *Fair Work Act 2009 (Cth)*.

**third party** means a party involved with the University of Sydney in the education of a student which is not the University of Sydney or the student.

**University** means the University of Sydney

### 7 Purposes and principles

(1) The purpose of education and research training agreements between the University of Sydney and other institutions is to expand knowledge and the dissemination of knowledge through academic collaboration and enhanced educational opportunity.

(2) Education and research training carried out under the terms of collaborative agreements must align with the University's strategy.

(3) The quality of education and research training carried out under the terms of a collaborative agreements must be assured to equivalent standards to other education and research training carried out at the University.

(4) Agreements must ensure that education and research training carried out with another institution or party under an inter-institutional agreement are governed by University of Sydney policies or by policies by other parties and institutions that achieve similar outcomes and have similar intentions to University of Sydney policies.
(5) Where education or research training that is provided by another party, or carried out under the terms of an agreement with another institution, contributes to a University of Sydney award, the University accepts full accountability for the standards and quality of that education.

(6) Educational and research integrity must be maintained in any education or research training carried out under a collaborative agreement and the operations and activities of partners must consistent with the University’s policies on education al and research integrity.

(7) Agreements must ensure that representations by other parties about the University, its research training, education and courses are not false or misleading.

(8) Activities undertaken under an agreement must be covered by the terms of that agreement.

8 Limits on collaborative educational and research training agreements

The University will not enter into a collaborative agreement in education or research training unless:

(9) The benefits, desirability and risk of the agreement have been assessed in accordance with this policy;

(10) The agreement is consistent with the University’s obligations under the Higher Education Standards Framework;

(11) The proposed agreement has been approved by the relevant delegate in accordance with this policy and any associated procedure;

(12) The agreement complies with the terms of the Intellectual Property Policy 2016.

8 Agreements

(1) Agreements may have multiple purposes and combine more than one type of agreement.

(2) Titles of agreements may vary from the terms used in this policy in accordance with policy and governance requirements of partner organisation.

(3) Agreements must:
   (a) be appropriate in scope to the activities covered by the agreement
   (b) reflect an assessment of risk and the University’s risk tolerance
   (c) make provisions for termination of the agreement by either party.

(4) Memoranda of understanding
   (a) Memoranda of understanding between the University of Sydney and another institution document an intention to collaborate on education, research training or research or a combination of these. This policy applies to memoranda of understanding that involve education or research training.
   (b) Memoranda of understanding may establish overarching principles which govern specific education and research training agreements attached to a memorandum.
(c) Principles contained in a Memorandum of understanding are not binding on either party, unless specifically stated or confirmed in specific education and research training agreements.

(d) A single Memorandum of understanding with an institution may provide the principles and frameworks for multiple agreements.

(5) Education agreements

(a) Educational agreements are an agreement between the University and another party to cooperate on an educational program

(b) Education agreements should enhance educational opportunity

(c) Educational agreements may include collaborative education agreements, agreements on admission pathways, articulation and credit recognitions, dual degree agreements, joint delivery, dual degree agreements, an agreement by one party to deliver education for another, the sharing of education resources, curricula or academic staff, exchange and study abroad agreements, and agreements on student placements and projects.

(d) Except as specified in the agreement, students participating in education or research training under an inter-institutional agreement are governed by the Rules and Policies of the University of Sydney.

(e) Notwithstanding 3(b) students participating in education under the terms of an educational agreement may appeal results under the terms of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and make complaints under the Resolution of Complaints Policy 2015.

(f) Notwithstanding 3(b) students participating in education under the terms of an education agreement must comply with the University's policies on educational and research integrity and are subject to the terms of those policies.

(6) Research training agreements

(a) Research training agreements should enhance opportunities for research collaboration and may include collaborative research and research training agreements, cotutelle agreements, research exchange agreements and agreements on students placements and projects.

(7) Staff Exchange Agreements

(a) Staff Exchange agreements are an agreement between two institutions for members of staff at each institution to work at the other institution for a period, while retaining the conditions of employment at their original institution

(8) Placement and student project agreements

(a) Placement and student project agreements create opportunities for student placements and projects and may include agreements on clinical and non-clinical placements, preferred placement provider agreements and agreements on student projects.

Note: Placement and student project agreements must be constructed to comply with the Placement and Student Project Policy.
9 Establishing, approving, reviewing and renewing agreements

(9) An education or research agreement must have an agreement sponsor who takes responsibility for monitoring and improving the quality of the educational experience or research collaboration.

(10) Prior to entering into negotiation for an agreement the benefits, desirability and risks of the proposed agreement must be assessed by the delegate responsible for approving the agreement on the basis of an expression of interest submitted by the agreement sponsor.

(11) An Expression of Interest must set out:

   (a) the proposed parties to the agreement;
   (b) the agreement sponsor;
   (c) the strategic purpose and benefits of the agreement;
   (d) the activities to be covered by the agreement;
   (e) the goals or benchmarks of success;
   (f) the proposed duration of the agreement;
   (g) a risk assessment that considers the likelihood, impact and mitigating strategies for the following:
      (i) risks to health and safety
      (ii) risks to educational and research standards including education and research integrity
      (iii) risks to the reputation of the University
      (iv) financial risks
      (v) any other identified risks.
   (h) other information required by the approver.

(12) In assessing an expression of interest to enter into an agreement, a delegate must consider:

   (a) the object of the University;
   (b) the strategic purpose and benefits relative to the University and faculty strategic plan;
   (c) the feasibility of achieving the benefits and goals;
   (d) the impact of the agreement on other educational and research activities.
   (e) risks and mitigating strategies in relation to the University's risk tolerance.

(13) After reviewing an Expression of Interest a delegate may determine that negotiations on the agreement proceed no further.

(14) Agreements must be in a form approved by the Office of General Counsel.

(15) Agreements must specify:

   (a) the duration of the agreement up to a maximum of 5 years;
   (b) The strategic purpose and goal and benchmark for success;
   (c) activities covered by the agreement.
(16) Agreements must be approved by the delegate with authority to approve the agreement under the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

(17) After reviewing a proposed agreement a delegate may determine that the proposed agreement not be approved.

(18) Where the delegate is not a Deputy Vice Chancellor a copy of the approved agreement must be sent as follows:
   (a) for Education agreements and Research Training agreements to the Deputy Vice-Chancellor (Education).
   (b) for International agreements to the Deputy Vice-Chancellor (Registrar).

Note: where an agreement is an education or research training agreement involving an international partner, a copy should be sent to both the Deputy Vice-Chancellor (Education) and the Deputy Vice-Chancellor (Registrar).

(19) All agreements must be on the University’s corporate record keeping system.

(20) All agreements must be monitored against University education and research standards.

(21) All agreements must be reviewed against the stated strategic purpose, goals or benchmarks at the conclusion of the agreement.

(22) After review, agreements may be renewed for a period not exceeding 5 years, under the terms of this policy.

9 Quality assurance

(1) Education carried out under an inter-institutional agreement must meet the educational excellence requirements for award courses specified in clause 8 of the Learning and Teaching Policy 2015.

(2) Student experience in education carried out under an inter-institutional agreement must be:
   (a) measured through surveys and other appropriate instruments each time a course is offered;
   (b) reviewed by the Agreement sponsor; and
   (c) reported as directed by the Dean or Head of School

(3) The agreement sponsor must provide a report on activity undertaken under the agreement during the previous year to the Dean or Deans in February each year.

(4) The Dean must provide a report on education carried out under inter-institutional agreements to the faculty leadership group and faculty board in March each year;

(5) The faculty board must consider the Dean’s report and forward it, with appropriate comments, to the delegate who approved the agreement.

(6) The delegate who approved the agreement must consider the Deputy Vice-Chancellor’s report and forward it, with appropriate comments, to the Academic Board.

(7) The Academic Board:
   (a) must consider the report; and
   (b) may make recommendations to the Deputy Vice Chancellor (Education), the University Executive, or a relevant Dean or Deputy Vice-Chancellor.
NOTES

Collaborative Education and Research Training Agreements Policy 2017

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

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

Administrator: [List the position title of the most senior person responsible for the day to day operation of the policy]

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

Related documents:

- Tertiary Education Quality and Standards Act 2011 (Cth)
- Higher Education Standards Framework
- University of Sydney (Delegations of Authority – Administrative Functions Rule) 2016
- Coursework Policy 2014
- Agreements for Educational Services Policy 2011
- Agreements for Educational Services Procedure 2011
- Learning and Teaching Policy 2015
- Research Agreements Policy 2011
- Resolution of Complaints Policy 2015
- University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)

AMENDMENT HISTORY

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LEARNING AND TEACHING 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 amendments only)

Signature:

Position: Chair, Academic Board

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PART 1   PRELIMINARY

1  Name of policy

This is the Learning and Teaching Policy 2015.

2  Commencement

This policy commences on 1 January 2016.

3  Policy is binding

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

4  Statement of intent

This policy:

   (a) describes the nature of education at the University;
   (b) sets out the manner in which curricula are structured;
   (c) provides for the effective management of learning and teaching; and
   (d) establishes quality assurance processes for learning and teaching.

5  Application

Except to the extent that a contrary intention is expressed this policy applies to the learning and teaching of coursework award courses.

6  Definitions

(1)  In this policy:

   academic unit means a faculty, board of studies, school, department, centre or interdisciplinary committee of the University.
   assessment means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.
Associate Dean - Education means:

- the Associate Dean of a faculty with responsibility for education at the relevant level; or
- the deputy chairperson of a board of studies; or
- a person appointed by the Dean to have responsibility within the faculty for education at the relevant level. This position may have any of a number of different titles, including Associate Dean - Education, Associate Dean - Teaching or Learning, Associate Dean - Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. The responsibilities of the Associate Dean - Education specified in this policy may be shared between more than one Associate Dean position.

Australian Qualifications Framework (AQF) means the national framework for recognition and endorsement of education qualifications.

award course means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate.

Note: See clause 18

award course resolutions means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate.

Note: See clause 2.3 of the Coursework Rule 2014.

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

an undergraduate degree that:

- achieves at least the outcome specified for level seven of the AQF;
- is a program of liberal, professional or specialist learning and education; and
- builds on prior secondary or tertiary study.

The University offers two types of Bachelor degrees.

- Liberal Studies bachelor Degrees; and
- Professional or Specialist Bachelor Degrees

Note: See clause 83A of the Coursework Policy 2014.
Bachelor of Advanced Studies has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

the Bachelor degree available as a combined degree with all Liberal Studies Bachelor degrees and specified Specialist or Professional Bachelor degrees, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is a Liberal Studies Bachelor Degree.

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

a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation and intellectual and professional growth.

Note See clause 18.

combined degree course means a combination of two degree programs structured to enable students to count a specified number of units of study towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course.

Note: See clause 18.

core means a set of units of study that develops required knowledge and skills for an award course.

course means a planned and structured sequence of learning and teaching primarily aimed at the acquisition of knowledge, skills and understanding.

coursework award course means a course approved by the Academic Board and endorsed by the Senate that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, and graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.

curriculum means the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments.

Note: See clauses 15 - 17.

Dean means the Dean of the relevant faculty.

department means an academic disciplinary grouping established within a school.
double degrees course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications. A single testamur or separate testamurs may be issued.

faculty means a faculty or board of studies as established in each case by its constitution, and in this policy refers to the faculty or faculties responsible for the relevant award course.

faculty office means the professional staff led by a faculty manager that support learning and teaching within a faculty.

graduate qualities means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. Part 2 of this policy details the qualities of graduates of undergraduate award courses.

Group of Eight (Go8) means the coalition of eight research-intensive Universities, comprising The University of Melbourne, The Australian National University, The University of Sydney, The University of Queensland, The University of Western Australia, The University of Adelaide, Monash University and UNSW Australia.

Note: See https://go8.edu.au/

Head of Department means an academic leader within a department who represents the department in school or disciplinary fora. A Head of Department co-ordinates the provision of teaching and the development of curriculum within a department.

Head of School means the head of a school within a faculty with responsibility for approving arrangements for teaching and appointment of casual staff within the school. This role may be fulfilled by a position with another title (e.g. Head of Discipline or the chair of a board of studies or interdisciplinary committee.)

honours units means advanced units of study at 4000-level specified as requirements to qualify for an award with honours as set out in clause 95 of the Coursework Policy 2014.

LMS means learning management system, which is the online learning system used by the University to host unit of study websites.

learning outcomes means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, award course, or other curriculum component.

Liberal Studies Bachelor Degree has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

    a program of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.
**major** means a defined sequence of units of study taken by a student, which develops depth of expertise in a field of study.

**Note:** See clause 18.

**minor** means a defined sequence of units of study taken by a student, which develops expertise in a field of study.

**Note:** See clause 18.

**mode of delivery** means the manner by which courses and units of study are presented to students, and includes:

- face to face classes;
- fully online learning;
- blends of face to face and online learning; and
- on or off campus delivery, including off shore delivery.

**open learning environment** has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

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

**postgraduate award course** means an award course leading to the award of a Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

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

**Note:** See clause 18.

**program co-ordinator** means the designated person responsible, at a program, major or degree level, for managing the curriculum and providing co-ordination and advice to staff and students.

**Professional or Specialist Bachelor Degree** has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

- a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.
shared pool means the list of majors, minors and units of study (including units in the open learning environment or Sydney Research Seminars) that are available to students enrolled in all Liberal Studies Bachelor degrees (including combined degrees with the Bachelor of Advanced Studies).

specialisation means the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor Degree or postgraduate degree.

stream means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree.

Note: See clause 18.

student means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.

Sydney Research Seminars means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem approved by the Board of Interdisciplinary Studies.

supervisor means the member of the academic staff who is appointed to supervise a dissertation, treatise or long essay component of a coursework award program or an undergraduate honours program.

teaching session means, as appropriate, a semester or a summer or winter session.

third party learning technologies means web-based and mobile applications which are not managed through a contract between the University and technology suppliers.

undergraduate award course means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma, Bachelor degree or Bachelor (Honours) degree.

undergraduate degree means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcome specified for Level seven of the AQF.

unit of study means the smallest stand-alone component of an award course that is recordable on a student’s transcript. Units of study have an integer credit point value, normally six credit points except where approved by the Academic Board.

Note: See clause 18.

unit of study co-ordinator means the academic staff member appointed by the Dean or Head of Department with overall responsibility for the planning and delivery of a unit of study.
PART 2 THE NATURE OF EDUCATION AT THE UNIVERSITY

7 Graduate qualities and learning outcomes

(1) All undergraduate award courses must be designed to develop and assess the acquisition of the graduate qualities that the University has agreed are necessary to contribute effectively to contemporary society. These are achieved through a structured program, including learning outcomes of specific relevance to the particular award or discipline.

(2) Graduate qualities consist of:
(a) depth of disciplinary expertise;
(b) broader skills:
   (i) critical thinking and problem solving;
   (ii) oral and written communication;
   (iii) information and digital literacy; and
   (iv) inventiveness;
(c) cultural competence;
(d) interdisciplinary effectiveness;
(e) an integrated professional, ethical and personal identity; and
(f) influence.

(3) These qualities should be embedded in the curriculum in a way that enables students to:
(a) excel at applying and continuing to develop disciplinary expertise;
(b) learn and respond effectively and creatively to novel problems;
(c) work productively, collaboratively and openly in diverse groups and across cultural boundaries;
(d) work effectively in interdisciplinary (including inter-professional) settings;
(e) build broader perspectives, innovative vision, and more contextualised and systemic forms of understanding;
(f) build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty; and
(g) be effective in exercising professional and social responsibility and making a positive contribution to society.

(4) The graduate qualities adopted by the University for undergraduates, and their purposes, are set out in the following table (Table 1):
### Table 1

<table>
<thead>
<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise.</td>
<td>To excel at applying and continuing to develop disciplinary expertise.</td>
</tr>
<tr>
<td>Broader skills:</td>
<td></td>
</tr>
<tr>
<td>- Critical thinking and problem solving;</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems.</td>
</tr>
<tr>
<td>- Communication (oral and written);</td>
<td></td>
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<tr>
<td>- Information/digital literacy;</td>
<td></td>
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<tr>
<td>- Inventiveness.</td>
<td></td>
</tr>
<tr>
<td>Cultural competence.</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries.</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness.</td>
<td>To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding.</td>
</tr>
<tr>
<td>An integrated professional, ethical and personal identity.</td>
<td>To build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty.</td>
</tr>
<tr>
<td>Influence.</td>
<td>To be effective in exercising professional and social responsibility and making a positive contribution to society.</td>
</tr>
</tbody>
</table>

**Note:** See also [Good Practice Guidelines for the Development of Students Academic and Professional Communication Skills](#) and [Implementation Guidelines](#)

### 8 Educational excellence

(1) All award courses must be designed towards the achievement of excellence in outcomes, experience and environment.

(2) Educational programs and the management of learning and teaching must be designed and managed to ensure excellence in:

(a) educational outcomes: at the conclusion of their educational experience, students will demonstrate the graduate qualities to a high standard;

(b) educational experience, as shown through:

   (i) the impact of teachers and their capacity to engage students productively in the teaching and learning process; and

   (ii) students’ mastery of the meta-cognitive skills that form the basis for self-directed learning;

and

(c) educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:

   (i) facilitates excellent outcomes and experience;
(ii) fosters innovation; and
(iii) seeks continuous improvement through systematic monitoring.

(3) To ensure excellent outcomes, faculties must design processes in which:
(a) curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;
(b) students:
(i) are actively engaged in learning;
(ii) are challenged, guided and supported to reach a high standard of learning; and
(iii) become increasingly aware of, and responsible for, their learning; and
(c) students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.

(4) Learning environments must be accessible to students with disabilities, allow appropriate flexibility and use technology to minimise barriers to learning caused by time constraints, timetables and other artificial rigidities.

9 Engaged enquiry

(1) Learning programs must be designed to:
(a) enable students to acquire and apply knowledge and skills through engaged enquiry;
(b) challenge students with novel problems; and
(c) enable students to demonstrate increasing awareness of, and responsibility for, their learning.

(2) Engaged enquiry is a design principle which is used to develop curricula, create learning experiences, and review courses and units of study.

(3) Engaged enquiry unites learning through the thinking and discovery processes used in research with experiential development of skills and knowledge through application.

(4) Research-enriched enquiry involves the formulation and critical testing of hypotheses on the basis of evidence and prior knowledge.

(5) Engagement arises from the further development of skills and knowledge through application in work, community and interdisciplinary settings.

(6) Research-enriched enquiry and engagement together form a core principle against which learning programs must be assessed.

10 Academic integrity

(1) Academic honesty by staff and students is an underlying ethos of all education.
(2) Policy and procedures relating to academic honesty in coursework are set out in the Academic Honesty in Coursework Policy 2015.
11 **Collegial governance**

(1) The purpose of collegial governance is to provide a vehicle for:

(a) continuous improvement and innovation;

(b) an effective framework to achieve educational excellence; and

(c) the achievement of graduate qualities and learning outcomes to a high standard by each student.

(2) All award course programs must be overseen by a course committee or standing committee of the relevant faculty or board of studies.

*Note:* A standing committee may have oversight of more than one award course, or of a category of award courses: for example, all undergraduate awards or all postgraduate coursework awards.

(3) All committees with responsibility for oversight of award course programs must include:

(a) representatives of the academic disciplines responsible for teaching;

(b) representatives of students enrolled in the award course program; and

(c) the relevant Associate Dean - Education.

(4) Committees responsible for award courses may:

(a) make recommendations to the faculty, Heads of School and Dean on:

(i) learning outcomes;

(ii) curricula;

(iii) units of study;

(iv) assessment;

(v) educational excellence;

(vi) academic integrity; and

(vii) program review;

and

(b) take such decisions on these and other matters related to learning and teaching within award courses as delegated by the faculty,

*provided that* the faculty retains oversight and responsibility for the outcomes, quality and review of award courses.

(5) Faculties, or their relevant standing committees, may also establish such other program committees (including, if appropriate, unit of study committees) as are necessary for ensuring excellence in outcomes, experience and environment. Program committees must include:

(a) representatives of teachers within the program; and

(b) students enrolled in the program.

(6) Faculties, or their relevant standing committees, must ensure that award courses receive a comprehensive review including external referencing or other benchmarking at least every seven years and must forward a report of the review to the Academic Board.
(7) Award course review committees must include:
   
   (a) representatives of the academic disciplines responsible for teaching in the award course;
   
   (b) students enrolled in, or recently graduated from the award course; and
   
   (c) relevant stakeholders from professions or industry, as determined by the committee responsible for oversight of the award course.

(8) The faculty and award course committees are responsible for obtaining approval of units of study, programs and award courses consistently with Part 4.

(9) Learning programs must be developed and managed through a collegial process which must:
   
   (a) be evidence based (using academic expertise, research, benchmarking, and, where appropriate, market appraisal); and
   
   (b) build on consultation with stakeholders listed in subclause 11(7).

Note: See clause 23 for specific authorities, roles and responsibilities for the management of learning and teaching.

PART 3 CURRICULUM STRUCTURE

12 Statement of intent

This part:

(a) prescribes the structure of the curriculum for award courses and units of study; and

(b) articulates the components of award courses and the broad structure of undergraduate, postgraduate and combined coursework awards.

13 Learning outcomes

(1) Learning outcomes articulate the specific achievements in skill, knowledge and application necessary to demonstrate graduate qualities in a particular discipline. They must be aligned with graduate qualities and must be assessed as part of the curriculum.

(2) Learning outcomes should be specified for award courses and for each of their components, including as relevant units of study, majors, programs and specialisations.

(3) Learning outcomes specified for the components of an award course should be aligned with each other and with the learning outcomes of the award course.

14 Award courses

(1) An award course must enable students to demonstrate graduate qualities through defined learning outcomes.

(2) Titles for awards in the Australian Qualifications Framework (AQF) must be consistent with the AQF Issuance Policy.
(3) The title of an award course must include:
   (a) the qualification type; and
   Note: See section 1.3 of the University of Sydney (Coursework) Rule 2014 and section 1.03 of the University of Sydney (Higher Degree by Research) Rule 2011.
   (b) the discipline.

(4) The title of an award course may include one or more optional components, such as a stream.

(5) Award courses must follow an orderly and flexible program of learning experiences in a curriculum designed and approved consistently with this policy.

(6) Award courses must have defined outcomes which:
   (a) specify the relevant graduate qualities;
   (b) specify the learning outcomes that must be achieved to demonstrate those graduate qualities for a particular discipline; and
   (c) demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and level in the AQF.

(7) Award courses must follow a curriculum which:
   (a) takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;
   (b) is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and
   Note: See clause 11.
   (c) incorporates the components of the curriculum framework set out in clauses 15 - 20.

15 Curricula generally

(1) Curricula must enable students to achieve the graduate qualities and learning outcomes of an award course or component of an award course. A curriculum sets out, in a progressive and cumulative manner:
   (a) specified knowledge and skills, expressed as learning outcomes;
   (b) the learning experiences and inquiry processes by which they are acquired;
   (c) how they are applied; and
   (d) an orderly and methodical assessment process through which they are demonstrated to a high standard.

(2) Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.
   (a) Disciplinary depth enables students to achieve command and understanding of a discipline area and can be achieved through focussed study in a program, major, through the completion of components, or through the completion of a stream.
(b) Disciplinary breadth enables students to contextualise their learning in the context of related studies and other disciplines, apply it to new contexts and augment it according to their learning needs and interests. Disciplinary breadth is achieved through electives, minors, additional majors, studies in other disciplines, interdisciplinary projects and the open learning environment.

(3) A curriculum framework is a broad structure for the constituent educational experiences offered by each degree. It comprises components that are essential for every student to reach an agreed standard, and enrichment opportunities that enable students to extend learning according to individual needs and interests, but are not required or relevant for every student.

16 Curriculum framework for undergraduate education

(1) The curriculum framework for new and revised undergraduate awards must include the following components:
   (a) a program, major, stream or specialisation in at least one field of study;
   (b) a structured approach to the development of knowledge and skills;
   (c) collaborative and group-based learning activities and assessments;
   (d) interdisciplinary and inter-professional learning experiences;
   (e) authentic problems and assessments;
   (f) an open learning environment for the extension of knowledge and skills; and
   (g) project-based learning.

(2) If an undergraduate degree is offered exclusively as part of combined or double degree courses, the components may be in either award course and need not be in both individually.

(3) The following table (Table 2) sets out the graduate qualities associated with each of these components.

   **Note:** The curricula for award courses developed prior to 1 January 2016 must include these components when reviewed in line with clause 11(6)

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major or specialisation in at least one field of study</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A structured approach to the development of knowledge and skills</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td>Collaborative and group-based learning activities and assessments</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
</tbody>
</table>
### Component | Graduate qualities
--- | ---
Interdisciplinary and inter-professional learning experiences | • Broader skills  
• Interdisciplinary effectiveness  
• Influence
Authentic problems and assessments | • Depth of disciplinary expertise  
• Broader skills  
• Interdisciplinary effectiveness  
• Integrated identity  
• Influence
An open learning environment for extension of knowledge and skills | • Broader skills  
• Interdisciplinary effectiveness  
• Integrated identity  
• Influence
Project-based learning | • Depth of disciplinary expertise  
• Broader skills  
• Integrated identity  
• Influence

## 17 Curriculum framework for postgraduate coursework education

1. The curriculum framework for postgraduate coursework awards must include:
   1. advanced specialisation in a field of knowledge;
   2. research skills;
   3. a structured approach to the development of knowledge and skills;
   4. a capstone experience in research, scholarship or professional project.

2. The curriculum framework for postgraduate coursework units may include one or more of the following:
   1. a major;
   2. a minor;
   3. interdisciplinary study;
   4. exchange and work based projects;
   5. professional or industry experience;
   6. authentic problems and assessments;
   7. elective units; and
   8. project-based learning.

3. The following table (Table 3) sets out the graduate qualities associated with each of the above components of a coursework postgraduate award course.
Table 3

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation in a discipline area</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A capstone experience</td>
<td></td>
</tr>
<tr>
<td>A major</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary study</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td>Exchange and work based projects</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional</td>
<td>• Broader skills</td>
</tr>
<tr>
<td>learning experiences</td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Professional or industry experience</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Research</td>
<td>• Broader skills</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
</tbody>
</table>

**Note:** See Part 17 of the Coursework Policy 2014 for the requirements for different postgraduate award types.
18 Components of award courses

Note: See Clause 26 (2) for commencement dates of sub clauses 18 (1) - (8) inclusive.

(1) Streams:
   (a) can be conceptualised as separate pathways within an award course;
   (b) are versions of a degree that are separated for admission purposes but are
       linked to other streams of the degree through shared nomenclature, shared
       course components and shared rules;
   (c) consist of a combination of related units of study which are structured to
       provide the student with a depth of specialist knowledge of a discipline or
       field;
   (d) are identified by the name of the stream of the award in parentheses after
       the name of the award course of which they are a stream;
   (e) are recorded on the student's transcript;
   (f) apply to 1000-, 2000-, 3000- and, where applicable, 4000-level units, as
       specified in the award course resolutions; and
   (g) are not restricted to a specific number of credit points.

(2) Programs:
   (a) are a combination of units of study that develop expertise in a multi-
       disciplinary domain or a professional or specialist field and include a
       recognised major in a field of study;
   (b) must have intellectual and educational coherence and specified learning
       outcomes as required in clause 13; and
   (c) in undergraduate degrees, comprise:
       (i) a minimum of 12 and a maximum of 24 credit points at 1000-level;
       (ii) a minimum of 12 and a maximum of 24 credit points at 2000-level;
       (iii) a minimum of 18 and a maximum of 24 credit points at 3000-level
           units of study;
           Note: Three year programs (available in degrees of 144 credit points) must
           not, when combined with the requirements of the degree core, require more than 84 credit points (72+12).
       (iv) in degrees and combined degrees requiring 192 credit points, up to 48
           credit points at 4000 level;
           Note: Four year programs (available in degrees of 192 credit points) must
           not, when combined with the requirements of the degree core, require more than 132 credit points (120+12).
       (v) an embedded major;
       (vi) at least 12 credit points of the degree core, if a degree core is
           specified for the degree; and
   (d) are recorded on the student’s transcript.
(3) **Majors:**

(a) comprise a defined sequence of units taken by a student that develop depth of expertise in a field of study;

(b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13;

(c) in undergraduate degrees, must require exactly 48 credit points; as specified in this sub clause;

(d) in undergraduate degrees, must include:
   (i) exactly 12 credit points at 1000-level units of study;
   (ii) a minimum of 12 and a maximum of 18 credit points at 2000-level; and
   (iii) a minimum of 18 and a maximum of 24 credit points at 3000-level (or, higher for degrees requiring more than 144 credit points);

(e) in undergraduate degrees, must include at the 3000-level:
   (i) 1 x 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and
   (ii) 1 x 6 credit point unit requiring the application of disciplinary skills and knowledge in an interdisciplinary context; and

(f) are recorded on the student transcript.

**Note:** the requirements of sub clauses (3)(e)(i) and (3)(e)(ii) may both be met through a single unit. Where a student takes two majors, and a single unit or units of study exists such that the requirement for (3)(e)(i) or (3)(e)(ii) can be met in both majors, that or those units may be used in fulfilment of requirement 3(e)(i) or 3(e)(ii) in both majors, provided that all other requirements in 18(3) are met for each major.

(4) **Minors:**

(a) comprise a defined sequence of units of study taken by a student that develops expertise in a field of study;

(b) in undergraduate degrees, comprise units to the value of exactly 36 credit points including:
   (i) exactly 12 credit points at 1000-level;
   (ii) a minimum of 12 and a maximum of 18 credit points at 2000-level;
   (iii) a minimum of 6 and a maximum of 12 credit points at 3000-level;

and

(c) are recorded on the student’s transcript.

(5) **A degree core:**

(a) is a set of units of study that develops required knowledge and skills for the degree and which is required to be completed by all students within an award course or a stream or specialisation within an award course;

(b) in Liberal Studies Degrees, comprises no more than 24 credit points at 1000- or 2000-level.

(6) **A capstone experience** should be integrative, foster student autonomy and, where appropriate, include a cross-disciplinary perspective.

**Note:** See *Coursework Policy 2014*
(7) **Combined degrees and double degrees** must meet the learning outcomes of both component award courses.

(a) All Liberal Studies and specified Specialist or Professional Bachelor Degrees may be combined with the Bachelor of Advanced Studies as set out in the applicable award course resolutions.

(8) Award courses may achieve depth and breadth of learning by the specification of core units and elective units.

(a) Units of study may be specified as core units if the faculty determines them to be essential to achieve the learning outcomes of the award course, stream, program, major, minor or specialisation. Core units must be completed by all students enrolled in the award course or relevant curriculum component or specialisation.

(b) Elective units are units chosen by students in order to extend their degree requirements according to their need or interests and contribute to graduate qualities. Electives are chosen from a list defined by the faculty and approved by the Academic Board.

(9) **Units of study**

(a) Units of study:

(i) follow a programmed set of coherent learning experiences and assessments that lead progressively to the achievement of the learning outcomes for the unit; and

(ii) must be completed over one or two teaching sessions.

(b) Faculties must define learning outcomes for each unit of study which are aligned with those of the award courses in which the unit of study is offered and those of other components of award courses of which it is a part.

(c) Except in the case of ‘shell’ units used for students undertaking study at another institution and other purposes, the learning outcomes, requirements and assessment framework and standards of a unit of study must be the same for all students taking that unit of study, regardless of the award course in which they are enrolled.

(d) Student transcripts and student record files must record a single result and a single credit point value for each unit of study attempted by a student.

(e) Units of study must be identified by an eight character alpha-numeric code, of which the first four are letters identifying the relevant school, department or discipline and the final four are integers identifying the unit of study and the level at which it is offered.

(f) The integers in the unit of study alpha-numeric code must commence with a number which indicates the level, in the generic form ****1xxx (for 1000-level units), ****2xxx (for 2000-level units) and so on.

(g) 1000-level units of study have learning outcomes of a foundational or introductory nature and are designed for students in the first year of a bachelor degree.

(h) 2000-level units of study have learning outcomes which assume prior foundational or introductory study and are designed for students who have completed the first year of a bachelor degree.
(i) 3000-level units of study have learning outcomes designed for students in the third year of a bachelor degree. In 144 credit point bachelor degrees, such units should enable students to demonstrate learning outcomes at a level expected for those completing a bachelor degree at AQF level 7.

(j) 4000-level units of study have learning outcomes at the advanced or honours level and are designed for students who have already achieved learning outcomes for a 144 credit point pass-level bachelor degree or who are completing the final year of a 192 credit point bachelor degree.

(k) 5000-, 6000- and higher level units of study have learning outcomes designed for postgraduate award courses.

(10) Credit points and student workload

(a) Credit points measure the relative quantitative contribution of a unit of study to an award course.

(b) The full time credit point load for undergraduate and postgraduate coursework award courses is 24 credit points per semester, or 12 credit points for summer session and six credit points for the winter session. A full time credit point load for a year is 48 credit points equating to a student workload of 1350 -1800 hours per year including class time, private study, assessment and assessment preparation.

(c) The normal credit point load for a unit of study is six credit points, except where otherwise approved by the Academic Board.

(d) The credit point load for a unit of study in the open learning environment must be zero, two or six credit points.

(e) Units of study shared across different award courses and between different faculties must have the same credit point value in every course.

(f) Where units of study are core units in more than one award course or shared individually or as part of a major or minor in the shared pool, faculties must design units of study to meet the learning needs of students in all award courses and components for which the unit is a core unit.

(g) The relationship between the level of student effort in a unit of study and the credit point value of that unit must take account of all courses sharing that unit of study.

(h) Faculties must consider overall student workload in assigning credit point value as follows:

   (i) 24 credit points equates to the effort expected of a full-time student, studying 36 – 48 hours per week or pro-rata for part-time students.

   (ii) A single credit point should therefore equate notionally to a minimum expectation of 1.5 – 2 hours of student effort per week for units of study offered over a semester.

   (iii) Flexibility between different units may be exercised in the allocation of credit point value to accommodate any tensions between the duration of core learning experiences and their perceived importance in achieving learning outcomes for the award course.

(i) Faculties introducing new units of study with a credit point value other than six must inform the Academic Board, explaining the rationale for deviating from the standard and addressing issues of compatibility.
(11) On academic grounds, a faculty may propose to the Undergraduate or Graduate Studies Committee of the Academic Board units of study with zero, one or two credit points.

(12) **Teaching sessions**

(a) Teaching and learning in award courses must take place in standard teaching sessions, or in special teaching sessions determined by faculties in a faculty calendar and approved by the Academic Board.

(b) The standard teaching sessions are first semester, second semester summer session and winter session.

(c) A semester comprises 13 weeks of programmed learning, one study week and one to two weeks for examination and assignment preparation.

(13) University semester dates, and dates for summer and winter sessions and teaching blocks must be approved by the Academic Board.

19 **Assessment framework**

(1) Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a unit of study and in an award course.

(2) Learning outcomes for units of study must be assessed either within the unit of study or within an assessment framework for the award course or a component of an award course.

(3) The assessment framework of award courses and units of study must promote student learning and engaged enquiry, and be designed to ensure that key milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.

(4) Faculties must design the assessment framework of an award course to ensure that all students who successfully complete the award course demonstrate the graduate qualities and specified learning outcomes for the award.

(5) Unit of study co-ordinators must design the assessment framework of a unit of study to ensure that all students who successfully complete the unit of study demonstrate the graduate qualities and learning outcomes of the unit of study and are assessed to the same standard.

(6) The University’s policy and procedures on assessment are set out in Part 14 of the *Coursework Policy 2014* and in the *Assessment Procedures 2011*.

20 **Academic integrity in the design of curricula**

(1) Learning experiences, programs and curricula must be designed to educate students early in the first year about academic integrity, appropriate acknowledgement, academic honesty and avoiding plagiarism.

(a) This education must include an online module endorsed by the Office of Educational Integrity and should also include tutorials work and scaffolding writing tasks as appropriate.

(2) The assessment framework of award courses and the assessment matrix within each unit of study must be designed and reviewed each time the unit is offered to ensure academic integrity.
(3) Faculties must manage the risk to academic integrity within the assessment framework for each unit of study consistently with the Academic Honesty in Coursework Policy 2015 and associated procedures.

Note: See clause 12 of the Academic Honesty in Coursework Policy 2015.

20A Third party learning technologies

(1) All use of third party learning technologies must be consistent with relevant University policies, including in particular:

(a) Policy on the Use of University Information Communications Technology Resources;

(b) Privacy Policy 2013; and

(c) University Recordkeeping Policy.

(2) Staff members and academic units:

(a) are responsible for identifying and managing any risks associated with third party learning technologies which they introduce and use in association with their teaching; and

(b) must register the use of such technologies with the office of the Deputy Vice-Chancellor (Education).

(3) Third party learning technologies must not be used for assessment purposes without the permission of the Deputy Vice Chancellor (Education).

(4) Where a third party learning technology is introduced by the University, the University must:

(a) develop and communicate an appropriate strategy for support of the technology; and

(b) establish and implement appropriate mechanisms for:

(i) retrieving and storing records of student activity generated by the technology; and

(ii) trialling and evaluating the use of the technology.

(5) Where a third party learning technology is introduced by a staff member or academic unit, the person or unit introducing it must:

(a) develop and communicate an appropriate strategy for support of the technology; and

(b) establish and implement appropriate mechanisms for:

(i) retrieving and storing records of student activity generated by the technology; and

(ii) trialling and evaluating the use of the technology.
PART 4  MANAGEMENT OF LEARNING AND TEACHING

21 Statement of intent

The purpose of this part of the policy is to set out the framework, and specific responsibilities, for the management and evaluation of learning and teaching at unit of study, degree and University level. This includes academic governance authorities, roles and responsibilities, and quality assurance processes.

22 Rescinded

23 Roles and responsibilities in managing learning and teaching

(1) Delegations of authority for the management of learning and teaching are set out in:
(a) Delegations of Authority – Academic Functions;
(b) Supplementary Delegations of Authority – Academic Functions; and
(c) University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended).

(2) The Academic Board

(a) subject to endorsement by Senate, approves the award course level curriculum which is developed, implemented and monitored by the faculty;
(b) approves requirements and other elements of award courses as set out in the Coursework Policy 2014, award course resolutions and tables of units of study, including:
   (i) determining the type of degree;
   
   Note: types are: for bachelor degrees - liberal studies or specialist or professional; for masters degrees - advanced learning by coursework, professional by coursework, or research.
   (ii) the inclusion of degree core, programs, majors and minors in award course requirements;
   (iii) the inclusion of mandatory units, and barrier assessments;
   (iv) the table of units of study for an award course;
   (v) the curriculum of streams within an award course;
(c) approves faculty resolutions;
(d) approves admission requirements and pre-requisites for award courses;
(e) approves, on the recommendation of the relevant faculty or Board of Interdisciplinary Studies:
   (i) addition and deletion of award courses, streams, programs, majors, minors; and
   (ii) changes to the degree core;
(f) approves the list of majors, minors and units of study available in the shared pool for Liberal Studies degrees and the Bachelor of Advanced Studies, on the recommendation of the Board of Interdisciplinary Studies;

(g) approves changes to the mode of delivery of a course or unit of study;

(h) determines deadlines for submitting proposals for new, amended and deleted award courses;

(i) determines teaching periods and commencement and conclusion dates of the academic year and, if appropriate, variations from standard teaching sessions requested by faculties;

(j) is responsible for:

   (i) aligning the range of the University’s academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard;

   (ii) reviewing education programs within faculties in a seven year cycle;

   (iii) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2;

   (iv) monitoring processes within faculties to support the academic integrity of the University’s programs and assessment;

   (v) monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action;

   (vi) considering and, if appropriate, approving the name and abbreviation used for each award course; and

   (vii) developing and maintaining quality and educational excellence as set out in Part 5.

(3) The Deputy Vice-Chancellor (Education) is responsible for strategic leadership of educational excellence and educational innovation throughout the University. The Deputy Vice-Chancellor (Education):

   (a) develops and maintains institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience; and

   (b) develops and maintains quality and educational excellence as set out in Part 5.

(4) The Deputy Vice-Chancellor (Registrar) is responsible for the institutional systems and processes that support educational excellence. The Deputy Vice-Chancellor (Registrar) develops and maintains institutional systems and strategy in order to achieve excellence in admission, student recruitment, and administration processes.

(5) The University Executive Curriculum and Course Planning Committee:

   (a) reviews the business case for new course proposals from faculties; and

   (b) advises the University Executive and its relevant committees in their deliberations over whether to endorse a proposed course or change for consideration by the Academic Board.
(6) The Board of Interdisciplinary Studies approves:
(a) units of study under a faculty’s direction which are included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;
(b) units of study that are not under a faculty’s direction;
(c) the inclusion of units of study that are not under a faculty’s direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;
(d) units of study in the open learning environment, Sydney Research Seminars, and interdisciplinary units of study offered to students in any degree.

(7) Faculties
(a) Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculties:
(i) establish a standing committee or committees with responsibility for excellence in outcomes and experience in award courses;
(ii) consider and, if appropriate, approve curriculum for all units of study, minors, and majors and programs in an award course;
(iii) approve learning outcomes for units of study, majors and programs;
(iv) approve assessment for units of study and other curriculum components as appropriate;
(v) approve pre-requisites and co-requisites for units of study and honours components;
(vi) determine the curriculum and learning outcomes for streams for recommendation to the Academic Board;
(vii) determine integration between units of study to meet the learning outcomes of majors, programs, streams or award courses and to achieve graduate qualities;
(viii) determine faculty resolutions relating to award courses of the faculty;
(ix) develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;
(x) where appropriate, monitor alignment with standards set by professional and accrediting bodies;
(xi) advise the Academic Board of any changes to degree level curricula. This includes creation, variation and deletion of courses and changes to tables of units of study;

Note: Course proposal and amendment requirements can be found on the Academic Board website.

(xii) ratify assessment results;
(xiii) monitor and maintain standards in the quality of assessment practices and academic integrity;

Note: See the Coursework Policy 2014, the Assessment Procedures 2011 and the Academic Honesty in Coursework Policy 2015.

(xiv) review and act on educational quality data each semester as set out in Part 5;
(xv) monitor breaches of academic integrity within the faculty;
(xvi) review the assessment framework of units of study and other curriculum components to eliminate or minimise the possibility of such breaches;

(xvii) report breaches of academic integrity to the Academic Board as required by the Academic Honesty in Coursework Policy 2015; and

(xviii) monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs as set out in Part 5.

Note: See clause 11. Responsibilities for standards and operational matters in connection with programs may be undertaken by relevant committees.

(8) Deans

(a) Deans have overarching responsibility for standards, quality, strategic leadership and resource allocation to achieve educational excellence within faculties. Deans:

(i) exercise strategic oversight of faculties and their committees, the Associate Dean - Education and Heads of School to develop and maintain alignment with faculty strategy and operations;

(ii) consistently with the Coursework Policy 2014, set operational parameters for teaching and curricula, including teaching workloads, staff profile, fees and student numbers;

(iii) [highlighted]: make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Parts 4 and 5;

(iv) direct the appropriate allocation of resources for educational excellence;

(v) direct that student representatives be elected or appointed as members of education, undergraduate, postgraduate studies committees and program committees;

(vi) direct faculty or school offices to keep current and available relevant documentation relating to the faculty’s academic programs, including documentation for units of study;

(vii) appoint an Educational Integrity Co-ordinator and, if appropriate, additional nominated academics to act as decision makers in relation to alleged breaches of academic integrity in line with the Academic Honesty in Coursework Policy 2015; and

(viii) consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres, or delegate this authority to a Head of School.

(9) Associate Deans - Education

(a) Associate Deans - Education lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty and, on behalf of the Dean, monitor the effectiveness of processes for achieving graduate outcomes through engaged enquiry. Associate Deans – Education:

(i) co-ordinate teaching across the faculty to deliver excellent educational outcomes and experience;

(ii) review and act on data on educational quality;
(iii) monitor and direct alignment of educational standards and quality in the faculty with University policy and strategy;
(iv) implement collegial governance in the creation and review of educational programs within the faculty; and

Note: See clause 11.
(v) support quality of teaching and learning across the faculty as set out in Part 5.

(10) Supervisors
(a) Supervisors provide leadership, guidance and mentorship to students undertaking research projects, and provide academic advice to students on reporting of research findings. Supervisors:
(i) support the student in the research project, including providing timely feedback and advice;
(ii) monitor progress within the context of the overall research project;
(iii) develop in the student the necessary skills to complete the project; and
(iv) educate students about the University’s policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.

(11) Heads of School
(a) Heads of School lead strategies and allocate resources for educational excellence within the school. Heads of School:
(i) assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school as specified in Section 24A;
(ii) review reports and data on educational quality in consultation with unit of study co-directors and program committees;
(iii) act in relation to staff performance and effective allocation of quality resources; and
(iv) if requested to do so by the Dean, consider and, if appropriate, approve requests by unit of study co-directors to opt out of the recording of lectures in University-managed lecture theatres.
(v) appoint a unit of study co-ordinator for each unit of study for which the department is responsible;
(vi) make appropriate alternative arrangements if a unit of study co-ordinator is or will be absent; and
(vii) appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

Note: In faculties without a school structure, the roles and responsibilities of a Head of School may be taken by the Associate Dean – Education.

(12) Heads of Department
(a) appoint a unit of study co-ordinator for each unit of study for which the department is responsible;
(b) make appropriate alternative arrangements if a unit of study co-ordinator is or will be absent; and

(c) appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

(13) **Unit of study co-ordinators**

(a) Each unit of study must have a named unit of study co-ordinator, appointed by the relevant Head of Department.

(b) The Unit of study co-ordinator:

(i) is appointed for the whole of a teaching period during which a unit of study is being provided;

(ii) should inform the relevant head of department of any intended or foreseeable absence, at least four weeks in advance;

(iii) develop, implement and monitor unit of study curricula, learning activities and assessment, subject to approval by the faculty;

(iv) align learning outcomes between a unit of study and an award course, and implement, at the unit study level, strategies and policies for educational excellence;

(v) review unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, align with program learning goals and graduate qualities;

(vi) document and communicate the unit of study curriculum as a unit of study outline in the LMS, and make a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;

(vii) review assessment tasks and standards in relation to policy and report to the faculty and the program committee;

(viii) review the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the risk of breaches of academic integrity;

(ix) design the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015;

(x) report incidents of potential academic dishonesty or plagiarism in line with university policy;

(xi) gather, review and act on data on educational quality, in consultation with the unit of study team and the Head of School;

(xii) administer surveys of educational experience and provide reports to students and the faculty on the quality of the student experience as set out in Part 5;

(xiii) make recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a unit of study; and

(xiv) manage access to lecture recordings and, where necessary, submit applications to opt out of recordings in University-managed lecture spaces to the Dean or Dean’s nominee.
(14) Individual teachers

(a) Educational excellence exists when teachers engage students in their learning. To this end, individual teachers:

(i) support and lead student learning of the curriculum, as specified and to the agreed standards;
(ii) prepare the educational content of units of study;
(iii) design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;
(iv) monitor and act to support academic standards and academic integrity; and
(v) where there is more than one teacher in a unit, participate as part of the unit of study team to support the unit of study co-ordinator in his or her role and responsibilities.

(15) Students

(a) An essential component of educational excellence is that students gain increasing understanding of, and take responsibility for, their learning. To this end, students must:

(i) be familiar with the degree resolutions, relevant policies and other requirements for the course as set out in the faculty handbook, unit of study outline and other published guidelines; and
(ii) satisfy attendance and assessment requirements.

(b) In addition, students should participate in any evaluations of their experience, so that educational excellence is monitored and improved.

24 Documentation and communication

(1) This part of the policy sets out appropriate standards for:

(a) communicating with students and staff;
(b) managing the development of units of study, curricula and award courses; and
(c) institutional record keeping.

Note: See University Recordkeeping Policy and Recordkeeping Manual

(2) Unit of study co-ordinators, together with the faculty, must provide a unit of study website on the LMS which contains, at a minimum:

(a) the unit of study outline;
(b) relevant curriculum resources; and
(c) any other material specified in the Learning and Teaching Procedures 2016.

Note: See clause 11 of those procedures.

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

(4) After publication of the unit of study outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances.
(5) Each faculty must publish an annual handbook, containing the minimum information specified in the Learning and Teaching Procedures 2016.

Note: See clause 9 of those procedures.

(6) The Academic Board may make award course resolutions, which must contain at least the minimum information specified in the Learning and Teaching Procedures 2016.

Note: See clause 8 of those procedures.

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

(8) Upon each student's graduation the University will provide each of the following documents, which will provide the information required by the Learning and Teaching Procedures 2016:

(a) an Australian Higher Education Graduation Statement;
(b) a transcript;
(c) a certificate of graduate status; and
(d) a testamur.

Note: See clause 12 of those procedures.

(9) The Australian Higher Education Graduation Statement must contain, at a minimum:

(a) a description of the award;
(b) any industry or professional accreditation; and
(c) other relevant outcomes.

24A STAFFING

(1) Except as allowed for in 24a (2), a Head of School must only appoint a unit of study coordinator or teacher with appropriate knowledge skills and qualifications including:

a. up to date knowledge of field or discipline informed by ongoing research, scholarship or contemporary professional practice;
b. relevant skills in learning, teaching and assessment; and
c. except for staff teaching, coordinating or supervising award courses at level 10 of the Australian Qualifications Framework (AQF), a qualification at least one level higher in the AQF than the award course into which the teacher or coordinator teaches, coordinates or supervises, or equivalent academic attainment or professional experience.

d. for teachers, coordinators or supervisors in AQF level 10 awards, a relevant qualification at AQF level 10.

(2) a. Subject to approval of an Associate Dean, a Head of School may appoint a teacher who does not possess qualifications at the level specified in 24A (1) (c) above, but who does possess equivalent academic attainment or professional experience provided that:

i. the academic attainment or professional experience that is deemed to be the equivalent of the required qualification is documented and approved in writing by the Associate Dean;
ii. the approval, documentation and a CV of the teacher or coordinator is stored on the University’s central record keeping system; and
iii. the teacher is under the oversight or supervision of a coordinator.
or other teacher of the unit who possess the qualification specified in 24A (2) (c).

b. Subject to the approval of an Associate Dean, a Head of School may appoint a teacher to teach a specialized component who is undergoing training in tertiary teaching but who does not possess the qualification specified in 24A (1) (c), provided that:
   i. the approval, reason for approval and a CV of the teacher is stored on the University’s central record keeping system; and
   ii. the teaching is guided or coordinated by another staff member teaching or coordinating the unit who does possess that qualification.

PART 5 QUALITY ASSURANCE

25 Quality assurance processes

(1) Quality assurance ensures that learning outcomes at the required standards are demonstrated by students in appropriate tasks and assures that, for each learning activity, a quality learning environment exists. Quality assurance processes must be:
   (a) standards driven;
   (b) evidence based; and
   (c) institutionally aligned.

(2) Quality is measured in terms of excellence in:
   (a) educational outcomes;
   (b) educational experience;
   (c) educational environment.

Note: See Part 2.

(3) Excellence in educational outcomes is measured through systematic assessment which ensures that students achieve course learning outcomes at a high standard, and through the assessment of graduate qualities.
   (a) Faculties and their Associate Deans - Education must arrange for assessments to be subject to peer feedback and periodic benchmarking.

(4) Excellence in educational experience is measured through students’ reports of their experience. Feedback should be formal and informal and captured at unit of study, major, program or degree level. University, national and international surveys should be used to collect formal feedback.
   (a) Unit of study co-ordinators and Associate Deans - Education must administer surveys of educational experience each time a unit of study is offered.
   (b) The Deputy Vice-Chancellor (Education) must implement surveys of students’ experience of their learning at a University-wide level at least annually.

(5) Excellence in educational environment is measured through students’ responses to University, national and international surveys, and targeted ad hoc assessments of learning spaces.
(a) The Deputy Vice-Chancellor (Education) must implement surveys of educational environment at a University-wide level at least annually.

(6) At unit of study level
(a) Standards for educational outcomes must be determined by the faculty with reference to the discipline.
   (i) These standards must be easily visible at faculty level, generated through scrutiny of results data, and align with awards.
   (ii) The unit of study co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity.

(b) Standards for educational experience include the student experience of learning and teaching, information about which is obtained through relevant student surveys and peer observation of teaching where appropriate.
   (i) The unit of study co-ordinator must provide annual reports on students’ experience in a unit of study and feedback from surveys to students and the faculty.

(c) Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:
   (i) accepted learning space standards; and
   (ii) student and teacher evaluations, including the effective use of existing resources for teaching units of study.

(7) At the curriculum level
(a) Educational outcomes must:
   (i) contribute to student qualifications;
   (ii) meet accreditation requirements; and
   (iii) be aligned with institutional, industry, professional and community expectations.

(b) Standards and outcomes must be determined by the faculty and managed by the faculty or its relevant committee.
   (i) Student survey results must be used to set standards and targets.
   (ii) Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.

(c) Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, reports from accrediting bodies, and Go8 Standards Verification reports.
   (i) The Associate Dean - Education must provide annual reports on students’ educational experience to the faculty.
   (ii) Faculties must provide copies of formal benchmarking reports to the Academic Board.
   (iii) Deans must provide copies of accreditation reports from external organisations to the Academic Board on receipt.
   (iv) The Deputy Vice Chancellor (Education) must provide Go8 Standards Verification reports to the Academic Board on receipt.
(d) The quality of the educational environment is measured by the provision of formal and informal learning spaces, where students belong to a community of scholars within discipline and degree programs. Physical learning spaces are measured against:

(i) accepted learning space standards; and
(ii) student and teacher evaluations, including the effective use of existing resources.

(8) At the University level

(a) Educational outcomes prepare the student for learning, life and work experiences, including success in accessing further study opportunities, rewarding career paths, and contribution to the community.

(b) Educational experience is acquired through engagement and enquiry which challenges students with novel problems and issues at every stage of the educational process.

(c) Educational environment is measured in terms of the provision of physical spaces and equipment, and virtual learning environments. The environment should support working together to achieve excellence.

(d) The University must evaluate the quality of outcomes, experience and environment using methods which include:

(i) using study survey results to set targets and benchmarks at faculty and University level;
(ii) accreditation reports;
(iii) meeting Group of Eight (Go8), AQF, Higher Education Standards, and professional regulatory body requirements; and
(iv) Academic Board and UE faculty reviews.

(e) The Deputy Vice-Chancellor (Education) must monitor evaluations of the standards of educational experience and education environments and provide reports to the University Executive and the Academic Board.

(f) The Academic Board must monitor educational excellence and, where appropriate, provide advice to the Deputy Vice Chancellor (Education), the Vice Chancellor and the Senate.

(g) The Academic Board and the UE must provide reports of faculty reviews to the Senate.

26 Rescissions, replacements and transitional provisions

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:

(a) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001

(b) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001

(c) Academic Board Policy on Consultation with Students which commenced in 2008

(d) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997
(e) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy

(f) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999

(g) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005

(h) Principles for First Year Orientation and Transition Policy which commenced in 2001

(i) Quality Assurance and Learning Management Systems Policy which commenced in 2005

(j) Research-Enhanced Learning and Teaching Policy which commenced in 2007

(k) Written and Oral Communication Skills of Students Policy which commenced in 2002

(l) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004

(2) Sub clauses 18(1)-(8) apply to all undergraduate degrees approved or reviewed after 25 July 2016.
# SCHEDULE ONE

**Roles and responsibilities for curriculum (standards) and operational aspects**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines.</td>
<td>Participate in evaluations of their experience, to ensure that educational excellence is achieved. Encouraged to participate in the development and review of courses and units of study.</td>
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<tr>
<td></td>
<td>Satisfy attendance and assessment requirements.</td>
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<tr>
<td>Individual teachers</td>
<td>Support and lead student learning of the curriculum as specified, and to the agreed standard.</td>
<td>Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study coordinator.</td>
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<tr>
<td></td>
<td>Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy.</td>
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<tr>
<td></td>
<td>Monitor and implement academic standards.</td>
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<tr>
<td></td>
<td>Educate students on academic integrity and report any breaches of academic integrity.</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
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</tbody>
</table>
| Unit of study co-ordinators | Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities.  
Document and communicate the unit of study curriculum as a unit of study outline in the LMS, and ensure its availability in the faculty handbook.  
Review assessment tasks and standards in relation to policy and report to the faculty and program committee.  
Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the [Academic Honesty in Coursework Policy 2015](#).  
Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches.  
Recommend student assessment tasks to the faculty and program committee.  
In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality. | Lead and co-ordinate the unit of study team to deliver quality teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors</td>
<td>Provide leadership, guidance and mentorship to students undertaking research projects.</td>
<td>Support the student in the research project, including providing timely feedback and advice.</td>
</tr>
<tr>
<td></td>
<td>Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay.</td>
<td>Monitor progress within the context of the overall research plan.</td>
</tr>
<tr>
<td></td>
<td>Educate students on, and monitor the project for compliance with, the University’s policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.</td>
<td>Provide the student with the necessary skills to complete the project.</td>
</tr>
<tr>
<td>Heads of department</td>
<td></td>
<td>Appoint a unit of study co-ordinator for each unit of study within the department.</td>
</tr>
<tr>
<td>Heads of school</td>
<td></td>
<td>Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school.</td>
</tr>
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<td></td>
<td></td>
<td>In consultation with the heads of departments, unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
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</tbody>
</table>
| Associate Dean - Education | Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty.  
On behalf of the Dean establish effective processes for achieving graduate outcomes through engaged enquiry.  
Align educational standards and quality within the faculty with the University policy and strategy. | Co-ordinate teaching across the faculty to deliver excellence in educational outcomes and experience.  
Review and act on data on educational quality.  
Establish and implement collegial governance, as set out in Clause 11, in the creation and review of educational programs within the faculty.  
Support quality of learning and teaching across the faculty as set out in Part 5. |
| Dean                 |                                                                                                                                                   | Have strategic oversight of faculties, the Associate Dean - Education and heads of school and heads of departments to ensure alignment with faculty strategy and operations (resources).  
Review and act on data relating to educational quality.  
Consistently with the Coursework Policy 2014, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.)  
Make arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5.  
Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation.  
Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty’s academic programs, including documentation for units of study. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculties</td>
<td>Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will establish ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit.</td>
<td>Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs.</td>
</tr>
<tr>
<td></td>
<td>Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study.</td>
<td>May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators.</td>
</tr>
<tr>
<td></td>
<td>Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices. (See the Coursework Policy 2014 and the Assessment Procedures 2011).</td>
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<td></td>
<td>Review and act on data on educational quality and ensure educational excellence.</td>
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<tr>
<td></td>
<td>Entrench academic integrity within the assessment framework of each award course at each stage of the program.</td>
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<tr>
<td></td>
<td>Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the Academic Honesty in Coursework Policy 2015</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
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</tr>
<tr>
<td>Deputy Vice Chancellor</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience). Deliver quality assurance measures as set out in Part 5.</td>
<td></td>
</tr>
<tr>
<td>Chancellor Education</td>
<td></td>
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<tr>
<td>Deputy Vice Chancellor</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in relation to admission, recruitment, and administration processes.</td>
<td></td>
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<tr>
<td>Registrar</td>
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<tr>
<td>University</td>
<td>Through faculties, the Academic Board and the University Executive (UE) Education Committee, review and act on:</td>
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<td></td>
<td>• reports of program committees, including curriculum review and assessment standards;</td>
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<td></td>
<td>• data on educational quality; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• academic integrity.</td>
<td></td>
</tr>
</tbody>
</table>
NOTES

Learning and Teaching Policy 2015

Date registered: 10 December 2015
Date amended: 29 June 2016
26 July 2016
27 October 2016
Date commenced: 1 January 2016
Administrator: Deputy Vice-Chancellor (Education)
Review date: 2 December 2020

Rescinded documents:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
(2) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001
(3) Academic Board Policy on Consultation with Students which commenced in 2008
(4) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997
(5) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy
(6) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999
(7) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005
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(9) Quality Assurance and Learning Management Systems Policy which commenced in 2005
(10) Research-Enhanced Learning and Teaching Policy which commenced in 2007
(11) Written and Oral Communication Skills of Students Policy which commenced in 2002
(12) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004

Related documents:

University of Sydney (Coursework) Rule 2014

University of Sydney (Policies Development and Review) Rule 2011
AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Correction of typographical errors and updating of hyperlinks (administrative amendments only)</td>
<td>20 January 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Various definitions amended to reflect curriculum framework and the introduction of new Bachelor degrees</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definitions clarified: course changed to award course; course resolutions to award course resolutions.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of graduate attributes amended.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of faculty board deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>14(6)(a)</td>
<td>Amended to refer to graduate qualities.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(a); 17(3), Table 2</td>
<td>Reference to specialisation changed to stream. References to core components changed to components.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(b)</td>
<td>Reference to open learning environment added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>16(1)(a); 17(3). Table 2</td>
<td>References to program and specialisation added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>16(3); 17(3). Table 2</td>
<td>References to core deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
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STUDENT PLACEMENT AND PROJECTS
POLICY 2015

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

Dated: 10 December 2015

Last amended: 8 June 2017 (administrative amendments only)

Signature:
Name: Professor Philippa Pattison

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1 Name of policy

This is the Student Placement and Project Policy 2015.

2 Commencement

This policy commences on 1 January 2016.

3 Policy is binding

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

This policy:

(a) provides for students to be properly supported while undertaking professional placement programs and projects including with external partners; and
(b) sets out the University's requirements for the development and management of such programs.

5 Application

(1) This policy applies to placements and projects undertaken by students as a required part of a coursework award course.

(2) This policy does not apply to other placements or projects, but may be used as a guide to practice in relation to such placements or projects.

6 Definitions

coursework award course has the meaning given in the University of Sydney (Coursework) Rule 2014, which at the date of this policy is:

a course approved by the Senate, on the recommendation of Academic Board, that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, graduate certificates, graduate diplomas and those master's degrees that comprise less than 66% research are coursework award courses.

external partner means a person or organisation with whom or with which the University has established a partnership to provide an educational experience based on a placement or project, as defined in this policy.

Faculty means a faculty or University school, as established in each case by its constitution or, where applicable, a board of studies.

placement means assigning a student to undertake supervised learning at a workplace that is controlled by a placement provider, for the purpose of the student’s practical education. A placement is a vocational placement as provided in the Fair Work Act 2009 (Cth).

placement co-ordinator means a member of staff of a Faculty with responsibilities as set out in this policy. The placement co-ordinator may be the unit of study co-ordinator.

placement provider means an individual or organisation with whom a student is undertaking a placement under this policy.
7 Principles for placements and projects

(1) Placements and projects are intended to provide students with authentic experiential learning.

(2) In order to maximise their learning, students working on a placement should:
   a) be given a clear explanation of the professional and academic expectations and learning outcomes of the placement;
   b) have access to quality supervision;
   c) be given work related responsibilities relevant to the intended learning outcomes; and
   d) have structured opportunities for critical reflection.

(3) In order to maximise their learning, students working on a project should:
   a) be given a clear explanation of the professional and academic expectations and learning outcomes of the project;
   b) have access to quality preparation for the learning experience;
   c) have access to quality guidance and advice, including in the resolution of any actual or perceived barriers to progress; and
   d) have access to structured opportunities for critical reflection.

(4) The requirements for assessment of a placement or a project must be set out in the unit of study outline.
   a) The final assessment mark for each student on placement must be determined by the relevant member of the faculty's academic staff, consistently with the requirements of the Coursework Policy 2014 and the Assessment Procedures 2011.
   b) Where a placement or project involves group work, students should be assessed according to their individual achievement of the learning outcomes and graduate qualities, which may include contribution to effective group functioning and communication in intercultural and interdisciplinary settings.

(5) For each student placement or project there must be an identified placement or project co-ordinator.
8 Engagement with placement providers and external project partners

Placement and project co-ordinators are responsible for:

(a) in the case of placements, informing placement providers of the objectives and learning outcome including the attendance requirements, of the placement;

(b) in the case of both placements and projects, establishing appropriate plans for managing any conflict of interests which may arise from any pre-existing relationships between the placement provider or project partner (or relevant member of the placement provider or project partner’s staff) and any student proposed for placement with that provider.

Note: The details of any such plan will depend on the particular circumstances of each case. If no appropriate plan can be developed, the student should be placed with another placement provider or project partner.

9 Placement and project agreements

(1) Students must not be assigned to a placement provider or to a project involving an external partner without an overarching written agreement between the University and the placement provider or external partner which sets out:

(a) the responsibilities of each of the University and the placement provider or project partner;

(b) the insurance requirements for each of the University and the placement provider or project partner;

(c) the level and nature of supervision which will be provided to students on placement or to students undertaking a project; and

(d) intellectual property, confidentiality and privacy obligations applicable to placement or project.

(2) Placement and project co-ordinators are responsible for ensuring placement providers or project partners are aware of any reasonable adjustments agreed between the University and the placement provider to accommodate a student with a disability.

Note: The University will only be able to make or agree to any such adjustments if the student has disclosed the disability and consented to the release of necessary information to the placement provider or project partner. See clause 12 of this policy.

(3) Before approving an agreement between the University and a placement provider or project partner, the relevant delegate must consider:

(a) the placement provider’s ability to meet objectives of placements or project;

(b) the appropriateness of the learning environment and the proposed learning experience.

(c) compliance with the Collaborative Education and Research Training Agreements Policy 2017.

(d) the University’s obligations under the Higher Education Standards Framework, particularly in relation to delivery with other parties.

Note: The intent of placement and project agreements is that the University should have a clear, documented agreement with each provider of student placements or project. This does not mean a separate agreement for each student, or necessarily each cohort, but a document to which each party has formally agreed which sets out the terms of the relationship.
10 Communication with students prior to placement or project

(1) Placement and project co-ordinators must inform students of the following before the student commences a placement or project:
   (a) the objectives of the placement or project, including:
      (i) learning outcomes;
      (ii) assessment requirements; and
      (iii) attendance requirements.
   (b) how to apply for special consideration or special arrangements in relation to the placement or project;
      Note: See Coursework Policy 2014 and Assessment Procedures 2011.
   (c) what other University policies or procedures apply to a particular placement or project;
      Note: For example, the Travel Policy and Travel Procedures will apply to international placements.
   (d) whom to contact in the Faculty if the student should have any concerns while on placement or undertaking the project, and how contact may be made; and
   (e) the circumstances under which a placement or project may be terminated by either the placement or project supervisor or the placement, project or unit of study co-ordinator or when a student would be considered to have failed any assessment relating to the placement or project.
      Note: Requirements to complete placements and projects are specified in the relevant course resolutions.

(2) If a placement or project is terminated early for reasons beyond a student’s control, the placement, project or unit of study co-ordinator must:
   (a) arrange for the student to be assessed on the basis of the completed component of the placement or project; and
   (b) inform the student as soon as possible of any remaining requirements to be met in order to complete the placement or project requirement of their course.
      (i) If a placement or project is terminated because the placement or project provider or facilities provided are determined to be unsuitable, the placement, project or unit of study co-ordinator must work with the student to provide options for the student to meet the placement or project requirements of their course without penalty.

(3) Placement or project co-ordinators must request from students details of any pre-existing relationships between the placement or project provider (or relevant member of the placement or project provider’s staff) and any student proposed for placement or project with that provider.

(4) Faculties should develop and register local provisions setting out any requirements for placements in addition to those specified in University policy and procedures.
      Note: All University policies and procedures, and registered local provisions, are available from the Policy Register.

11 Communication with students while on placement or while undertaking a project

(1) Placement or project co-ordinators must establish and maintain mechanisms for communication between the faculty and students on placement or undertaking a project, including in relation to:
(a) the quality of the placement or project experience;
(b) the student’s progress; and
(c) potential or actual problems with the placement or project.

(2) Communication mechanisms must be available to students at all time while on placement or while undertaking a project away from the University.

12 Work health and safety of students on placement or while undertaking a project

(1) Placement or project co-ordinators must:
(a) take all reasonable steps to identify and record where students are undertaking placements and projects at any given time;
(b) in the case of placements and projects undertaken on the placement provider or project partner’s premises, inform placement providers and project partners of the requirement to provide a work health and safety induction to all students on placement or undertaking a project on the partner’s premises;
(c) in the case of placements and projects undertaken on the placement provider or project partner’s premises, notify placement providers and project partners that the placement or project co-ordinator needs to be informed of any work health or safety concern during a placement or project;
(d) in the case of placements and projects undertaken on the placement provider or project partner’s premises, inform students of relevant work health and safety issues before they go on placement or commence the project; and
(e) notify students of the contact details for relevant faculty staff who should be informed of any work health or safety concern during a placement or project.

(2) Placement and project co-ordinators are responsible for recording reported work health and safety incidents occurring during placements on the University’s work health and safety reporting system, Riskware.

(3) Placement and project co-ordinators must request students to disclose health issues that have a work health and safety significance for placement before going on placement, so that student safety can be optimised.

Note: Such information must be handled consistently with the Privacy Policy 2013, Privacy Management Plan, University Recordkeeping Policy and Recordkeeping Manual.

13 Feedback after placements and projects

(1) Placement, project and unit of study co-ordinators must establish and maintain robust mechanisms to obtain feedback from:
(a) students, particularly in relation to:
   (i) the quality of the supervision; and
   (ii) students’ level of preparation for the placement or project;
   (iii) the overall value of the learning experience associated with the placement or project; and
(b) placement or project providers, particularly in relation to:
   (i) the educational design of the placement or project;
   (ii) the preparedness of students on placement or project; and
(iii) the performance of students on placement or projects.

14 Transitional provisions

(1) Faculties are required to achieve compliance with the requirements of this policy by 1 January 2017.

(2) In particular, by 1 January 2017 each faculty must:

(a) develop and register appropriate local provisions for implementation of this policy in the faculty’s circumstances; and

(b) develop and be ready to implement standard template agreements for student placements and projects involving external partners.

NOTES

Student Placement Policy 2015

Date adopted: 10 December 2015
Date commenced: 1 January 2016
Date amended: 19 May 2016 [Insert new Date]
Date amendment commenced: 1 June 2016
Date amended: 8 June 2017 (administrative amendments only)
Administrator: Deputy Vice-Chancellor (Education)
Review date: 10 December 2020
Rescinded documents:
Related documents:

Fair Work Act 2009 (Cth)
Health Records and Information Privacy Act 2002 (NSW)
Privacy and Personal Information Protection Act 1998 (NSW)
Work Health and Safety Act 2011 (NSW)
University of Sydney (Coursework) Rule 2014
University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016
Coursework Policy 2014
Education and Research Agreements Policy 2017
Privacy Policy 2013
Travel Policy
University Recordkeeping Policy
Assessment Procedures 2011
Privacy Management Plan
Recordkeeping Manual
Travel Procedures

**AMENDMENT HISTORY**

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<td>6</td>
<td>Amendments relating to organisational design changes</td>
<td>8 June 2017</td>
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<tr>
<td>Related documents</td>
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