NOTICE OF MEETING

Meeting 05/2019 of the of the Graduate Studies Committee will be held on **Tuesday, 13 August 2019** at 10.00 am in the F23 Administration Building, Level 5 Function Room. The Agenda for the meeting is as follows:

## AGENDA

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<th>PROCEDURAL MATTERS</th>
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<td>1</td>
<td>PROCEDURAL MATTERS</td>
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<td></td>
<td>Presenter</td>
<td>Paper</td>
<td>Time</td>
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<td>1.1</td>
<td>Welcome and Apologies</td>
<td>Chair</td>
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<td>1.2</td>
<td>Minutes of Previous Meeting (18 June 2019)</td>
<td>Chair</td>
<td>Attached</td>
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<td>Actions Arising</td>
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<td>2.1</td>
<td>Report of the Chair</td>
<td>Chair</td>
<td>Attached</td>
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<td>2.2</td>
<td>Report of the Academic Board</td>
<td>Tony Masters</td>
<td>Attached</td>
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<td>2.3</td>
<td>Report of the HDR Scholarships Subcommittee</td>
<td>Shae McCrystal</td>
<td>Attached</td>
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<td>2.4</td>
<td>Report of the Board of Interdisciplinary Studies</td>
<td>Chair</td>
<td>Attached</td>
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<td>3</td>
<td>ITEMS FOR ACTION</td>
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<td>3.1</td>
<td>Major Course Proposals</td>
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<tr>
<td></td>
<td>No major course proposals were submitted for this agenda.</td>
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<td>3.1</td>
<td>Minor Course Proposals</td>
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<td></td>
<td>Education Strategy &amp; Board of Interdisciplinary Studies: Sydney Professional Certificate streamlined approval process</td>
<td>Hayley Fisher</td>
<td>Attached</td>
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</table>
AGENDA

3.2 Engineering: Master of Transport
Presenter: Petr Matous  
Paper: Attached  
Time: 10.30 am

3.3 Engineering: Master of Professional Engineering (Accelerated)
Presenter: Petr Matous  
Paper: Attached  
Time: 10.40 am

3.4 Science: Doctor of Veterinary Medicine
Presenter: Pauline Ross  
Paper: Attached  
Time: 10.50 am

3.5 Science: Master of Clinical Psychology
Presenter: Pauline Ross  
Paper: Attached  
Time: 11.00 am

Higher Degree by Research

3.6 Arts and Social Sciences: Master of Arts (Research), Master of Education (Research), Master of Fine Arts, Master of Philosophy, Master of Philosophy (Education) and Master of Philosophy (Social Work)
Presenter: Jan Shaw  
Paper: Attached

3.7 Business: HDR coursework
Presenter: Uri Gal  
Paper: Attached

3.8 Law: Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research 2020
Presenter: Cameron Stewart  
Paper: Attached

3.9 Law: Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research 2021
Presenter: Cameron Stewart  
Paper: Attached

3.10 Research Education: PhD Graduate Qualities
Presenter: Ross Coleman  
Paper: Attached  
Time: 11.30 am

3.11 Research Education: HDR Coursework Exemptions Model
Presenter: Ross Coleman  
Paper: Attached  
Time: 11.40 am

4 ITEMS FOR NOTING

4.1 Education Strategy: Dual and Joint PhD Degrees Working Group report
Presenter: Chair  
Paper: Attached

5 OTHER BUSINESS

MEETING CLOSE

12.00 pm

MEETING DATES

REMAINING MEETING DATES FOR 2019

Tuesday, 8 October 2019  
10.00 am to 12.00 pm
GRADUATE STUDIES COMMITTEE

10:00am – 12:00pm, Tuesday 18 June 2019

Western Tower Board Room, Quadrangle, A14

Members: Associate Professor Michael Kertesz (Chair); Dr Christopher Coady (Conservatorium); Professor Ross Coleman (Director, Graduate Research); Edwina Grose (Nominee of the Deputy Registrar); Dr Peter Kench (Academic Board nominee); Associate Professor Lynette MacKenzie (Health Sciences); Associate Professor Tony Masters (Chair of the Academic Board); Dr Andrea McCloughen (Nursing & Midwifery); Tracey McClure (Manager, Education and Research, Dentistry, for Dr Munira Xaymardan); Professor Shae McCrystal (Chair, HDR Scholarships Sub-Committee); Associate Professor Nicole Mockler (Academic Board nominee); Dr Claire O’Reilly (Pharmacy); Dr Jan Shaw (Arts & Social Sciences); Professor Cameron Stewart (Law); Associate Professor Lee Stickells (Architecture, Design & Planning); Dr Gareth Vio (Academic Board nominee); Gu Yu (HDR Student).

Attendees: Dr Matthew Charet (Executive Officer to Academic Board, Acting Secretary); Professor Tim Driscoll (School of Public Health, for items 4.14 & 4.15); Charlie Foxlee (Manager, Academic Model); Clare Higgins (Curriculum and Information Manager, Health Sciences); Associate Professor Annette Katelaris (Medicine & Health, for item 4.7); Associate Professor Peter McCallum (Acting Registrar and Academic Director, Education Policy and Quality); Dr Timothy Schlub (Public Health); Dr Kevin Walton (Law, for Item 4.6); Dr Ying Zhang (School of Public Health, for items 4.14 & 4.15).

Apologies: Associate Professor Matthew Beck (Business); Associate Professor Patrick Kelly (Medicine) (Deputy Chair); Kelly Wang (nominee of the President, SUPRA); Dr Munira Xaymardan (Dentistry) (Tracey McClure attending instead).

UNCONFIRMED MINUTES

1 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting, and noted the apologies listed above.

Resolution GSC2019/4-1

The Graduate Studies Committee resolved to accept the apologies as recorded.

2 PROCEDURAL MATTERS

2.1 Minutes of Previous Meeting

The minutes of the previous meeting held on 30 April 2019 were accepted without comment.

Resolution GSC2019/4-2

The Graduate Studies Committee resolved that the minutes of meeting 2019/03, held on 30 April 2019, be confirmed as a true record of that meeting.

2.2 Actions Arising

The Chair reminded members that at the previous meeting, a number of proposals had either been endorsed subject to further amendment or referred to faculty for revision, and that these proposals had either been amended prior to submission to the Academic Board or were on today’s agenda.

Resolution GSC2019/4-3

The Graduate Studies Committee resolved to note the updates provided on actions arising from the previous meeting.
3 STANDING ITEMS

3.1 Report of the Chair

The Chair had nothing to add to the written report.

Resolution GSC2019/4-4
The Graduate Studies Committee resolved to note the report of the Chair.

3.2 Report of the Academic Board

Further to the written report circulated with the agenda, the Chair of Academic Board informed members that a discussion on academic risk is scheduled for next week’s meeting of the Academic Standards & Policy Committee. A draft framework has been built in consultation with the Risk Office, and feedback has been requested to further flesh out the framework. Feedback is also welcome on draft Standing Orders, which have arisen as an outcome of the 2016/2017 review of the Academic Board which had been delayed through the process of TEQSA re-accreditation and consideration of the French Review of freedom of speech in the university sector. The Standing Orders are intended to apply to the Academic Board in the first instance, with committees able to opt-in if they desire.

Resolution GSC2019/4-5
The Graduate Studies Committee noted the report of the Academic Board meeting held on 4 June 2019.

3.3 Report of the Admissions Sub-Committee

The Chair drew the attention of members to the proposal endorsed by the Admissions Sub-Committee, noting its inclusion as Item 4.8 below.

Resolution GSC2019/4-6
The Graduate Studies Committee noted the report of the meeting of the Admissions Sub-Committee held on 28 May 2019, as presented. [Secretary’s note: See also Item 4.8 below].

3.4 Report of the Board of Interdisciplinary Studies

Resolution GSC2019/4-7
The Graduate Studies Committee noted the report from the Board of Interdisciplinary Studies on its meeting of 29 May 2019.

3.5 Report of HDR Scholarships Sub-Committee

Professor McCrystal advised that she had nothing to add to the written report.

Resolution GSC2019/4-8
The Graduate Studies Committee noted the report of the Higher Degree by Research Scholarships Subcommittee (HDRSSC) of its meetings held on 3 May and 7 June 2019.

4 ITEMS FOR ACTION

Major Course Proposals

4.1 Health Sciences: Doctor of Health Science, Master of Health Informatics, Master of Health Sciences (Medical Radiation Sciences), Master of Molecular Imaging, Master of Nuclear Medicine, Master of Orthoptics, Master of Radiation Therapy, Graduate Diploma of Health Sciences (Medical Radiation Sciences), Graduate Certificate of Health Sciences (Medical Radiation Sciences) course deletions

Associate Professor Lynette MacKenzie spoke to this proposal and advised that it has arisen from a review of existing offerings prior to the merger of Health Sciences with the Faculty of Medicine & Health in 2020. Noting that the named award courses have not had any students enrolled since 2017, the Committee endorsed the proposal as presented.

Resolution GSC2019/4-9
The Graduate Studies Committee recommended that the Academic Board:
(1) endorse the proposal from the Faculty of Health Sciences to delete the Doctor of Health Science, Master of Health Informatics, Master of Health Sciences (Medical Radiation Sciences), Master of Molecular Imaging, Master of Nuclear Medicine, Master of Orthoptics, Master of Radiation Therapy, Graduate Diploma of Health Sciences (Medical Radiation Sciences) course deletions.
Sciences) and Graduate Certificate of Health Sciences (Medical Radiation Sciences) from the Resolutions of Senate for the Faculty of Health Sciences; and
(2) recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Health Sciences, with effect from 1 January 2020.

Minor Course Proposals

4.2 Arts & Social Sciences: Master of Economic Analysis

Dr Shaw spoke to a revised proposal to co-badge core units of study which are also available in the Master of Economics, to remove the prerequisite requirements for those instances of the units taken within the Master of Economic Analysis (for which prerequisites are built into the admission requirements). This will enable self-enrolment by the students and remove the necessity of manual intervention to enable students to undertake these core units of study. It was noted that an earlier version of this proposal had been presented to the previous meeting and had been referred back to the faculty for further refinement, which has now been undertaken.

Noting that the unit of study table for the Master of Economics will need to be updated to reflect the prerequisites for the current units of study, this proposal was endorsed for presentation to the Academic Board.

Resolution GSC2019/4-10

The Graduate Studies Committee recommended that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Economic Analysis and embedded award courses; and
(2) approve the amendment of unit of study tables arising from the proposal, with effect from January 1, 2020.

4.3 Arts & Social Sciences: Master of Education

Dr Shaw spoke to a revised proposal to amend the Master of Education, which had been presented to the previous meeting and had been referred back to the faculty for further refinement. This proposal seeks to clarify the relationship between streams and specialisations and updates current reference to specialisations as streams with distinctive entry pathways.

In discussion, a discrepancy was noted between the transitional arrangements presented in different parts of the proposal, and it was agreed that the course resolutions be updated to include only the first clause of the transitional arrangements [Secretary's note: It was also agreed to update all course resolutions presented at today’s meeting in the same manner].

Clarification was sought regarding reference in the unit of study table to core units of study being “developed and delivered” at either Taronga or the University, with a preference expressed to amend this to “delivered” in both instances.

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

Resolution GSC2019/4-11

The Graduate Studies Committee recommended that the Academic Board:
(1) approve the proposal from the Faculty of Arts & Social Sciences to amend the Master of Education and embedded award courses, as amended; and
(2) approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2020.

4.4 Business: Master of Human Resource Management and Industrial Relations

In the absence of a representative from Business, the Acting Registrar and Academic Director, Education Policy and Quality, informed members that the proposal to amend the volume of work experience recognition within this award course was compliant with Part 11 of the Coursework Policy 2014. The Chair of Academic Board asked that the cover note be amended to advise that the basis for the proposal was to ensure that students are better equipped to undertake the award course, rather than emphasising any marketing benefits that might arise from the proposal.

Subject to this amendment, the proposal was endorsed for presentation to the Academic Board.
Resolution GSC2019/4-12
The Graduate Studies Committee recommended that the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend the Master of Human Resource Management and Industrial Relations, as amended; and
(2) approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2020.

4.5 Business: Master of International Business
In the absence of a representative from Business, the Chair of Academic Board asked that this proposal be amended to include further detail regarding the criteria that have to be satisfied at interview. The proposal was referred back to the faculty for further development.

Resolution GSC2019/4-13
The Graduate Studies Committee agreed that the proposal from the University of Sydney Business School to amend the Master of International Business be referred back to the faculty for further development, for resubmission to a future meeting.

4.6 Law: Juris Doctor
Dr Walton spoke to this proposal, advising that it represented a minor adjustment to better reflect current practice. In discussion, it was agreed that the Law School be asked to change clause 5(e) of the course resolutions to read: “The proposed cross-institutional unit must be offered within another Juris Doctor or Master of Laws program at a law school approved by Sydney Law School”.

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

Resolution GSC2019/4-14
The Graduate Studies Committee recommended that the Academic Board:
(1) approve the proposal from Sydney Law School to amend the Juris Doctor, as amended; and
(2) approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2020.

4.7 Medicine & Health: Master of Medicine and Master of Science in Medicine
Associate Professor Katelaris spoke to this proposal, advising that it had been withdrawn from consideration at the previous meeting and has been revised for re-presentation.

Subject to the amendment of the word ‘compulsory’ to ‘core’ in the unit of study tables, this proposal was endorsed for presentation to the Academic Board.

Resolution GSC2019/4-15
The Graduate Studies Committee recommended that Academic Board:
(1) approve the proposal from the Faculty of Medicine & Health to amend the Master of Medicine and Master of Science in Medicine, as amended; and
(2) approve the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

4.8 Medicine & Health: Master of Nursing (Nurse Practitioner)
Dr McCloughen spoke to this proposal, informing members that it has arisen due to changes in professional accreditation standards which necessitate the amendment of admission criteria and practicum requirements in the course resolutions.

In discussion, the Committee asked that the spelling of ‘supernumerary’ in clause 5(3) of the course resolutions be corrected, and that the table of units of study be updated to reflect the required 300 hours of advanced clinical practice, rather than the 150 currently indicated.

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

Resolution GSC2019/4-16
The Graduate Studies Committee recommended that the Academic Board:
(1) approve the proposal from the Faculty of Medicine & Health (Sydney Nursing School) to amend the Master of Nursing (Nurse Practitioner), as amended; and
(2) approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.
4.9 **Medicine & Health: Postgraduate award courses**

The Chair briefly spoke to this proposal, asking whether the phrase “relevant delegated authority” is problematic, and it was agreed to consult the University Policy Manager for advice on this matter and whether it might be helpful to include the Delegations of Authority in the preamble to the course resolutions. The Executive Officer to Academic Board confirmed that local provisions for individual faculties are currently being reviewed to present a single-faculty position, so references to these provisions may need to be updated as appropriate once this work has been completed.

With the exception of the Master of Philosophy course resolutions (which are to be held over to the next meeting), the proposal was endorsed for presentation to the Academic Board.

**Resolution GSC2019/4-17**

The Graduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Medicine & Health and Faculty of Health Sciences to amend the Master of Pharmacy, Graduate Certificate in Pharmacy, Graduate Certificate in Evidence-based Complementary Medicines, Master of Nursing (Nurse Practitioner), Master of Advanced Nursing Practice, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Nursing, Master of Primary Health Care Nursing, Master of Advanced Surgery, Master of Surgery, Master of Medicine / Master of Science in Medicine (including new and variation units of study), Master of Clinical Trials Research, Doctor of Dental Medicine, Doctor of Clinical Dentistry, Master of Diagnostic Radiography, Master of Exercise Physiology, Master of Medical Imaging Science, Master of Occupational Therapy, Master of Physiotherapy, Master of Rehabilitation Counselling, Master of Speech Language Pathology and Master of Applied Science;

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

3. approve the consequent amendment of the Resolutions of Faculty for the Faculty of Medicine and Health, with effect from 1 January 2020.

**Higher Degree by Research**

4.10 **Arts and Social Sciences:** Master of Arts (Research), Master of Education (Research), Master of Fine Arts, Master of Philosophy, Master of Philosophy (Education) and Master of Philosophy (Social Work)

It was agreed that this item be held over to the following meeting.

4.11 **Business:** HDR coursework

It was agreed that this item be held over to the following meeting.

4.12 **Health Sciences:** Master of Applied Science

It was agreed that this item be held over to the following meeting.

4.13 **Law:** Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research 2020

It was agreed that this item be held over to the following meeting.

4.14 **Law:** Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research 2021

It was agreed that this item be held over to the following meeting.

4.15 **Medicine & Health:** Master of Global Health / Master of Philosophy, Master of Public Health / Master of Philosophy

Professor Tim Driscoll spoke to this proposal, informing members that subsequent to its approval at the 5 March 2019 meeting of the Academic Board, the Academic Model Team has asked for an administrative amendment to be made to the research component of the combined degree, to better enable candidature management.

The proposal was endorsed for presentation to the Academic Board.

**Resolution GSC2019/4-18**

The Graduate Studies Committee recommended that the Academic Board:
(1) approve the proposal from the Faculty of Medicine & Health to amend the Master of Global Health / Master of Philosophy and Master of Public Health / Master of Philosophy combined award courses; and

(2) approve the amendment of unit of study tables arising from this proposal, with effect from 1 January 2020.

4.16 **Medicine & Health: Master of Health Policy / Master of Philosophy**

Professor Tim Driscoll spoke to this proposal with Item 4.15 above.

The proposal was endorsed for presentation to the Academic Board.

**Resolution GSC2019/4-19**

The Graduate Studies Committee recommended that the Academic Board:

(1) approve the proposal from the Faculty of Medicine & Health to amend the Master of Health Policy / Master of Philosophy combined award course; and

(2) approve the amendment of unit of study tables arising from this proposal, with effect from 1 January 2020.

4.17 **Education Portfolio: Linking Degree Codes to Table R**

The Director, Graduate Research, advised members that this proposal enables the creation of new course codes to enable access to Table R within specified award courses.

Noting that discussion of the mechanics of the PhD (Board of Interdisciplinary Studies) are not germane to the current proposal and can be discussed at a later date, the Committee endorsed this proposal as presented.

**Resolution GSC2019/4-20**

The Graduate Studies Committee:

(1) endorsed the creation of new HDR degree codes for all faculties and University schools, ensuring that these degree codes are linked to Table R;

(2) once the new degree codes have been created, agreed to permit the Director, Student Operations, to close existing degree codes for applications for admission to research degrees from 2021; and

(3) noted that the Director, Graduate Research, will lead a communications campaign to ensure current and prospective applicants are fully informed of the coursework programme.

4.18 **Education Portfolio: Units for inclusion in Table R (coursework units for HDR students)**

The Director, Graduate Research, informed members that this proposal provides the guidelines and content for a single unit of study collection (Table R) that is intended to be made available to all HDR students. As previously discussed by the Committee and as agreed by the Academic Board, the inclusion of units of study in this table is to be managed via the Committee, after the units of study are first approved by the relevant faculty board or Board of Interdisciplinary Studies as appropriate. While enrolment in coursework will not be compulsory for students until 2021 (thus allowing modification of offerings before full implementation), visibility of indicative units of study is desired for 2020 to enable potential students to see the range of subjects that they might undertake. Students can also elect to undertake specific subjects in 2020 to augment their research training if they wish.

In discussion, members were advised that faculties may restrict HDR students to undertaking specific units of study (for example, by making their completion a Faculty progression milestone), but it is intended that any student may undertake any unit of study that might assist them in their research. At full implementation, it will also be possible for students to undertake up to 48 credit points of Table R units of study. Review of the assessment requirements for units included in Table R was also recommended, with the expressed intention of undertaking such a review via the Academic Quality Committee three years after implementation. Removal of current prerequisite requirements for some units of study will be explored through 2020, as will the current separation between units offered by the Faculties of Medicine & Health and Health Sciences.

The Committee approved the adoption of the guidelines as presented, as well as providing in-principle approval of the units of study recommended for inclusion in Table R, as presented, noting that further work will be undertaken on these inclusions before full implementation in 2021.
Resolution GSC2019/4-21
The Graduate Studies Committee:
(1) approved the guidelines for determining the inclusion of HDR coursework units of study in Table R; and
(2) provided in-principle approval for the inclusion of the recommended units of study, as presented, with effect from 1 January 2021.

4.19 Improving HDR Supervision at the University of Sydney
The Director, Graduate Research, invited distribution of this document among faculty networks and asked that feedback be provided directly to him or returned for discussion at the next meeting.

Resolution GSC2019/4-22
The Graduate Studies Committee:
(1) discussed the paper Improving HDR Supervision at the University of Sydney; and
(2) noted the proposal from the DVC Education Portfolio to review the Supervision of Higher Degree by Research Students Policy 2013.

5 ITEMS FOR NOTING

5.1 Business: Master of Management (CEMS)
The Committee noted this paper as provided.

Resolution GSC2019/4-23
The Graduate Studies Committee noted the decision taken by the Business School to withdraw the proposal to amend the Master of Management (CEMS) with effect from 2020, pending a review of the course scheduled to commence mid-2020.

6 OTHER BUSINESS
There being no other business, the meeting closed at 11.57 am.

7 NEXT MEETING
Tuesday 6 August
10:00am – 12:00pm
Level 5 Function Room, F23 Administration Building
RECOMMENDATION

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

THESIS EMBARGOS

Members are asked to note that the Chair has approved the following embargo requests:
- for a period of 12 months for a PhD student in the Faculty of Medicine and Health
- for a period of 12 months for a PhD student in the Faculty of Medicine and Health
- for a period of 18 months for a PhD student in the Faculty of Arts and Social Sciences
- for a period of 18 months for a PhD student in the Faculty of Arts and Social Sciences
- for a second period of 6 months for a PhD student in the Faculty of Arts and Social Sciences

ERRATUM NOTICE

Members are asked to note that the Chair has approved the addition of an erratum notice to a lodged thesis from the Faculty of Arts and Social Sciences.

Members are also asked to note that the erratum notice to a lodged thesis from the Faculty of Science was approved by a Delegate of the Chair.
Non-Confidential

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<tr>
<th>Author</th>
<th>Dr Matthew Charet, Executive Officer to Academic Board</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of the Academic Board</td>
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<tr>
<td>Paper title</td>
<td>Report of the Academic Board meeting</td>
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<td>Purpose</td>
<td>To advise the Committee of the outcomes of the Academic Board meeting held on 23 July 2019</td>
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RECOMMENDATION

That the Graduate Studies Committee note the report of the Academic Board meeting held on 23 July 2019.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Academic Quality Committee
The Academic Board noted the report from the meeting of the Academic Quality Committee held on Tuesday 18 June 2019 and:
- noted that the Committee endorsed completed award course reviews from the Faculty of Arts and Social Sciences for the Master of Human Rights, Master of International Relations, Master of International Security, Master of International Studies, Master of Public Policy and Master of Peace and Conflict Studies; and
- noted that the Committee endorsed a completed award course review from the University of Sydney Business School for the Master of Management.

Items related to the Academic Standards and Policy Committee
The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on Tuesday 25 June 2019 and:
- approved the proposal to introduce the Academic Board Standing Orders, for adoption by the Academic Board;
- approved the proposal from Admissions to amend the Admissions Standards – English Language Proficiency;
- approved the recommendations of the report of the Dual and Joint Degrees Working Party;
- approved an increase in concessions for eligible Broadway Scheme applicants to a maximum of 10 points, approved the amendment of Part 7, 27 (2) of the Coursework Policy 2014, to reflect approved changes, and agreed to request a review of impact on numbers in early 2020 and analysis of success rates of the 2020 Broadway commencing cohort in early 2021; and
- endorsed the Subject Excellence Adjustment Scheme (Appendix 3) as a basis for ATAR adjustment factors based on individual subject performance to replace the existing (dormant) Flexible Entry Scheme adjustments for admission in 2020 and agreed to request by February 2020 the design for a new subject-based ATAR adjustment scheme to be deployed from 2021 and made explicit in the Coursework Policy 2014.

Items related to the Graduate Studies Committee
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 18 June 2019 and:
- endorsed the proposal from the Faculty of Health Sciences to delete the Doctor of Health Science, Master of Health Informatics, Master of Health Sciences (Medical Radiation Sciences), Master of Molecular Imaging, Master of Nuclear Medicine, Master of Orthoptics, Master of Radiation Therapy, Graduate Diploma of Health Sciences (Medical Radiation Sciences) and Graduate Certificate of Health Sciences (Medical Radiation Sciences) from the Resolutions of Senate for the Faculty of Health Sciences, and agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Health Sciences, with effect from 1 January 2020;
approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Economic Analysis and embedded award courses and approved the amendment of unit of study tables arising from the proposal, with effect from January 1, 2020;

approved the proposal from the Faculty of Arts & Social Sciences to amend the Master of Education and embedded award courses and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2020;

approved the proposal from Sydney Law School to amend the Juris Doctor and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2020;

approved the proposal from the Faculty of Medicine & Health to amend the Master of Medicine and Master of Science in Medicine and approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020;

approved the proposal from the Faculty of Medicine & Health (Sydney Nursing School) to amend the Master of Nursing (Nurse Practitioner) and approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;

approved the proposal from the Faculty of Medicine & Health and Faculty of Health Sciences to amend the Master of Pharmacy, Graduate Certificate in Pharmacy Practice, Graduate Certificate in Evidence-Based Complementary Medicines, Master of Nursing (Nurse Practitioner), Master of Advanced Nursing Practice, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Nursing, Master of Primary Health Care Nursing, Master of Advanced Surgery, Master of Surgery, Master of Medicine / Master of Science in Medicine (including new and variation units of study), Master of Clinical Trials Research, Doctor of Dental Medicine, Doctor of Clinical Dentistry, Master of Diagnostic Radiography, Master of Exercise Physiology, Master of Medical Imaging Science, Master of Occupational Therapy, Master of Physiotherapy, Master of Rehabilitation Counselling, Master of Speech Language Pathology and Master of Applied Science, approved the amendment of course resolutions arising from this proposal, and approved the consequent amendment of the Resolutions of Faculty for the Faculty of Medicine and Health, with effect from 1 January 2020;

approved the proposal from the Faculty of Medicine & Health to amend the Master of Global Health / Master of Philosophy and Master of Public Health / Master of Philosophy combined award courses, and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2020;

approved the proposal from the Faculty of Medicine & Health to amend the Master of Health Policy / Master of Philosophy combined award course, and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2020;

endorsed the creation of new HDR degree codes for all faculties and University schools, ensuring that these degree codes are linked to Table R; once the new degree codes have been created, agreed to permit the Director, Student Operations, to close existing degree codes for applications for admission to research degrees from 2021; and noted that the Director, Graduate Research, will lead a communications campaign to ensure current and prospective applicants are fully informed of the coursework programme;

approved the guidelines for determining the inclusion of HDR coursework units of study in Table R and provided in-principle approval for the inclusion of the recommended units of study, as presented, with effect from 1 January 2021; and

discussed the paper Improving HDR Supervision at the University of Sydney and noted the proposal from the DVC Education Portfolio to review the Supervision of Higher Degree by Research Students Policy 2013.

Items related to the Undergraduate Studies Committee
The Academic Board noted the report from the meeting of the Undergraduate Studies Committee held on 25 June 2019, and:

• approved the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;

• approved the proposal from the Faculty of Engineering to amend the Bachelor of Engineering (Honours) Aeronautical, Biomedical, Mechanical and Mechatronic streams and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2020;

• approved the proposal from Sydney Law School to amend the Bachelor of Laws and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2020;
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- approved the proposal from the Faculty of Medicine & Health and the Faculty of Health Sciences to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy & Management, Bachelor of Pharmacy & Management (Honours), Bachelor of Arts / Master of Nursing, Bachelor of Nursing (Advanced Studies), Bachelor of Nursing (Honours), Bachelor of Science (Health) / Master of Nursing, Bachelor of Science / Master of Nursing, Bachelor of Oral Health, Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise & Sport Science), Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise & Sport Science), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology), approved the amendment of course resolutions arising from this proposal, and approved the consequent amendment of the Resolutions of Faculty for the Faculty of Medicine and Health, with effect from 1 January 2020; and
- approved the proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Advanced Studies and approved amendment of the unit of study tables for the Table A majors Computer Science, Information Systems, and Software Development arising from the proposal, with effect from 1 January 2020.

Other matters
The Academic Board also:
- provided input into the mitigation status and trends in emerging risks to the work of the Academic Board;
- noted a presentation from the Director, Graduate Research, on the 2021 implementation of mandatory coursework for HDR candidates;
- received and noted the Reports of the Chair and of the Acting Vice-Chancellor;
- received and noted reports from the student members;
- approved 2020 meeting dates for the Academic Board, its committees and sub-committees;
- agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculties of Engineering and Medicine & Health;
- approved administrative changes to the course resolutions for all award courses delivered by Faculty of Medicine & Health to reflect the new organisational structure of the Faculty from 2020 and approved the introduction of Resolutions of the Faculty of Medicine & Health for Coursework Awards;
- approved the 2020 Academic Calendars for Sydney Dental School and Sydney Nursing School in the Faculty of Medicine & Health, with effect from 1 January 2020; and
- acknowledged the work of the Culture Taskforce and the new governance measures, as presented

The agenda pack for this meeting, excluding confidential items, is available from:

Associate Professor Tony Masters
Chair, Academic Board
REPORT OF THE HDR SCHOLARSHIPS SUBCOMMITTEE - 05 JULY 2019

SCHOLARSHIPS AWARDED

Award of RTP and USYDIS Scholarships (July Round)

The HDRSSC resolved to offer award of:

- One (1) RTPS International Scholarship with a further 3 on the waitlist.
- Fifteen (15) RTPS Domestic Scholarships with a further 33 on the waitlist.
- Five (5) USYDIS Scholarships, going up to six (6) if faculty co-funding can be secured for the sixth top-ranked applicant.

Award of USYD Merit and other Top-Up Scholarships (May Round)

The HDRSSC resolved to offer award of the following Merit and Top-Up Scholarships:

- One (1) Vice-Chancellor's Research Scholarship (VCRS)

REPORT OF THE HDR SCHOLARSHIPS SUBCOMMITTEE - 02 AUGUST 2019

Award of RTP and USYDIS Scholarships (June Round)

The HDRSSC resolved to offer award of:

- Seventeen (17) RTP Domestic Scholarships
- One (1) RTP International Scholarships

Award of USYD Merit and other Top-Up Scholarships (June Round)

The HDRSSC resolved to offer award of the following Merit and Top-Up Scholarships:

- One (1) Vice-Chancellor’s Research Scholarship (VCRS)
- Six (6) USYD Merit Award

End of Report
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Glenys Eddy, Committee Officer, Board of Interdisciplinary Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Philippa Pattison, Chair, Board of Interdisciplinary Studies</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report of the Board of Interdisciplinary Studies for its meeting held on 17 July 2019</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this paper is to inform the AB Graduate Studies Committee of the business conducted by the Board of Interdisciplinary Studies at its meeting on 17 July 2019</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee note the report from the Board of Interdisciplinary Studies on its meeting of 17 July 2019, and:

(1) endorse the proposal from Education Strategy to introduce a streamlined approval process for new Sydney Professional Certificate courses that allows for the use of a shortened proforma course proposal template developed by the Education Portfolio in consultation with relevant service units, for courses containing existing units only.

ITEMS FOR ENDORSEMENT

2.1 **Education Strategy: Sydney Professional Certificate streamlined approval process**

Education Strategy proposes to introduce a streamlined approval process for new Sydney Professional Certificate courses that allows for the use of a shortened proforma course proposal template developed by the Education Portfolio in consultation with relevant service units, for courses containing existing units only. The simplified template will remove sections that are not relevant for the Sydney Professional Certificate and include pre-filled information for aspects that are common to all Sydney Professional Certificate courses.

For noting by GSC is the proposal for UE endorsement to waive the submission of EOIs for new SPCs, leaving the necessity to submit the shortened full course proposal only.

APPROVALS BY BIS

**Education Strategy:** the creation of Table D for Dalyell units of study and its implementation in the Interdisciplinary Handbook for 2020.

**OLE Subcommittee:**
Open Learning Environment: EOIs for 2021, and proposed amendments to existing units

**Non-Award Sub-Committee/Centre for Continuing Education:** 2018 CCE annual report

ITEMS FOR NOTING: Endorsed Undergraduate proposals
2.1 **Science: Bachelor of Animal Veterinary Bioscience and Bachelor of Advanced Studies**

The proposal to amend the Bachelor of Animal Veterinary Bioscience and Bachelor of Advanced Studies, consists of the introduction of a non-Honours pathway for those students who do not meet the WAM of 65 (the degree currently contains no non-Honours pathway).

2.2 **Education Strategy:**

**Implementing a Reduced OLE Credit Point Requirement for Dalyell Scholars**

The Board of Interdisciplinary Studies endorsed this proposal *in-principle* at its meeting of 29 May 2019. This proposal now specifies the reduction in the Dalyell requirement as a progression requirement, and makes the appropriate update for Table D in the course resolutions. The proposed amendment to the Bachelor of Science/Bachelor of Advanced Studies course resolutions is intended as a model for amendments to all of the University's degrees that offer the Dalyell stream, as listed in the recommendation above.

**OTHER ITEMS FOR NOTING**

The Board of Interdisciplinary Studies also noted:

- the report from the Dalyell Sub-Committee for its meeting of 5 June 2019
- the final version of Table O for 2020.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Laurie Monier-Pilgrim, Senior Policy and Projects Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Hayley Fisher, Academic Director, Post Bachelor and Continuing Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Update on Sydney Professional Certificate</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide an update on the financial modelling for the 2020 Sydney Professional Certificates and seek endorsement of a simplified approach to approve future Sydney Professional Certificates for offer from 2021 onwards.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee:

(1) recommend that Academic Board approve a simplified approval process for new Sydney Professional Certificate courses consisting of the use of a shortened proforma course proposal template developed by the Education Portfolio in consultation with relevant service units. The simplified template will remove sections that are not relevant for the Sydney Professional Certificate and include pre-filled information for aspects that are common to all Sydney Professional Certificate courses and

(2) note the waiver of the requirement for an Expression of Interest for all new Sydney Professional Certificate proposals; and

(3) note the financial modelling for the 2020 Sydney Professional Certificate courses.

EXECUTIVE SUMMARY

The Sydney Professional Certificate was approved by the Academic Board on 16 April 2019 as the University’s first step into micro-credentialing. The course proposal included 21 new courses that will be introduced in Semester 1 2020. At the time the Graduate Studies Committee (GSC) reviewed the course proposal, the financial analysis had not been finalised and members are now asked to consider the update on the financial modelling conducted for the courses proposed by the Faculty of Medicine and Health (FMH) and the Faculty of Arts and Social Sciences (FASS) (Attachments 1 and 2).

Additionally, GSC members are asked to consider and endorse the use of a shortened proforma course proposal template for new Sydney Professional Certificates courses that consist of existing units of study (Attachment 3). This proforma template forms part of a proposed simplified approach to approve new Sydney Professional Certificates for offer from 2021 onwards. It is proposed that, while faculties proposing new courses will still need to submit a course proposal to Curriculum Course and Planning Committee (CCPC) and subsequent committees of the Academic Board, the overall approval process be streamlined by

1. waiving the requirement to submit an Expression of Interest (EOI) to CCPC for all new Sydney Professional Certificates; and
2. making use of a shortened proforma course proposal for new courses that consist of existing units of study.

This streamlined process has been designed to ensure faculties can agilely respond to professional and market demand while maintaining appropriate governance oversight and quality control. The process was endorsed by UE CCPC on 24 June 2019 and the University Executive on 25 July 2019. The shortened proforma course proposal was endorsed by the Board of Interdisciplinary Studies (BIS) on 17 July 2019.

BACKGROUND

The Sydney Professional Certificate has been developed in response to a recommendation in the discussion paper circulated by the Deputy Vice Chancellor (Education) in 2018: Post-Bachelor coursework programs at the University of Sydney. This recommendation was, among other things, that the University develop the capacity to accredit award courses outside the Australian Qualifications Framework (AQF), including those of 12 credit points. Subsequently, the University Senate approved an amendment to the University of Sydney
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(Coursework) Rule 2014, adding qualifications approved by the Academic Board which are outside the AQF to the list of coursework qualifications conferred or awarded by the University (clause 1.3 (h)).

The Sydney Professional Certificate has been designed as a 12 credit point qualification allowing faculties and University Schools to develop courses in areas where they have disciplinary expertise in response to market demand. The course proposal for the Sydney Professional Certificate was endorsed by CCPC by circulation, by GSC on 26 March 2019, and by BIS on 10 April 2019. It was then approved by the Academic Board on 16 April 2019. The proposal included 20 courses from FMH and one course from FASS, to be offered from Semester 1 2020.

In order to allow the Sydney Professional Certificate to be offered in 2020 and also meet the approval timelines previously established for postgraduate degrees, consultation with professional service units and faculties to finalise financial modelling, implementation issues and future development processes was still ongoing at the time of approval. An update to some of these aspects is outlined in the Issues section below.

ISSUES

Financial modelling:

Financial modelling for the 2020 courses proposed by FMH and FASS is included at Attachment 1 and Attachment 2 respectively. The analysis shows that using existing units of study minimises resource implications for Faculties due to the use of existing teaching capacity and coursework resources. This makes the 2020 courses financially viable for faculties at the projected modest enrolment numbers. If enrolment numbers increase significantly in future years, faculties should revisit the financial modelling to ensure it captures all resources required to deliver the course, including any incremental academic and professional staff required.

Additionally, the financial modelling does not account for central resources and costs involved in the build, set-up and ongoing central administration of the courses (including, but not limited to, admissions, student administration for enrolled students through the student centre and faculty services, graduand checking, and testamur issuance). The standard financial analysis template provided for full course proposals assumes that these costs are covered by the associated UEM charges. For short SPC courses, it is likely that the fixed costs of course setup and of administration per applicant and per enrolled student may be high compared to fee revenue. As a consequence, it may be desirable to develop a new financial analysis template that more accurately represents the overall financial viability of new courses and is not limited to the implications for faculties.

Approval process of new courses:

New Sydney Professional Certificate courses will require a course proposal approved by the Academic Board after endorsement by CCPC, BIS and GSC to ensure appropriate governance and control over the University's course profile is maintained. The standard process for new course proposals is to first submit an EOI followed by a full course proposal about six months later. The Sydney Professional Certificate was conceptualised as a short degree that would allow faculties to agilely respond to emerging opportunities, professional needs and market changes. Following the standard process and associated timelines will reduce the ability to respond quickly to market demands. Completing a full course proposal template is also a substantial time investment for a 12 credit point course comprised of existing units of study that are embedded in an existing postgraduate coursework qualification.

Accordingly, it is proposed that the approval process for new Sydney Professional Certificate courses that consist of existing units of study embedded in an existing coursework program be simplified by:

- waiving, for all new Sydney Professional Certificates, the requirement for an EOI to reduce the timelines required to propose a new course and ensure faculties have time for consultation and course development in response to market demands; and
- using a shortened proforma course proposal template developed by the Education Portfolio in consultation with relevant service units for new Sydney Professional Certificates that consist of existing units of study only. The simplified template will remove sections that are not relevant for the Sydney Professional Certificate and include pre-filled information for aspects that are common to all Sydney Professional Certificate courses. This will reduce the burden for faculties as they will only need to complete the information required for approval and implementation that are specific to the
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new course proposed. A draft version of the proposed proforma course template is provided at Attachment 3. For new Sydney Professional Certificates that will consist of one or more newly designed units of study, faculties will need to complete the usual full course proposal template.

It is envisaged that this simplified approval process will allow new courses to be added in response to professional and market demand in a way that balances the need for agility with appropriate governance and quality control.

IMPLEMENTATION

The Education Portfolio will liaise with relevant parties to finalise the proforma course proposal template. The simplified process will also be submitted to the GSC for their consideration and endorsement and Academic Board for their approval.

The Education Portfolio will communicate the new processes to faculties and encourage the development of new courses for 2021.

ATTACHMENTS

| Attachment 1 | Financial modelling for 2020 Sydney Professional Certificates proposed by the Faculty of Medicine and Health |
| Attachment 2 | Financial modelling for Sydney Professional Certificate proposed by the Faculty of Arts and Social Sciences |
| Attachment 3 | Draft proforma course proposal template for new Sydney Professional Certificates |
SYDNEY PROFESSIONAL CERTIFICATE

EXECUTIVE SUMMARY
The Sydney Professional Certificate (SPC) is financially attractive if it uses existing latent resources or minimal additional teaching. As such, the modelling below is on an incremental basis.

SPC is best suited to online and scalable delivery modes. Above the upper range of 10 incremental students per course, incremental modelling is no longer appropriate and budget BAU load flex conversations would need to be entered into by the faculty to resource.

STREAMS
- Public Health
- Other Faculty of Medicine and Health (FMH)

MODELLING ASSUMPTIONS
- Only DFEE students modelled.
- 12 credit points, taken during an academic year.
- Course subject & enrolment assumptions provided by DVCE.
- Enrolment assumptions tested against 2019 enrolments in same units for Graduate Certificate.
- 90% retention rate.
- Incremental tutor cost included at $5,000 per 10 students.
- Incremental professional education support included at 1FTE per 100 enrolments.
- Central Development costs are assumed to be $4,357 per award, for a total of $95,854.
- Central Marketing costs have been estimated at $20,000 p/a.
- Year on year fee growth rates (4%) and wage growth (2.1%)

SPECIFIC ASSUMPTIONS

<table>
<thead>
<tr>
<th>Aggregate</th>
<th>Enrolment- Low</th>
<th>Enrolment- High</th>
<th>Courses</th>
<th>Proposed Fee (Dom)</th>
<th>Students/ Academics</th>
<th>Development</th>
<th>Marketing</th>
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<td>160</td>
<td>8</td>
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<td>Total</td>
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<td>301</td>
<td>22</td>
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<td>$95,854</td>
<td>$20,000</td>
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<table>
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<tr>
<th>Enrolment Range per course</th>
<th>Low</th>
<th>High</th>
<th>2019 Enrolments from IAP Enrollment assumptions test</th>
<th>2019 Min Enrolment</th>
<th>2019 Max Enrolment</th>
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<tr>
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<td>Public Health</td>
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<tr>
<td>Other FMH</td>
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<td>10</td>
<td>Other FMH</td>
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<td>16</td>
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ANALYSIS
The Master of Medicine (Advanced) has been used as a proxy for non-salary costings.

<table>
<thead>
<tr>
<th>Other Faculty of Medicine and Health</th>
<th>Low Case Per Course</th>
<th>High Case Per Course</th>
<th>All Course Aggregate - Low</th>
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<tbody>
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<td>7,625.0</td>
<td>7,625.0</td>
<td>7,625.0</td>
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<tr>
<td>Total Enrolment</td>
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<td>96.0</td>
<td>141.0</td>
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<td>53%</td>
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<tr>
<td>Development</td>
<td>($60,998)</td>
<td>($60,998)</td>
<td>($60,998)</td>
<td>($60,998)</td>
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<tr>
<td>Marketing</td>
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<td>($12,727)</td>
<td>($12,727)</td>
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<td>($237,503)</td>
<td>($348,832)</td>
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<td>12%</td>
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</table>
The Master of Public Health has been used as a proxy for non-salary costings.

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<thead>
<tr>
<th>Public Health</th>
<th>Low Case Per Course</th>
<th>High Case Per Course</th>
<th>All Course Aggregated Low</th>
<th>All Course Aggregated High</th>
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</thead>
<tbody>
<tr>
<td>Base Price Assumption</td>
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<td>6,900.0</td>
<td>6,900.0</td>
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<td>Total Enrolment</td>
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<tr>
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<td>Development</td>
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<td>72%</td>
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<td>Marketing</td>
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<tr>
<td>Operating Margin</td>
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<tr>
<td></td>
<td>$177,427</td>
<td>$396,982</td>
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</table>

CANNIBALISATION / ADDITIONAL STUDENT REVENUE

- Risk exists that students utilise the 12-credit point option in lieu of other longer options already available resulting in an overall reduction in fee revenue. Scale is unknown and no cannibalisation is shown in estimates.
- A counterpoint is that this shorter option will entice professionals who have been in the workforce for 5+ years who would not enrol in the longer courses.
- Should the Sydney Professional Certificate go forward, enrolments should be tracked alongside courses with similar content to understand any possible cannibalisation or, alternatively, additional revenue.

RECOMMENDATIONS

- Where feasible, existing teaching capacity and coursework resources to be utilised.
- Online mode is the most scalable & financially favourable.
- Block mode (intensive) as well as face to face, both day and evening delivery, will result in less financially favourable outcomes.
- Should the courses require a delivery mode in line with the faculty average SSRs the margin is quickly eroded (not currently modelled).
- Historically the Faculty of Medicine and Health has seen some unpredictable interest for professional training style courses where demand has outstripped the capacity initially or declined significantly in later years, hence flexible resourcing models should be considered.
- Resources required for course maintenance need to be considered once warding process is agreed e.g. graduand checking, suspensions, awarding, etc.
- Marketing costs need to be more fully investigated. Faculty suggest $20,000 p/a is optimistic.
- Student enrolment behaviour & effects on existing short course options need to be monitored.
EXECUTIVE SUMMARY
This is an internally offered iteration of the Sydney Professional Certificate. It is currently funded by the Faculty of Arts and Social Sciences. Enrolments have grown steadily over the past 5 years with an expectation that the enrolments will continue to grow as this course is becoming required for some confirmations.

MODELLING ASSUMPTIONS
- Course provided to internal staff, costed as domestic students only.
- 12 credit points, taken during an academic year.
- New enrolment of 50 provided by DVCE.
- Historical trend provided by Faculty.
- A retention rate of 90% has been applied to all courses.
- 25 Students per Academic Staff.
- Assumption being that the academic costs are marginal hours rather than new hires.
- A placeholder of Level C Step 1 Academic has been utilised for all streams & scenarios.
- Academics to Professional staff ratio is 4.5.
- A placeholder of HEO 7 Step 1 has been applied for professional staff.
- Assumed no development or marketing costs as the course exists & is running for internal staff currently.
- While no additional space or facilities will be required.
- UEM drivers on staff & students have been applied to calculate the final Operating Margin.
- No fixed costs have been included, only variable.
- The average over 5 years across semesters is approximately 50.

Average Enrolment Trend
<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>41</td>
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<td>Semester 2</td>
<td>23</td>
<td>19</td>
<td>38</td>
<td>68</td>
<td>86</td>
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</table>

ANALYSIS
All scenarios are modelled in a steady state.

<table>
<thead>
<tr>
<th>Higher Education Zero Revenue</th>
<th>Low Case</th>
<th>5 Year Average Enrolment</th>
<th>Current Enrolment</th>
<th>Mid Growth</th>
<th>High Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolment</td>
<td>20</td>
<td>50</td>
<td>85</td>
<td>105</td>
<td>135</td>
</tr>
<tr>
<td>Total Direct Costs</td>
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<td>($112,242)</td>
<td>($190,800)</td>
<td>($235,690)</td>
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<tr>
<td>Direct Cost per enrolment p/a</td>
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<td>Operating Margin</td>
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<td>($4,176)</td>
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</table>

Enrolments for university staff have climbed to 85. However, caution must be exercised on estimated future enrolment as the faculties currently do not pay for sending staff to the course.
- Staff are required to pay for incidentals.
- Please note, completing this course is becoming required for some confirmations.
- The full Higher Education Graduate Certificate is available at the standard postgraduate domestic fee of $13,250.
- The equivalent external pricing for the length of this SPC would be $6,625.

<table>
<thead>
<tr>
<th>Higher Education Price $6,625</th>
<th>Low Case</th>
<th>5 Year Average Enrolment</th>
<th>Current Enrolment</th>
<th>Mid Growth</th>
<th>High Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolment</td>
<td>20</td>
<td>50</td>
<td>85</td>
<td>105</td>
<td>135</td>
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<tr>
<td>Total Revenue</td>
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<td>($235,690)</td>
<td>($303,025)</td>
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<tr>
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<td>$84,281</td>
<td>$210,727</td>
<td>$358,247</td>
<td>$442,545</td>
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<tr>
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<td>$88,344</td>
<td>$150,199</td>
<td>$185,545</td>
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<tr>
<td>Margin per Enrolment</td>
<td>$1,766</td>
<td>$1,767</td>
<td>$1,767</td>
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</tr>
</tbody>
</table>

RECOMMENDATIONS
- Where feasible, utilise existing teaching capacity and coursework resources.
- Higher Education confirm internal pricing, be it on direct cost or operating margin.
- Higher Education to formulate a clear plan of how course will be internally charged.
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:
iap.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at:

**For all purposes, please complete these key details:**

<table>
<thead>
<tr>
<th>This submission relates to the following</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New course</td>
<td>New Resolutions are appended to this submission</td>
</tr>
<tr>
<td>☐ Amended course</td>
<td>Amended Resolutions are appended to this submission</td>
</tr>
<tr>
<td>☐ Deletion of a course</td>
<td>Amended Resolutions are appended to this submission</td>
</tr>
</tbody>
</table>

**Name of course**  
Sydney Professional Certificate in **XXX**

<table>
<thead>
<tr>
<th>School/department</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing faculty</td>
<td></td>
</tr>
<tr>
<td>Name of proponent</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Email</td>
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</table>

<table>
<thead>
<tr>
<th>Version date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Undergraduate</td>
<td>☐ Postgraduate coursework</td>
</tr>
<tr>
<td>☐ Postgraduate research</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Manager</td>
<td>Date</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Education)</td>
<td>Date</td>
</tr>
<tr>
<td>Divisional Finance Director</td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td>Date</td>
</tr>
<tr>
<td>Head of Recruitment</td>
<td></td>
</tr>
<tr>
<td>Section 1.5</td>
<td>Date</td>
</tr>
<tr>
<td>Library Director</td>
<td></td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Date</td>
</tr>
</tbody>
</table>
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 aap.ccppc@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.

Note: This version of the course management template has been pre-filled for Sydney Professional Certificate courses that consist of existing units of study and are embedded within an existing Postgraduate Coursework program.
## Contents

<table>
<thead>
<tr>
<th>PART</th>
<th>NAME</th>
<th>ADVICE CONTACT</th>
<th>NEW</th>
<th>AMEND</th>
<th>DELETE</th>
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<td>1</td>
<td>Strategy and marketing analysis</td>
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<td>Financial viability analysis</td>
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<td>3</td>
<td>Course details</td>
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<td>Course name</td>
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<td>Course abbreviation</td>
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<td>Start year and Start semester</td>
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<td>3.7</td>
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<td>Course group</td>
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<td>Course AQF level</td>
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<td>Minimum credit points for completion</td>
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<td>3.17</td>
<td>Location/campus</td>
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<td>Mode of delivery</td>
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<td>Timetabling</td>
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<td>3.20</td>
<td>Clinical and industrial placement or experience</td>
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<td>3.21</td>
<td>Internships and overseas study</td>
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<td>3.22</td>
<td>Other enrolment requirements</td>
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<td>Professional accreditation</td>
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<td>3.24</td>
<td>Prohibition</td>
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<tr>
<td>3.25</td>
<td>Articulation pathway</td>
<td>Student Administration Services</td>
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<td>3.26</td>
<td>Proposed commencing year course fee per EFTSL</td>
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<td>3.27</td>
<td>Incidental (ancillary) fees</td>
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<td>Course deletion: continuing students</td>
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<td>Course deletion: commencing students</td>
<td>SRA / IAP</td>
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</tr>
</tbody>
</table>

## Admission details

| 4 | Admission pathway | SRA | Y | Y | |
| 4.2 | Areas of study | SRA/Student Administration Services/Student Centre | Y | Y |
| 4.3 | Assumed knowledge | SRA/Student Administration Services/Student Centre | Y | Y |
| 4.4 | Minimum education requirements | SRA/Student Administration Services/Student Centre | Y | Y |
| 4.5 | ATAR (undergraduate only) | SRA | Y | Y |
| 4.6 | Additional admission criteria | SRA | Y | Y |
| 4.7 | Application closing dates (postgraduate only) | SRA/Student Administration Services/Student Centre | Y | Y | Y |
| 4.8 | Second semester admission | SRA/Student Administration Services/Student Centre | Y | Y | Y |
| 4.9 | International student admission | SRA/Admissions Office | Y | Y | Y |
| 4.10 | CRICOS code | Compliance Team | Y | Y |
| 4.11 | UAC code | Student Administration Services/Student Centre | Y | Y | Y |
| 5 | External registration codes | Y | Y | Y |
| 5.1 | CRICOS code | Compliance Team | Y | Y |
| 5.2 | UAC code | Student Administration Services/Student Centre | Y | Y | Y |
| 6 | Academic purpose | Y | Y |
| 6.1 | Academic rationale | Y | Y |
| 6.2 | Academic aims and objectives | Y | Y |
| 6.3 | Statement of learning outcomes | Y | Y |
| 6.4 | Statement of generic attributes | Y | Y |
| 7 | Learning and teaching | Y | Y |
| 7.1 | Course structure | Y | Y |
| 7.2 | Pedagogical approach | Y | Y |
| 7.3 | Assessment procedures | Y | Y |
| 7.4 | Assurance of learning | Y | Y |
| 7.5 | Quality assurance arrangements and course review | Y | Y |
| 7.6 | Student workload Academic advice, support and student representation | Student Services | Y | Y |
| 7.7 | Academic advice, support and student representation | Student Administration Services/Student Centre | Y | Y |
| 7.8 | Remediation of assessment | Student Administration Services/Student Centre | Y | Y |
| 7.9 | Combined degrees and inter-faculty arrangements | Y | Y |
| 7.10 | Influence of external accreditation or other professional requirements | Student Administration Services/Student Centre | Y | Y |
| 7.11 | Joint ventures with other universities | Y | Y |
| 7.12 | Resolutions | Student Administration Services/Student Centre | Y | Y | Y |
| 8 | Resources | Y | Y |
| 8.1 | Teaching and support staff | Y | Y |
| 8.2 | Teaching space and related facilities | Y | Y |
| 8.3 | IT requirements | Y | Y |
| 8.4 | Library resources | University Library | Y | Y |
| 9 | Academic purpose | Y | Y |
| 9.1 | Academic rationale | Y | Y |
| 9.2 | Academic aims and objectives | Y | Y |
| 9.3 | Statement of learning outcomes | Y | Y |
| 9.4 | Statement of generic attributes | Y | Y |
| 10 | Learning and teaching | Y | Y |
| 10.1 | Course structure | Y | Y |
| 10.2 | Pedagogical approach | Y | Y |
| 10.3 | Assessment procedures | Y | Y |
| 10.4 | Assurance of learning | Y | Y |
| 10.5 | Quality assurance arrangements and course review | Y | Y |
| 10.6 | Student workload Academic advice, support and student representation | Student Services | Y | Y |
| 10.7 | Academic advice, support and student representation | Student Administration Services/Student Centre | Y | Y |
| 10.8 | Remediation of assessment | Student Administration Services/Student Centre | Y | Y |
| 10.9 | Combined degrees and inter-faculty arrangements | Y | Y |
| 10.10 | Influence of external accreditation or other professional requirements | Student Administration Services/Student Centre | Y | Y |
| 10.11 | Joint ventures with other universities | Y | Y |
| 10.12 | Resolutions | Student Administration Services/Student Centre | Y | Y | Y |

**Abbreviations**
FPA = Financial Planning and Analysis
MC = Marketing and Communications (Office of the Vice-Chancellor)

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
PART 1: Strategy and marketing analysis

1.1 Strategic purpose (use this space, to a maximum one page)

The Sydney Professional Certificate is an accredited micro-credential qualification outside of the Australian Qualification Framework (AQF) primarily targeted at students in need of continuing professional development at the postgraduate level. It has been developed in response to a change in patterns of postgraduate coursework enrolments in Australia. It is designed as a 12 credit point short course in an area of specific expertise to respond to market and professional demand. It retains appropriate academic governance through the Board of Interdisciplinary Studies and faculty or University school quality assurance processes and approval by the Academic Board.

Please outline in a paragraph the societal or professional benefit of the SPC you are proposing.

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>
</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)

Please outline in a paragraph the evidence that there is a student interest in this SPC (eg. discussion with industry, identified professional development needs).

1.4 Recruitment strategy* (use this space, to a maximum one page)

Recruitment for this SPC course will take advantage of existing recruitment channels and professional contacts associated with the Master of XXX. This will include Postgraduate recruitment events such as the Postgraduate Information Evenings. The SPC will be listed on the Continuing Professional Development and Short Courses pages of the University website and the Faculty/University School website (if relevant), with a link to its Sydney Courses page.

If there are any specific requirements for this SPC please outline them here.

Include any new recruitment costs in the financial viability analysis (Part 2).

*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)

This SPC will be part of the University's growing suite of short accredited award courses delivering specific professional education. The growing range of non-traditional postgraduate educational opportunities is key to the University of Sydney's position in the domestic market and its increased demand for flexible and targeted learning experiences. Accordingly, messaging will be developed for this SPC that highlights the flexible and bite-sized nature of the course.

The target audiences for this SPC are XXX. Marketing channels including print collateral, events, digital information and social media will be used.

If there are any specific requirements for this SPC please outline them here.

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>University of Melbourne</td>
<td>Various Professional and Specialist certificates</td>
<td>Fee per EFTSL equivalent to associated Bachelor degrees</td>
<td>X</td>
</tr>
</tbody>
</table>

Include any relevant UMelb Certificates, or competing Graduate certificates where appropriate.

1.7 Course(s) to be closed as a consequence of this proposal (use this space, to a maximum one page)

If there are any specific requirements for this SPC please outline them here.

Will this proposed course replace an existing course offering? Provide details and dates of course(s) to be withdrawn from offer to commencing students.
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 analysis should also consider the central resources required to build and administer the course. This is to ensure central teams are appropriately resourced to undertake the work associated with the Sydney Professional Certificate.

- The financial viability template can be found [here].

PART 3: Course details

| 3.1 | Course name: | e.g., Master of Social Studies (International) |
| 3.2 | Course abbreviation: | e.g., MSocStud |
| 3.3 | Start year: | Start semester: |
| 3.4 | Name of award: | e.g., Master of Social Studies |
| 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. Flexible 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: | Secondary code: (if combined courses only) |
| 3.11 | Course AQF Level: (if applicable) | Level 5: Diploma | Level 6: Advanced diploma/Associate degree |
| 3.12 | Short course description: for the UAC Guide, Good Universities Guide | Limit 40 words |
| 3.13 | Full course description: for Sydney Courses | Limit 200 words |
| 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. |
| 3.15 | Expected normal length of candidature: | Full-time | Min: Not available full time | Max: |
| 3.16 | Minimum credit points for completion: | 12 credit points |

Commented [LM3]: May be useful to have a simplified template.

Commented [LM4]: TBC depending on qualification aim? Or remove.
3.17 Location/campus for student attendance:
- [ ] Camperdown and Darlington
- [ ] Camden
- [ ] Cumberland
- [ ] Rozelle
- [ ] Conservatorium
- [ ] Mallett Street
- [ ] Fully online
- [ ] Offshore (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)]

3.20 Does the course involve clinical or industrial placement/experience?
- [ ] 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

3.21 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 internships/overseas study have been established

3.22 Other course enrollment 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?
- [ ] Yes [No ___%]
- [ ] Please provide name of agency or agencies and current accreditation status for each

3.24 Prohibition (if applicable)
- [ ] SP C are unlikely to have a prohibition. If there is, please detail here

3.25 Articulation pathway (if applicable): which masters programs is this SPC fully embedded in?

3.26 Proposed commencing year course fee per 0.25 EFTSL (should equal 25% of 1 EFTSL course fee for the Masters program)
- [ ] Domestic fee-paying: $ [ ]
- [ ] International fee-paying: $ [ ]
- [ ] NB: International fee for non-ESOS students only
- [ ] HECS (Student contribution) $ [ ]

3.27 Incidental (ancillary) fees (if applicable): The institution is of the opinion that any compulsory costs other than tuition fees (e.g. field trip fees) will be charged to the student.
- [ ] Description: [ ]
- [ ] Cost: $ [ ]

3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

<table>
<thead>
<tr>
<th>Proposed enrolments in first three years of the course</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Max Quota</th>
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<tbody>
<tr>
<td>Student Type</td>
<td>S1</td>
<td>S2</td>
<td>S1</td>
<td>S2</td>
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<tr>
<td>Commonwealth Supported Places (CSP)</td>
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<td>Domestic fee paying (PG only)</td>
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<tr>
<td>International fee-paying (Onshore) (non-ESOS students only)</td>
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<tr>
<td>International fee-paying (Offshore)</td>
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<tr>
<td>Research Training Scheme (RTS)</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

* * * Commonwealth Supported Places are capped. Please discuss inclusion of HECS with the Institutional Analytics and Planning 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.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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?

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 special entry method if not UAC or Direct)

4.2 Areas of study:

4.3 Assumed knowledge:

4.4 Minimum education requirements:
- Year 12 (senior secondary certificate) or equivalent □
- Bachelor’s (Pass) □
- Bachelor’s (Hons) □
- Relevant employment or professional experience □
- Graduate Certificate □
- Graduate Diploma □
- Master’s – advanced learning □
- Master’s – professional □
- Additional information: □

4.5 Estimated or target minimum ATAR (for UG only):
- 20xx (e.g. 2016) □
- 20xx (e.g. 2017) □
- 20xx (e.g. 2018) □

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):
Specify any requirements above a Bachelor’s degree here

4.7 If the proposal is for a postgraduate award course, please indicate the application closing date:
For domestic students, closing date for applications is: □
For international students, closing date for applications is: □

4.8 Second semester admission □ Yes □ No
If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase:

4.9 International student admission: □ Yes □ No (non-ESOS students only)
Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.0 with a minimum of 6.0 in each band)? (English language requirements may be needed for non-ESOS international students). The English requirements should be the same as those of the Master’s program the SPC articulates to.
□ Yes □ No
If yes, please indicate IELTS equivalent:

Other international student entry requirements:

PART 5: External registration codes
Codes will be sought following final approval of the course proposal. For course deletions, please include existing details
Note: SPCs cannot be CRICOS registered and do not require an UAC Code.

6.1 CRICOS Code: □ Application required □ Not applicable
Following approval, please contact the Compliance Unit to apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. If a new stream is being sought within an existing CRICOS registered course, and any of the following characteristics have changed from the original course, a separate and distinct CRICOS code will be needed:
- Changes to price, duration, location, mode of study and component; qualification level and distinct course structure (specialisation courses where specialisation is included in the award title and on the testamur).

6.2 UAC Code: □ Application required □ Not applicable
The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

Commented [LM6]: Ask Wen if non-ESOS international students need a different closing application date.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course. This statement should 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.

Samples:

“The course exists in order to provide foundational education for students of outstanding ability in xxx to the standard necessary for entry to the xxx profession and professional accreditation.”

or

“The course exists to provide a broadly-based liberal arts education to students from a range of backgrounds to a level that will prepare them for a broad range of employment options or postgraduate study at the masters level.”

or

“The course exists to provide specialist postgraduate training in the emerging field of xxx to medicine graduates with a minimum of five years professional experience.”

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.

Please also see responses at 1.1 and 1.3.

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 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 Sydney Professional Certificate in XXX exists to provide qualified professionals with a prior bachelor degree the opportunity to develop advanced knowledge and skills in XXX (specify area). Its modular design enables the flexible and rapid application of skills and knowledge to professional and workplace situations.

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 Sydney Professional Certificate in XXX exists to provide qualified professionals with a prior bachelor degree the opportunity to develop advanced knowledge and skills in XXX (specify area). Its modular design enables the flexible and rapid application of skills and knowledge to professional and workplace situations.

The Sydn e y Professio nal Certificate in XXX qualifies individuals to apply a body of knowledge in a specific context for professional, highly skilled or specialized work. (Adjust wording as relevant to your SPC). It also provides a pathway for further learning through being embedded in the following larger postgraduate qualifications:

- Graduate Certificate in XXX
- Graduate Diploma in XXX
- Master of XXX

(Please outline how this SPC fits in your Faculty postgraduate coursework portfolio.)

Please also see responses at 1.1 and 1.3.

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.

Please include proposed learning outcomes for the course.
6.4 Statement of graduate qualities for undergraduate award courses

For undergraduate award courses, 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 Learning and Teaching Policy 2015 (Part 2 Section 7) for explanations of the graduate qualities and their relationship to curriculum.

<table>
<thead>
<tr>
<th>6.4.1</th>
<th>Depth of disciplinary expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4.2</td>
<td>Broader skills:</td>
</tr>
<tr>
<td></td>
<td>- Critical thinking and problem solving</td>
</tr>
<tr>
<td></td>
<td>- Communication (oral and written)</td>
</tr>
<tr>
<td></td>
<td>- Information/digital literacy</td>
</tr>
<tr>
<td></td>
<td>- Inventiveness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4.3</th>
<th>Cultural competence</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6.4.4</th>
<th>Interdisciplinary effectiveness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6.4.5</th>
<th>An integrated professional, ethical and personal identity</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6.4.6</th>
<th>Influence</th>
</tr>
</thead>
</table>
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

Sydney Professional Certificates require students to complete 12 credit point sequence of units of study to achieve the award. Sydney Professional Certificates can be structured according to two models:

1. 2 x 6 credit points core units of study
2. 6 credit points of core unit of study and 6 credit points of selective units of study defined for a particular course.

In this section you are asked to indicate core and selective units of study leading to the achievement of the Sydney Professional Certificate course.

Note that the first unit of study a student enrolls in must not have a pre-requisite attached to it. Pre-requisites may however be used to structure the delivery sequence of a course (e.g., students cannot enrol in the second unit of study until they have completed the first one).

In addition to completing the template on the next page, please also complete Appendix 5 (Table A template).

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.

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 with a value of 6cp, 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
## Item 3.1 - SPC Approval Process

### Year 1

<table>
<thead>
<tr>
<th>Unit/Collection Name</th>
<th>Collection Number</th>
<th>Unit Code</th>
<th>Unit Name</th>
<th>ECTS</th>
<th>Credit Point Count</th>
</tr>
</thead>
<tbody>
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<tr>
<td></td>
<td>49 BGC</td>
<td>MMFT2251</td>
<td>Radiation Behaviour and Health Impacts</td>
<td>02</td>
<td>9</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>BGC</td>
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<td>Basic Radiological Physics</td>
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<tr>
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<td>BGC</td>
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<td>MMFT2255</td>
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### Year 3

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### Year 4

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<td>52 BGC</td>
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<td>MMFT2274</td>
<td>Any option</td>
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### Year 5

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<th>Unit Code</th>
<th>Unit Name</th>
<th>ECTS</th>
<th>Credit Point Count</th>
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<tbody>
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<td>MMFT2277</td>
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### Year 6

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<th>Unit Name</th>
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### Notes

- [Week] + [Week] = [Total]
- [Semester pass and replace all in non-nursing] [Semester]

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code</th>
<th>UoS name</th>
<th>Core = CO</th>
<th>Elective = EL</th>
<th>Barrier = BA</th>
<th>Capstone = CP</th>
<th>Existing = YES</th>
<th>New = provide ASCED ² and Level</th>
<th>Session(s) ³</th>
<th>Course year first offered ⁴</th>
<th>Campus ⁵</th>
<th>Credit points</th>
<th>Teaching department</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Year One Core</td>
<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
<td>CO</td>
<td>999901 Junior</td>
<td>STC and SSCIAU</td>
<td>2016</td>
<td>CC</td>
<td>6</td>
<td>Sociology and Social Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.

2. A full list of ASCED codes can be found on the Institutional Analytics and Planning website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.

3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.

4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.

5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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.

This SPC consists of existing units of study and their approved pedagogical approach will apply for this course.

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></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</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.

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
- A coordinator will be nominated to determine admission of candidates, coordinate delivery of units, liaise with tutors, lead monitor quality and report to faculty committees.
- The Faculty has established standing committees with responsibility for excellence in educational outcomes and experience as specified in the Learning and Teaching Policy 2015, Part 4, 23 (5).

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
The Faculty/University School will review and act on educational quality data each semester and monitor breaches of academic integrity.

- The Faculty/University School will review and act on educational quality data each semester and monitor breaches of academic integrity.
- The Head of School (or equivalent as described in the Learning and Teaching Policy 2015) will appoint the unit of study coordinator (Part 5, 23 (9)).

- Review content, delivery and Resolutions of the course
- The course coordinator will lead the review of units and reports to relevant faculty committee. The Faculty/University School will develop and maintain alignment of curricula and the quality of learning and teaching to achieve award outcomes at a high level.
- The Faculty/University School will conduct comprehensive reviews of the course, including external referencing and benchmarking every seven years as specified in the Learning and Teaching Policy 2015 Part 2, 11(6) – (7) and the Higher Education Standards Framework clause 5.3

- Review and rationalise Units of Study for the course
- The Unit of Study coordinator will align learning outcomes of the unit with the courses and Sydney Professional Certificate, including reviewing curriculum design, assessment and learning activities and aligning them with program learning goals and graduate qualities; gathering, reviewing and acting on data on educational quality; administering surveys of educational experience, reviewing educational integrity and providing reports to the Faculty Board.

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.

This SPC consists of existing units of study and does not require new resources for unit development. Additional enrolments from SPC students can be accommodated in these units of study.

The course will be monitored by the Faculty/University School through the Education or other relevant committee. The Faculty/University School will monitor learning outcomes, review content and assessment and conduct a formal review of the course at least every seven years. The Faculty/University School will approve changes to learning activities, assessment tasks and other pedagogical changes. Where changes to unit of study outcomes result in changes to the learning outcomes for the course, the Faculty/University School will recommend the changes to the Board of Interdisciplinary Studies.

The Board of Interdisciplinary Studies will provide academic and quality oversight of the course. It will approve the addition, modification and deletion of the course and other changes on the recommendation of the Faculty/University School board, and will make recommendation to the Academic Board on changes to award resolutions for the Sydney Professional Certificate.

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></td>
</tr>
<tr>
<td>Tutorials</td>
<td></td>
</tr>
<tr>
<td>Practical experience</td>
<td></td>
</tr>
<tr>
<td>Independent study</td>
<td></td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td></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).

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
The Sydney Professional Certificate can only be taken part-time. Assessments are coordinated within the broader Masters program the Sydney Professional Certificate articulates to.

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 total academic course load of 12 credit points equates to 0.25 EFTSL. There is no dissertation component.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

The student workload of each unit is designed in accordance with the guideline around workload and credit points in clause 18 (10) of the Learning and Teaching Policy (2015) with each credit point equating to 1.5 to 2 hours of student effort, including class contact, other structured learning, online learning, private study and assessment.

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.

As set out in 6.5 above, the Faculty/University School board will manage the quality and outcomes of the course and have responsibility for educational excellence and an excellent student experience. The Board of Interdisciplinary Studies will be responsible for monitoring overall course quality.

Student representation at the Faculty/University school level shall be through student representatives on school postgraduate committees, Faculty/University School committees and Faculty/University School boards and on the Board of Interdisciplinary Studies as set out in the University of Sydney (Governance of Faculties and University Schools) Rule 2016 (GOFUS Rule). As set out in the GOFUS Rule (7.4 (2)), the Board of Interdisciplinary Studies will be responsible for ensuring that appropriate advice and student support is available through the Faculty/University school.

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.

There are no proposals in this review to change current remediation and reassessment practice over and above those that already exist in the resolutions of the individual faculties, and the changes to examinations and the Assessment Procedures approved previously by the University Executive and currently being considered by the Academic Board.

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.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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.

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.

7.12 Resolutions

<table>
<thead>
<tr>
<th>Senate, Faculty and Course Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 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.</td>
</tr>
</tbody>
</table>

| 7.12.1 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 Changes are to the Resolutions of the Senate for the Board of Interdisciplinary Studies and for your faculty if applicable | Yes/No | Yes |
| 7.12.2 Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2 | Yes/No | Yes |
| 7.12.3 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) Note: If the Sydney Professional Certificate articulates to a larger degree, please also include amended course resolutions for this larger degree | Yes/No | Yes |

Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates, 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 submit 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) for approval | Yes/No | Yes |

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
### 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.

<table>
<thead>
<tr>
<th>7.12.5</th>
<th>Last semester intake under existing Resolutions</th>
<th>Domestic</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International</td>
<td>Domestic</td>
<td>N/A</td>
</tr>
<tr>
<td>7.12.6</td>
<td>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?</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>7.12.7</td>
<td>For course deletions, advise the last date for enrolments into the existing course</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>7.12.8</td>
<td>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</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>7.12.9</td>
<td>For course deletions, outline the provisions in place for students enrolled under existing Resolutions</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
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) |
| 9.1.2 | What are the strengths of the department/school relevant to this proposal? |
| 9.1.3 | Please specify the expertise that currently exists within your Faculty/University School to teach this course. 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. |

No significant changes are envisioned as a result of this proposal

8.2 Teaching space and related facilities

| 9.2.1 | Teaching rooms |
| 9.2.2 | Lecture theatres |
| 9.2.3 | Laboratories |
| 9.2.4 | Staff offices |
| 9.2.5 | Storage or other space required including any which needs to be rented externally |
| 9.2.6 | Professional placement locations |

No additional space or facilities will be required over and above those already in place.

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 |
| 9.3.2 | Other equipment |

Consultation with ICT has confirmed no additional resources will be required beyond those now used by the University to deliver courses. N/A

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 Appendix 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.
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 mixed 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.
APPENDIX 1A: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES) – BOARD OF INTERDISCIPLINARY STUDIES

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Board of Interdisciplinary Studies

(1) With the exception of the Doctor of [HIGHER DOCTORATE TITLE] 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 [FACULTY NAME]. The Doctor of [HIGHER DOCTORATE TITLE] 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, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Board of Interdisciplinary Studies.

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></td>
<td>Bachelor of Advanced Studies</td>
<td>BAdvStudies</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Master of Advanced Studies</td>
<td>MAdvStudies</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
</tbody>
</table>

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>
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<td></td>
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</tbody>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Awards outside the Australian Qualifications Framework

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sydney Professional Certificate in Aboriginal and Torres Strait Islander Health Promotion</td>
<td>SydProfCertXXX</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Sydney Professional Certificate in Biostatistics in Health</td>
<td>SydProfCertXXX</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Sydney Professional Certificate in Data Literacy for Health Policymakers</td>
<td>SydProfCertXXX</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Sydney Professional Certificate in Health Technology Management</td>
<td>SydProfCertXXX</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Sydney Professional Certificate in Leadership in Health</td>
<td>SydProfCertXXX</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Sydney Professional Certificate in Qualitative Health Research</td>
<td>SydProfCertXXX</td>
<td>12</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
<table>
<thead>
<tr>
<th>Certificate Title</th>
<th>Code</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney Professional Certificate in Commercialisation of Pharmaceuticals &amp; Medical Devices</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Complementary Medicines Regulation</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Diabetes Management</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Diagnostic Electroencephalography (EEG)</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Fundamentals of Immunotherapy</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Intensive Care Medicine</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Intraoperative Neuromonitoring</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Metabolic Health</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Metabolic Management</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Neurological Electrodiagnosis</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Oncoplastic Breast Surgery</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Orofacial Pain Science</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Psychology of Pain</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Retrieval Medicine</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
<tr>
<td>Sydney Professional Certificate in Foundations in Higher Education</td>
<td>SydProfCertXXX</td>
<td>12 credits</td>
</tr>
</tbody>
</table>
APPENDIX 1B: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES) – FACULTY XXX

Resolutions of the Senate

1. Degrees, diplomas and certificates of the XXX

(1) With the exception of the Doctor of [HIGHER DOCTORATE TITLE] 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 [FACULTY NAME]. The Doctor of [HIGHER DOCTORATE TITLE] 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, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Board of Interdisciplinary Studies.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

6. Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

7. Awards outside the Australian Qualifications Framework

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

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.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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 mixed 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 name]

(1) With the exception of the Doctor of [HIGHER DOCTORATE TITLE] 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 [FACULTY NAME]. The Doctor of [HIGHER DOCTORATE TITLE] 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, [YEAR]. 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>
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<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</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>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
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</tr>
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5. Graduate certificates

<table>
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</table>

6. Undergraduate diplomas

<table>
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<tr>
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<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>
APPENDIX 2: RESOLUTIONS OF THE FACULTY

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”.

Commented [LM7]: Remove?
Resolutions of the Faculty of XXXXX 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 2010 (the ‘Coursework Rule’), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 as amended, the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up-to-date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Part 1: Course enrolment

1. Enrolment restrictions

- Required content: Specify any lesser limits than provided for in the Coursework Rule. If same as the Rule adapt the template text to alert students to the existence of the Coursework Rule limitations. Variation from the Rule are not encouraged.

The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Faculty does not encourage full-time students to exceed the recommended enrolment patterns for its courses.

OR

Except as with the permission of the Dean a student may not enrol in units of study with a total value of more than XX credit points in either semester one or two, 12 credit points in the summer session and 6 credit points in the winter session.

2. Time limits

- Required content: Specify Faculty rules about time limits for courses (only if less than the Coursework Rule) and define interaction with periods of suspension or absence as well as credit for previous study. There should be a good reason, such as professional accreditation, to reduce time limits. If there is no variation to the Coursework Rule, use the general text.

The Coursework Rule limits the time students may take to complete their course. Part-time students should ensure their enrolment pattern allows completion within the maximum time. The Rule also defines how time limits are affected by periods of suspension or absence, and the time limits for recognition of credit for previous study.

OR

A student must complete all the requirements for an undergraduate diploma within six calendar years of first enrolment.

A student must complete all the requirements for a coursework doctorate, bachelor’s degree (including combined degrees) or undergraduate advanced diploma within ten calendar years of first enrolment.

A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment.

A student must complete all the requirements for a graduate diploma within four calendar years of first enrolment.

A student must complete all the requirements for a master’s degree within six calendar years of first enrolment.

Periods of suspension, extension or lapsed candidature will be added to maximum completion times except that no completion time will exceed 10 years from first enrolment.

Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment in the unit or course for which credit is sought.

3. Suspension, discontinuation and lapse of candidature

- Required content: Specify Faculty variations to the Coursework Rule. Any variations to be consistent with the Coursework Rule. Try to keep variations and exceptions to the minimum. If there is no variation to the Coursework Rule, adapt the general text.

The Coursework Rule 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.

4. Credit for previous study

- Required content: Specify Faculty variations to the Coursework Rule. Any variations to be consistent with the Coursework Rule. Try to keep variations and exceptions to the minimum. If there is no variation to the Coursework Rule, adapt the general text.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
The Coursework Rule specifies the general conditions for the granting of credit for previous study to courses in this Faculty.

Or

Except as described below, or in specific course resolutions, the Coursework Rule specifies the conditions for the granting of credit for previous study to courses in this Faculty.

Credit for undergraduate courses is subject to the following conditions:

Credit for postgraduate courses is subject to the following conditions:

Part 2: Unit of study enrolment

5. Cross-institutional study

([Optional content - Specify Faculty conditions applying to cross-institutional study. If the Faculty does not allow cross-institutional study, say so here. Course specific exemptions from cross-institutional study can be specified in the course rules.]

Provided permission has been obtained in advance, the Dean may permit a student to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:

- the resolutions of the student’s course of enrolment do not specifically exclude cross-institutional study; and
- the unit of study content is not taught in any corresponding unit of study at the University; or
- the student is unable, for good reason, to attend a corresponding unit of study at the University.

Cross-institutional study is another form of credit and this will be taken into consideration when considering eligibility.

6. International exchange

([Optional content - Specify the Faculty attitude to exchanges if there is a generalised rule. May refer to a separate policy and procedure statement, including exchange units of study. Faculties are encouraged to have a separate section in their handbook, highlighting the rules surrounding exchange programs. Course-specific inclusions or exemptions from international exchange can be specified in the course rules.]

The Faculty encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course. For more information refer to the International Office.

Part 3: Studying and Assessment

7. Attendance

([Required content - Specify the minimum attendance at examinations, at class, and any sanctions that may follow unsatisfactory attendance. Delete or amend the model text as required.]

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.

Students are expected to attend a minimum of 90% of timetabled activities for a unit of study, unless granted exemption by the Dean, Head of School or professor most concerned. The Dean, Head of School or professor most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

8. Late submission policy

([Optional content - It is recommended that the Faculty specify a late submission policy. Vary the model text below as appropriate, or delete.]

It is expected that unless an application for special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted by the student within the period of extension, no academic penalty will be applied to that piece of assessment.

If a student does not seek an extension, or one is not granted by the academic staff member concerned, or is granted but work is submitted by the student after the extended due date, the late submission of assessment will result in an academic penalty as follows:

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
9. Special consideration for illness, injury or misadventure

- For work submitted after the deadline but up to three calendar days late, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.
- For work submitted after 7 days and less than one week after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.
- For work submitted more than one week late but less than two weeks after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.
- Work submitted more than two weeks after deadline will not be assessed (Fail).

10. Concessional pass

In this Faculty the grade PCON (Concessional Pass) IS/IS NOT awarded. No more than XX of the total credit points of a course can be made up of PCON results.

11. Re-assessment

The Faculty does not offer opportunities for re-assessment other than on the grounds of approved special consideration.

OR

In this Faculty, opportunities for re-assessment are offered to students whose performance is in the prescribed range and circumstances.

Students whose final mark for their unit of study is within the range XX-49 may be offered the opportunity of re-assessment. Re-assessment will be offered to eligible students on one date only, advised by the coordinating academic at the beginning of semester, and it is a student’s responsibility to be available to attend on that date. The maximum mark and grade awarded for a unit of study in these circumstances will be 50 Pass.

Students who have successfully requested special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacity and in any case not longer than 3 months after the original examination or submission date. After this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where special consideration is approved.

Part 4: Progression, Results and Graduation

12. Satisfactory progress

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.

13. Award of the bachelor’s degree with honours

If the Faculty has few honours degrees, or the requirements vary between them, put all the requirements into the course rule. This is one area where a judgement call needs to be made about how best to present the information over the different levels of the resolutions.
Topics that could easily go at either the course or the Faculty level:
- Admission to honours candidature
- Requirements for honours
- Calculation of the honours mark

Topics that naturally have more generality:
- General conditions of honours candidature
- Classes of award
- Support of the Faculties

Any WAM formula or other calculation used to determine either admission to, or award of, honours must be stated in sufficient detail for a reader to make the calculation. WAMs can be explained under the heading 'Weighted Average Mark' or here. Faculties should publish a separate statement outlining the assessment criteria and examination procedure for honours. Modify the model text as appropriate.

To qualify for admission to honours candidature a student must:
- have completed the requirements for the pass degree or be a graduate of no more than 10 years’ standing; and
- have a WAM of at least XXX; and
- have the written permission of the chair of the school/depart ment/discipline most concerned.
- [any other rules specified by the Faculty, including WAM calculations that are different to the University WAM; where honours places are limited by quota specify the method used to select the most meritorious].

General conditions of candidature include:
- rules including joint honours, suspension-failure-discontinuation-re-enrolment, full-time/part-time and time limits.

To qualify for the award of honours a student must:
- [Faculties to specify requirements for the award of honours in terms of units of study and credit points to be completed].

The honours mark is determined by:
- [State how the honours mark is determined, including any calculation used].

Appended honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 to 100</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 to 79</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 to 74</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 to 69</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

Integrated honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade average</th>
<th>Other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>≥ 75</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 to 74</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>65 to 70</td>
<td></td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>≤ 65</td>
<td></td>
</tr>
</tbody>
</table>

[Other requirements: if any, such as High Distinction average in Senior units. Delete if not required.]

14. University medal

[Required content if medal is awarded – Faculty Faculty requirements for the award of the honours bachelor's degree with medal. Modify the model text as appropriate. The location of this paragraph is closely linked to decisions made about locating the honours information.]

A student with an honours mark of XY or above may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule.
15. Weighted average mark (WAM)

[Required content - Tell your students about the existence of the University WAM and specify any other WAMs you have in use. Most commonly WAMs will be specified for entry to, and award of, honours. For Faculty specific or course specific WAMs, provide the formula and any unit weightings used sufficient to allow a student can work out their own WAM.]

[Minimum statement]
The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. 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.

[Optional statements – adapt as necessary]
This Faculty uses the University WAM to calculate admission to, and award of, honours, as well as to determine satisfactory progress to the completion of course requirements and for ranking applicants for prizes and scholarships.

In this Faculty the following WAM calculations are used:

[Sample formulae – use or delete as required]
\[ \text{WAM} = \frac{\sum (Wc \times Mc)}{\sum (Wc)} \]

\[ \text{WAM} = \frac{\sum (CP \times M)}{\sum (CP)} \]

[Terms in formulae need definition]

Part 5: Other

16. Transitional provisions

[Required content when an existing course changes its requirements.]

These resolutions apply to students who commenced their candidature after 1 January, 20XX and students who commenced their candidature prior to 1 January, 20XX who elect to proceed under these resolutions.

Students who commenced prior to 1 January, 20XX 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, 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

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APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe admission, requirements and related matters in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. 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.
Bachelor of XXX
Bachelor of XXX/Bachelor of Advanced Studies
Bachelor of XXX/Master of XXX
Advanced Diploma in XXX
Diploma in XXX

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including but not limited to the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014 (the ‘Coursework Policy’), the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Current versions of all such policies are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes
[Required content—enter the applicable codes and course names]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
</table>

2. Attendance pattern
(1) [Required content]—select the applicable option from the dropdown list. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode. The attendance pattern for this course is [full-time or part-time according to candidate choice / full-time only / part-time only / flexible].

(2) [Required content] Visa requirements commonly restrict international students to full-time study only.

(3) [Required content or delete if not applicable] Some/all units of study are available/only available in distance mode.

[Visas normally restrict international students studying within Australia to taking a maximum of 25% of a course via distance mode]

3. Degree type
[Select the applicable option from the dropdown list]
Single
Combined
Double

4. Bachelor type
[Select the applicable options from the dropdown list]
Liberal Studies
Specialist
Professional
Combined Bachelor (please specify the degree types for the Bachelor degree)
Vertically integrated Bachelor/Masters (professional or specialist)
Vertically integrated Bachelor/Masters (research track)
Double Liberal Studies/Professional Masters

5. Streams
(1) [Optional content—delete if no streams. If the Dalyell Stream is available, it should be mentioned here]
The [insert name of Diploma, Advanced Diploma, Bachelor, Combined Bachelor, Vertically integrated Bachelor/Masters, Professional or Specialist, Vertically integrated Bachelor/Masters (research track), Double Liberal Studies/Professional Masters] is available in the following streams: [insert names].

(2) [Required content if 5 (1) not deleted] Completion of a stream is/ is not a requirement of the course.

(3) [Required content if 5 (1) not deleted] Candidates wishing to transfer between streams should contact the Student Centre.

6. Faculty management
(1) [Required content] This degree is managed by XXX.

(2) [Optional content—delete or adjust if not relevant] Candidates in a combined or double degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Bachelor of XXX. They will then be under the supervision of the Faculty of XXX. The Faculty of XXX shall jointly exercise authority in any matter concerned with the combined or double degree not otherwise dealt with in these resolutions.

7. Admission to candidature
[Required content—admission to candidature for bachelor’s degrees and most diplomas and advanced diplomas is covered by the Coursework Rules 2014. In most cases the generic text below will suffice. You may wish to highlight some of the special features or schemes that apply to your course but should avoid detail that is likely to duplicate for

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potentially contradict the content of the Coursework Rule 2014. Make sure the Coursework Rule 2014 accurately reflect your admission rules, including the information in the course-specific schedules such as tests, interview, audition etc.

If these rules are for a diploma or advanced diploma where admission to candidature is not via the UAC and admission is on some basis other than that specified in the Coursework Rule 2014, specify the admission criteria here.

Admission to candidature for honours degree is dealt with under the heading ‘Requirements for the Honours degree.’

(1) [Required content] Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate, including interstate and international equivalents. Entry study is an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit according to the category of admission and offers for available places are issued according to the ranking. Details of admissions policies are found in the Coursework Rule and Coursework Policy.

(2) [Optional content – delete or modify as necessary] In addition, admission to the course requires the applicant to sit a SAT test or participate in an interview or attend an audition. The results of this process will form part of the ranking process.

(3) [Optional content – delete or modify as necessary] Students who have undertaken a year 12 qualification in Australia need to achieve a Band 4 in the HSC Mathematics (not Mathematics General) or similar result in equivalent interstate year 12, IB or GCE A Level subjects or other year 12 qualifications as determined by the Admissions Committee. Be eligible for admission to XXXX.

8. Requirements for award

[Specify requirements in terms of total credit points and subsets of credit points.]

Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree, i.e. how many majors/minors programmes the candidate must complete and whether the degree has a mandatory degree core (minimum 24 credit points for Liberal Studies degrees). Avoid expressing requirements in terms of numbers of units of study, e.g. 15 credit points rather than two units of study.

Units of study should be listed separately in a table, and it is good practice to embed the course rules into the table in a way that guides a candidate through the requirements. Table of units of study should be labelled according to the degree or degrees to which they apply (e.g., Table A for the Bachelor of XXX and referred to consistently by that name). Detailed requirements for curriculum components (degree core, stream, program, majors and minors) should be listed in the relevant Tables under suitable ordered headings to facilitate navigation. The table of units is part of the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the degree, i.e. how many majors/minors/programs the structure of the...
Candidates must achieve a Distinction average in all core units in each year of study to continue in the combined degree. Candidates who do not achieve a Distinction average will be transferred to the Bachelor of Bachelor of X. Alternatively, candidates may complete a minor from Table A and a second major (48 credit points) as listed in Table S of the Bachelor of Bachelor of X/Bachelor of Advanced Studies or, in the case of the Dalyell stream, in Table A of the Bachelor of Bachelor of X/Bachelor of Advanced Studies.

Candidates wishing to transfer between streams should contact the faculty. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

9. Program, Majors and Minors

Options content — choose the appropriate content from the pulldown menu where there is a program, major and/or minor.

(1) Requirements for programs, majors and minors
(a) Programs, majors and minors are as defined in the Learning and Teaching Policy.
(b) The requirements for completion of programs, majors and minors are as set out in Table A or Table S as appropriate.

(2) Programs
(a) Completion of a program is not a requirement of the course.
(b) A program requires the completion of XX credit points chosen from units of study listed in Table A. The programs available in the [insert degree, combined or double degree name] are:
(c) The majors available in the [insert degree, combined or double degree name] are:
(d) The minors available in the [insert degree, combined or double degree name] are:

(3) Majors
(a) Completion of a major is not a requirement of the course.
(b) Candidates have the option of completing up to two majors. A major requires the completion of XX credit points chosen from units of study listed in the table for that major. Requirements for completion of majors are as set out in Table A or Table S as appropriate.
(c) The majors available in the [insert degree, combined or double degree name] are:

(4) Minors
(a) Completion of a minor is not a requirement of the course.
(b) A minor requires the completion of 36 credit points chosen from units of study listed in Table A or Table S. Requirements for completion of minors are as set out in Table A or Table S as appropriate.
(c) The minors available in the [insert degree, combined or double degree name] are:

10. Progression rules

[Required content - Specify rules about progression from one stage of the degree or diploma to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite rules. Specify any consequences of failure to meet progression rules, such as transfer to a non-advanced stream, or repeat of a year. Note that the process of exclusion from a course is subject to the procedures of the Coursework Policy 2014 and exclusion should not be a direct consequence of the rules stated here.]

(1) [Required content - Progression within a program, major or minor. Enrolment and progression within a minor, program or major is governed by the progression rules specified for that component in the relevant Table.]

(2) [Required content - Select the applicable option from the drop down menu] Progression within the [degree]

(a) Candidates must pass all 1000-level units of study before proceeding to 2000-level units. Failure in any single unit results in a failure of the year and requires the candidate to retake the entire year without credit or exemption for work previously completed.
(b) Candidates must pass UNITSXXX before proceeding to the core units in-year three.
(c) Candidates must maintain a Distinction average in all core units in each year of study to continue in the combined degree. Candidates who do not maintain a distinction average will be transferred to the Bachelor of XXXX.

(3) [Optional content - Progression within the Dalyell stream]

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt units at higher levels than the usual sequence through a program, major or minor.
(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell stream.
(c) Candidates who do not achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies will continue in the Bachelor of XXXX but will not remain in the Dalyell stream.

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11. Requirements for the honours degree or Bachelor of Advanced Studies with honours

Integrated honours [Optional content]

(1) Honours involving a research project, is available to meritorious students who complete an alternative set of units of study in the final XXX year of their course.

(2) Admission to integrated honours is by permission of the program coordinator after the completion of XXX year. Admission requires a WAM of at least 65 in units of study completed to that point.

(3) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative XX credit point honours pathway described in the table of units for the degree. Completion of the degree is required in the minimum standard full-time duration.

(4) The grade of honours will be determined by the honour mark which is calculated according to the following formula: (complete) indicate the honours mark formula is specified.

Embedded honours within the combined Bachelor of Advanced Studies [Optional content]

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of XXX/Bachelor of Advanced Studies who complete an alternative set of units of study in the Bachelor of Advanced Studies.

(2) Candidates undertaking an honours component within the Faculty of XX must complete the requirements for the honours component full-time over two consecutive semesters. If the Faculty of XX is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

(3) For candidates undertaking an honours component with the Faculty of XX, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of XX.

(4) For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are, according to these resolutions and the relevant resolutions of the faculty, in which the honours component is undertaken.

(5) Admission to the embedded honours component is by permission of the relevant honours program coordinator after the completion of the following:

(a) 44 credit points including a major or program, a minor, degree core, and 12 credit points from the Open Learning Environment;
(b) a Weighted Average Mark of at least 65 in units of study completed to that point;
(c) any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions,

(6) To qualify for the award of the Bachelor of XXXX/Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the pass degree and 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12-36 credit points, and 12-36 credit points of honours coursework as required by the relevant department and published in the faculty handbook. Honours subject areas and units of study for honours within the Business School are listed in Table A for the relevant faculty or Table B of the Shared Pool for Undergraduate Degrees.

(7) The grade of honours will be determined by an honour mark calculated from work in the embedded honours component as specified in (indicate the honours mark formula is specified for each discipline in which honours is available in Table A and Table B).

Appendix honours [Optional content]

(1) Honours involving a research project, is available to meritorious students who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the Head of Department/Discipline Program Coordinator satisfied the candidate cannot undertake full-time study.

(2) To qualify for admission to the honours year a student should:

(a) have qualified for, or been awarded, the pass degree or an equivalent degree from another university, including a major(s) in the intended area of study;
(b) have a WAM of at least 65; and
(c) have the permission of the relevant Head of Department/Discipline Program Coordinator.

(3) To qualify for the award of the honours degree, a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the Head of Department/Discipline Program Coordinator.

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The grade of honours will be determined by the honour mark which is calculated according to the following formula... Table A as indicated in the resolutions of the faculty in which the honours component is undertaken. (Indicate the formula or where the honour mark formula is specified.)

12. Award of the degree/advanced diploma/diploma
((Optional content if required – define the classes of award available in this diploma/degree and the level of achievement that defines them. Diplomas and advanced diplomas may be awarded in either Pass or Pass with Merit. Bachelor’s degrees may be awarded in either or both Pass and Honours. Modify the model text as required for the particular course. It is not a requirement of Academic Board that any grade other than Pass be awarded.)

1. (Optional content) The Diploma/Advanced Diploma in XXX is awarded in the grades of either Pass with Merit (with a WAM of at least 75) or Pass (with a WAM below 75).
2. (Optional content) The Bachelor of XXX or Bachelor of XXX/Bachelor of Advanced Studies with Honours is awarded in the grades of either Pass or Honours.

(For appended or embedded Honours)
Honours in the Bachelor or Bachelor of XXX/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the Honours mark as set out in the following table and rules specified in the Resolutions of the Faculty of XXXX or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honour mark in the range...</th>
<th>will be awarded honours...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WAM-honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2. WAM-honours mark &lt; 75</td>
<td>Second Class – Division 1</td>
</tr>
<tr>
<td>3. WAM-honours mark &lt; 70</td>
<td>Second Class – Division 2</td>
</tr>
<tr>
<td>4. WAM-honours mark ≤ 60</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(For integrated Honours, amend table if Honours mark ranges differ)

(Required for degrees with honours) Candidates for the award of the Bachelor or Bachelor of XXX/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of XXX or the Bachelor of XXX/Bachelor of Advanced Studies will be awarded the bachelor degree(s) for which they qualify.

(For integrated Honours, amend table if Honours mark ranges differ)

(Required content) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

(For integrated Honours, amend table if Honours mark ranges differ)

(Required content) Highly meritorious candidates who receive first class honours may be awarded the University medal according to rules specified in the Resolutions of the Faculty of XXXX.

13. Cross-institutional study
(Required content)
1. Cross-institutional study is/is not available in this course.

14. International exchange
(Required content for courses where the exchange policy is different from the Faculty rule. Otherwise, delete. If international exchange is a requirement of the course, make that statement under ‘Requirements for award.’)
(Required content for courses where the exchange policy is different from the Faculty rule. Otherwise, delete. If international exchange is a requirement of the course, make that statement under ‘Requirements for award.’)

1. International exchange is not available in this course.
2. The faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the Student Centre.

15. Course transfer
(Required content for combined degrees and embedded courses. Specify whether candidates can be transferred to either of the single degrees in the event that the candidate does not wish to finish the combined program. Transfer between streams is dealt with under the heading ‘Streams’. Forced transfer arising out of a progression problem is dealt with under the heading ‘Progression Rules.’)

1. A candidate may abandon the combined program and elect to complete either the Bachelor of XXX or the Bachelor of YYYY in accordance with the resolutions governing that degree.

2. A candidate may abandon the combined course program and elect to complete the Bachelor of XXX in accordance with the resolutions governing that degree. Completion of the Bachelor of YYYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

16. Credit for previous study

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
(1) Credit transfer is subject to the provisions of the Coursework Policy, the Resolutions of the Faculty of XXX. All candidates for the Bachelor of XXX, notwithstanding any credit transfer, must complete (free text describe).

17. Commencement date of these resolutions/Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 20XX and students who commenced their candidature prior to 1 January 20XX who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe admission, requirements and related matters in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. 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.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS (1)

Sydney Professional Certificate

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty or University school, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Current versions of all policies are available from the Policy Register: http://www.sydney.edu.au/policies.

Course Resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Faculty or University School administering the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Aboriginal and Torres Strait Islander Health Promotion</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Biostatistics in Health Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Data Literacy for Health Policy Makers</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Health Technology Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Leadership in Health</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Qualitative Health Research</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Commercialisation of Pharmaceuticals &amp; Medical Devices</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Complementary Medicines Regulation</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Diabetes Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Diagnostic Electroencephalography (EEG)</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Fundamentals of Immunotherapy</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Intensive Care Medicine</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Intraoperative Neuromonitoring</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Metabolic Health</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Metabolic Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Neurological Electrodiagnosis</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Oncoplastic Breast Surgery</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Orofacial Pain Science</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Psychology of Pain</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Retrieval Medicine</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Foundations in Higher Education</td>
<td>Faculty of Arts and Social Sciences</td>
</tr>
</tbody>
</table>

2. Attendance pattern

(1) The attendance pattern for this course is full-time or part-time according to candidate choice. Some units of study are only available in distance mode.

3. Qualification type

(1) This course leads to a Professional Certificate, in accordance with requirements set out in the Coursework Rule 2014 and the Coursework Policy 2014.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
4. Embedded courses and credit towards other awards

(1) Study in the Sydney Professional Certificate may be used for credit in Graduate Certificates, Graduate Diplomas and Master degrees subject to the resolutions of those awards and the Coursework Policy 2014. The embedded courses for a Sydney Professional Certificate course are given in the award resolutions for the relevant Graduate Certificate, Graduate Diploma or Masters degree as approved by the relevant faculty or University school board and approved by the Academic Board.

(2) Providing that candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence and receive full credit for work completed in the prior award. Only the highest award completed will be conferred.

5. Course and candidature management

(1) Candidates in the Sydney Professional Certificate will be under the general supervision of the faculty or University School administering the course as specified in 1 above.

(2) The Dean or Dean and Head of School of the faculty or University school and the Chair of the Board of Interdisciplinary Studies shall jointly exercise authority in any matter concerned with the Sydney Professional Certificate not otherwise dealt with in these resolutions.

6. Admission to candidature

(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

(2) Admission to candidature requires:
   (a) A bachelor’s degree or higher award; where relevant this must be in a discipline related to the Sydney Professional Certificate course as specified in Table A; or
   (b) Where specified in Table A, qualifications and documented relevant professional experience and achievement sufficient to successfully undertake the award; and
   (c) Other admission requirements for the course as specified in Table A.

7. Requirements for award

(1) The units of study that may be taken for the course/s are set out in Table A for the relevant Sydney Professional Certificate course.

(2) To qualify for the award of the Sydney Professional Certificate a candidate must complete 12 credit points from the relevant course as specified in Table A.

8. Recognition of prior learning

(1) No reduction in the volume of learning will be granted for any Sydney Professional Certificate Course.

9. Progression rules

(1) Candidates must complete all requirements for a Sydney Professional Certificate course within a period of 2 years.

10. Cross-institutional study

(1) Cross-institutional study is not available in this course.

11. International exchange

(1) International exchange is not allowed in this course.

12. Award of the Sydney Professional Certificate

(1) The Sydney Professional Certificate will be awarded in the pass grade.

(2) The testamur for the Sydney Professional Certificate will specify the course completed.

(3) The testamur will be forwarded to successful candidates after the University has certified that requirements for the course have been met.

13. Course transfer

(1) A candidate in the Sydney Professional Certificate may apply to transfer into another award as set out in section 4 of these resolutions and subject to the resolutions of the award into which they seek to transfer.

(2) Candidates who transfer into another award will not be awarded the Sydney Professional Certificate but will be awarded the qualification into which they transfer upon completing requirements for that award.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
14. Commencement of these resolutions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS (2)

Sydney Professional Certificate in XXX
Graduate Certificate in XXX
Graduate Diploma in XXX
Master of XXX

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014 (the ‘Coursework Policy’), the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Current versions of all policies are available from the Policy Register: http://www.sydney.edu.au/policies.

Course Resolutions

1. Course codes
[List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
</table>

2. Attendance pattern
[Required content – state whether the course is available as full time, part time or both. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode]
The attendance pattern for this course is full time or part-time according to candidate choice / full time only / part time only. [Some/all units of study are available/only available in distance mode. Visa restriction normally restrict international students studying within Australia to taking a maximum of 25% of courses via distance mode]

3. Master’s type
[Required content for coursework master’s degrees.]
This master’s degree is [a professional/ an advanced learning/research pathway/extended] master’s course, as defined by the Coursework Rule 2014 and the Coursework Policy 2014.

4. Embedded courses in this sequence
[Required content for embedded courses.]
(1) The embedded courses in this sequence are:
   • the Sydney Professional Certificate in XXX
   • the Graduate Certificate in XXX
   • the Graduate Diploma in XXX
   • the Master of XXX
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence and receive full credit for work completed in the prior award. Only the highest award completed will be conferred.

5. Streams
[Required content where there are streams – delete if no streams. List the streams of the course. State whether a stream is a requirement or not, and the procedures for transferring between streams.]
(1) The Graduate Certificate in/ Graduate Diploma in/ Master of XXX is available in the following streams: [free text]
(2) Completion of a stream is/ is not a requirement of the course.
(3) Candidates wishing to transfer between streams should contact the Faculty student office.

6. Cross-faculty management
[Required content for combined degrees delivered by two or more faculties. Delete for non-combined courses or combined courses delivered by only one faculty. Specify the faculty responsible for administration of candidature for this course. Modify the standard clause as appropriate.]
(1) Candidates in this combined degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Master of XXX. They will then be under the supervision of the Faculty of YYY.
(2) The Deans of the Faculty of XXX and the Faculty of YYY shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

7. Admission to candidature

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Postgraduate requirements for admission to candidature should be specified in detail and should be compliant with the minimum entry standards for postgraduate courses specified in the Coursework Rule. Conditions should be specific rather than general and include names of degrees or disciplines of study required for admission as well as other criteria (if any) e.g. minimum WAM requirements, interviews, auditions or entrance tests. Include the generic statement about available places – modify only if places are allocated on some other basis.

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

Or

(4) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

Admission to candidature requires...
- [cut and paste the relevant section from the table below.]

<table>
<thead>
<tr>
<th>Select the appropriate class of award and paste above</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Certificate</strong></td>
</tr>
<tr>
<td><strong>Graduate Diploma</strong></td>
</tr>
<tr>
<td><strong>Master's - Advanced Learning</strong></td>
</tr>
<tr>
<td><strong>Master's - Professional Master's</strong></td>
</tr>
<tr>
<td><strong>Master's - Research pathway Master's</strong></td>
</tr>
</tbody>
</table>

8. Requirements for award

[Required content - specify the requirements in terms of total credit points and subsets of credit points. Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree i.e. how many major/stream the candidate must complete, the number of credit points for a major/stream etc. Avoid expressing requirements in terms of numbers of units of study, i.e. “12 credit points” rather than “two units of study”.

Units of study should be listed separately in a named table, which should also contain detailed requirements for any streams, majors or specialisations. It is good practice to embed the course rules into the table in a way that guides a candidate through the requirements, however, a table does NOT replace the expression of the requirements in the resolutions.]

The units of study that may be taken for the course/s are set out in Table X.

To qualify for the award of the XXXX a candidate must complete XX credit points, including:

<table>
<thead>
<tr>
<th>Select the appropriate class of award and paste above</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Certificate</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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Approved by the Academic Board, 6 March 2018; amended 10 April 2018

Graduate Diploma
Candidates must complete XX credit points [minimum 36, maximum 48] including:
- Core units of study.
- Elective units of study offered by the Faculty of enrolment or another Faculty.

Master’s - Advanced Learning including:
Master of Arts
Master of Science
Other Advanced Learning
Candidates must complete XX credit points [minimum 48, maximum 96] including:
- Core advanced units of study; and
  - A capstone experience.
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units of study offered by the Faculty of enrolment or another Faculty;
  - Optional elective units involving a professional / industry project;
  - Optional international exchange.

Master’s - Professional
Candidates must complete XX credit points [minimum 48, maximum 96] including:
- Core units of study;
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units offered by the Faculty of enrolment or another Faculty;
  - Optional elective units involving a professional / industry project;
  - Optional international exchange.

9. Specialisations
[Required content where there are specialisations – delete if no specialisations. List the specialisations of the course. State whether a specialisation is a requirement or not. Define the minimum requirements for a specialisation and the maximum number of specialisations one candidate can complete. Modify the model text as appropriate.]

Completion of a specialisation is/ is not a requirement of the course. Candidates have the option of completing up to two specialisations. A specialisation requires the completion of XX credit points chosen from units of study listed in the table for that specialisation as specified in Table xxxx. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:

[List]

10. Recognition of prior learning
[Optional content. Insert any specific details for credit or reduction in the volume of learning in this degree that are not covered in the Coursework Policy 2014.]

(1) Waivers may be granted or the volume of learning may be reduced in recognition of prior learning in accordance with the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).

(2) Candidates for the Master of xxxx may be eligible for a reduction in the volume of learning of up to 48 credit points, subject to the following:
  a. A reduction in the volume of learning to a maximum of 24 credit points for a bachelor degree in a cognate discipline as determined by Faculty of XXXX;
  b. A reduction in the volume of learning to a maximum of 24 credit points for an honour bachelor degree, Graduate Certificate or Graduate Diploma;
  c. The maximum reduction in the volume of learning on the basis of prior learning is 48 credit points.

(3) Candidates for the Graduate Diploma in xxxx may be eligible for a reduction in the volume of learning of up to 24 credit points for relevant postgraduate studies where no award has been or will be made.

(4) Candidates for the Graduate Certificate in xxxx may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been or will be made.

(5) Notwithstanding any reduction in the volume of learning granted on the basis of work completed or prior learning, in order to qualify for an award a student must complete at least 50 per cent of the requirements prescribed for the award course at the University of Sydney.

11. Progression rules
[Required content: Delete if not applicable. Specify rules about progression from one stage of the degree, diploma or certificate to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite rules. Specify any consequences, such as transfer to a shorter course, or repeat of a year. Note that the process of exclusion from a course is subject to the procedures of the progression policy and exclusion should not be a direct consequence of the rules stated here.]
e.g. Candidates must pass all stage one units of study before proceeding to stage two. Failure in any single unit results in a failure of the stage and requires the candidate to retake the entire stage without credit or exemption for work previously completed.

Or

Candidates must pass UNITXXXX before proceeding to the core units in year two.

Or

Candidates who fail any clinical placement unit will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule. Candidates who subsequently fail the clinical placement for a second time will be excluded from the course if they cannot show cause. Any further failures will result in automatic exclusion from the course.

12. Cross-institutional study

[Required content for courses where cross-institutional study is NOT an option, or where course specific restrictions apply. Otherwise, delete.]

Cross-institutional study is not available in this course.

13. International exchange

[Required content for courses where the exchange policy is different from the Faculty rule. Otherwise, delete. If international exchange is a requirement of the course, make that statement under 'Requirements for award.]

International exchange is not allowed in this course.

Or

The Faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the International Office.

14. Award of the master's degree, graduate diploma and graduate certificate

[required content: specify that the degree will be awarded at pass level and whether the major or specialisation will appear on the testamur. The permissible class for the award of degrees, diplomas and certificates are specified in the Coursework Rule 2014]

(1) The master's degree will be awarded in the pass grade

(2) The testamur for the Master of xxxx will specify:

a. The specialisation(s) completed

15. Course transfer

[Required content for combined degrees and embedded courses. Specify whether candidature can be transferred to either one of the single degrees in the event that the candidate does not wish to finish the combined program. Specify transfer rules from longer embedded courses to shorter embedded courses. Transfer between streams is dealt with under the heading ‘Streams’. Forced transfer arising out of a progression problem is dealt with under the heading ‘Progression Rules.’]

(1) A candidate may abandon the combined program and elect to complete either the Master of XXX or the Master of YYY in accordance with the resolutions governing that degree.

Or

(1) A candidate may abandon the combined program and elect to complete the Master of XXX in accordance with the resolutions governing that degree. Completion of the Master of YYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

Or

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

16. Commencement of these resolutions

[Required content when an existing course changes its requirements.]

These resolutions apply to students who commenced their candidature after 1 January 20XX and students who commenced their candidature prior to 1 January 20XX who elect to proceed under these resolutions.

Candidates who commenced prior to 1 January 20XX 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 of or specify alternative requirements for completion of candidatures that extend beyond this time.
**APPENDIX 4: LIBRARY IMPACT STATEMENT**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?</td>
<td>Yes No</td>
</tr>
<tr>
<td>2. Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service? 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.</td>
<td>Yes No</td>
</tr>
<tr>
<td>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.</td>
<td>Text here</td>
</tr>
</tbody>
</table>

This section to be completed by library staff

**Library resources required**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the Library already collect resources in this area?</td>
<td>Yes No</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Comments</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Initial costs of acquiring basic resources (digital and non-digital)</td>
<td>$AUD</td>
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<tr>
<td></td>
<td></td>
</tr>
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<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
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<td>New journal titles (including back-runs)</td>
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<tr>
<td>Additional databases / digital resources</td>
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<td>Initial resources costs</td>
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<td>Ongoing costs of resources</td>
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<td>Annual costs of maintain new subscriptions (journals and databases)</td>
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<td>Ongoing information resources costs</td>
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<tr>
<td>Additional resource requirements</td>
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</tr>
<tr>
<td>Include requirements for information and research learning skills programs, library guides and e-learning materials etc.</td>
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<tr>
<td><strong>Comments</strong></td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>Specify opportunities for developing research and learning resources.</td>
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<tr>
<td><strong>Implications</strong></td>
<td></td>
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<tr>
<td>Include issues regarding staff / time to develop and deliver the programs and other support materials.</td>
<td></td>
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<td></td>
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<td>Estimated number of hours</td>
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<tr>
<td><strong>Library Director’s comments</strong>*</td>
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</tr>
<tr>
<td>* The Library Director should sign on the front page.</td>
<td></td>
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</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
### APPENDIX 5: TABLE A

**Sydney Professional Certificate in XXX**

**Admission requirements**

Achievement of a Sydney Professional Certificate in XXX requires 12 credit points of X000-level units of study, including:

(i) 6 credit points of X000 level core units of study

(ii) 6 credit points of X000 level selective units of study

**Units of study**

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td><strong>X000 level units of study</strong></td>
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<td></td>
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<tr>
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<td></td>
<td></td>
<td>XX</td>
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Commented [LM10]: Keep this line if there are specific entry requirements in addition to the minimum Bachelor degree or equivalent professional experience.

Commented [LM11]: Keep or remove depending on model chosen.

Commented [LM12]: Adjust and add row as required.

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### APPENDIX 65: REFERENCE – SESSION CODES

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</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>
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<tr>
<td>S1CIJA</td>
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<tr>
<td>S1CIFE</td>
<td>Int February*</td>
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<td>S1CIMR</td>
<td>Int March*</td>
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<td>S1CIMY</td>
<td>Int May*</td>
</tr>
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<td>Semester 2b (last seven weeks of Semester 2)</td>
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<td>S2CIAU</td>
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<td>S2CIOC</td>
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<td>S2CINO</td>
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### APPENDIX 76: REFERENCE – CAMPUS CODES

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<tr>
<td>CC</td>
<td>Camperdown/Darlington</td>
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<td>CD</td>
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</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>
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<tr>
<td>CS</td>
<td>Surry Hills</td>
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<td>DB</td>
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<td>DE</td>
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<td>DF</td>
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<tr>
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<tr>
<td>DO</td>
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</tr>
<tr>
<td>DR</td>
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<tr>
<td>DS</td>
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<td>ML</td>
<td>Malaysia</td>
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<td>Mallett Street</td>
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<tr>
<td>NE</td>
<td>Nepean Clinical School</td>
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<tr>
<td>NO</td>
<td>Northern Clinical School</td>
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<tr>
<td>NP</td>
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<tr>
<td>RC</td>
<td>Rozelle</td>
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<tr>
<td>SA</td>
<td>Sydney Adventist Hospital Clinical School</td>
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<tr>
<td>SC</td>
<td>Sydney (used by the Sydney Conservatorium of Music only)</td>
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<tr>
<td>SH</td>
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<tr>
<td>SJ</td>
<td>St James</td>
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<td>WC</td>
<td>Westmead</td>
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<td>Western Clinical School at Westmead</td>
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</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
APPENDIX 7: AQF COMPLIANCE

Attach AQF documentation here.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Rebecca Goldsworthy, Faculty of Engineering and Information Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment to Master of Transport degree resolutions</td>
</tr>
</tbody>
</table>

**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.

To amend the degree resolutions of the Master of Transport to include in the admission clause the requirement that applicants should have a Bachelor degree in a cognate discipline.

**RECOMMENDATION**

That the Graduate Studies Committee recommends that the Academic Board:

(1) approve the proposal from the Faculty of Engineering to amend the Master of Transport, the Graduate Diploma in Transport, and the Graduate Certificate in Transport; and

(2) approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

**EXECUTIVE SUMMARY**

It is proposed to amend the degree resolutions of the Master of Transport to include in the admission clause the requirement that applicants should have a Bachelor degree in a cognate discipline.

Cognate disciplines include:

- Business
- Management
- Commerce
- Economics
- Project management
- Engineering
- Physics
- Geography
- Architecture
- Urban planning.

To ensure that all students have sufficient quantitative background to undertake several of the core units of the degree, it is proposed that the admission selection criteria include a clause that the applicant should have a Bachelor degree in any of the aforementioned disciplines.

**ATTACHMENTS**

Attachment 1: Minor Course Amendment proposal – Master of Transport.
Minor Course Amendment Proposal

Faculty: Engineering & IT

Contact person: Prof David Levinson (x76136), Christine Lacey (x40678)

1. Name of award course
   Master of Transport
   Graduate Diploma in Transport
   Graduate Certificate in Transport

2. Purpose of proposal
   To amend the degree resolutions of the Master of Transport to include in the admission clause the requirement that applicants should have a Bachelor degree in a cognate discipline.

   Cognate disciplines include Business, management, commerce, economics, project management, engineering, physics, geography, architecture, or planning

   This is to ensure that all students have sufficient quantitative background to undertake several of the core units of the degree.

3. Details of amendment
   Appendix 1: Master of Transport degree resolutions

4. Transitional arrangements
   Nil

5. Other relevant information
   Nil

6. Signature of Dean
   [Signature]
   13/8/19
Master of Transport

Graduate Diploma in Transport

Graduate Certificate in Transport

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td></td>
<td>Graduated Certificate in Transport</td>
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<tr>
<td></td>
<td>Graduate Diploma in Transport</td>
</tr>
<tr>
<td></td>
<td>Master of Transport</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

The attendance pattern for this course is full time or part time according to candidate choice. Some units of study are available in distance mode.

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 Master of Transport
   (b) the Graduate Diploma in Transport
   (c) the Graduate Certificate in Transport

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to Candidature

(1) Available places will be offered to qualified applicants ranked on merit in accordance with the following criteria:
   (a) Master of Transport
      (i) an Australian Qualifications Framework Level 8 or higher qualification in any discipline with a minimum credit average (or equivalent) at an institution approved by the Faculty of Engineering and Information Technology; or
      (ii) an Australian Qualifications Framework Level 7 or higher qualification in a cognate discipline, determined by the Faculty of Engineering and Information Technology, with a minimum credit average (or equivalent) at an institution approved by the Faculty of Engineering and Information Technology; or
      (iii) an Australian Qualifications Framework Level 7 or higher qualification in a non-cognate discipline with a minimum credit average (or equivalent) at an institution approved by the Faculty of Engineering and Information Technology and a minimum of three years relevant work experience; and
      (iv) satisfaction of the English language requirements, where applicable.
   (b) Graduate Diploma in Transport
      (i) an Australian Qualifications Framework Level 7 or higher qualification (or equivalent) in a cognate discipline at an institution approved by the Faculty of Engineering and Information Technology and graded at a standard acceptable to the Faculty of Engineering and Information Technology; and
      (ii) satisfaction of the English language requirements.
   (c) Graduate Certificate in Transport
      (i) an Australian Qualifications Framework Level 7 or higher qualification (or equivalent) in a cognate discipline at an institution approved by the Faculty of Engineering and Information Technology and graded at a standard acceptable to the Faculty of Engineering and Information Technology; and
      (ii) satisfaction of the English language requirements.

(2) In exceptional circumstances the Faculty of Engineering and Information Technology may admit applicants without these qualifications who, in the opinion of the Faculty of Engineering and Information Technology, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Transport.
(2) To qualify for the award of the Master of Transport a candidate must complete 72 credit points, comprising:
   (a) 54 credit points of core units of study;
   (b) 18 credit points of elective units of study.
(3) To qualify for the award of the Graduate Diploma in Transport a candidate must complete 48 credit points, comprising:
Master of Transport

(a) a minimum of 36 credit points of core units of study;
(b) a maximum of 12 credit points of elective units of study.

(4) To qualify for the award of the Graduate Certificate in Transport a candidate must complete 24 credit points, comprising:
(a) a minimum of 18 credit points of core units of study; and
(b) a maximum of 6 credit points of elective units of study.

7 Recognition of prior learning

(1) Waivers may be granted or the volume of learning may be reduced in recognition of prior learning.
(2) Candidates for the Master of Transport may be eligible for a reduction in the volume of learning of up to 30 credit points for relevant postgraduate studies where no award has been, or will be made.
(3) Candidates for the Graduate Diploma in Transport may be eligible for a reduction in the volume of learning of up to 18 credit points for relevant postgraduate studies where no award has been, or will be made.
(4) Candidates for the Graduate Certificate in Transport may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been, or will be made.
(5) Notwithstanding any reduction in the volume of learning granted on the basis of work completed or prior learning, in order to qualify for an award a student must complete at least 50 per cent of the requirements prescribed for the award course at the University of Sydney.

8 Course transfer

(1) A candidate for the master’s degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Faculty of Engineering and Information Technology, and provided the requirements of the shorter award have been met.
(2) A candidate for the graduate certificate or graduate diploma may elect to upgrade to the master’s degree with full recognition of prior learning upon completion of a minimum of 24 credit points and graded at a standard acceptable to the Faculty of Engineering and Information Technology.

9 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2020.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Rebecca Goldsworthy, Curriculum Team Leader, Faculty of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment to the Master of Professional Engineering degree to include a new specialisation</td>
</tr>
<tr>
<td>Purpose</td>
<td>To introduce from 2021 a new specialisation in Sustainability and Environmental Engineering into the Master of Professional Engineering.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

a) approve the proposal from the Faculty of Engineering to amend the Master of Professional Engineering and Master of Professional Engineering (Accelerated);

b) approve the amendment of the Senate and Course resolutions arising from the proposal; and

c) approve the amendment of the table of Units of Study arising from the proposal, with effect from 1 January, 2021.

EXECUTIVE SUMMARY

The School of Civil Engineering proposes to introduce a new specialisation in the Master of Professional Engineering:

- Sustainability and Environmental Engineering

This specialisation will provide an avenue for students wishing to study in this growing area of engineering expertise, but are unable to gain entry into the Master of Engineering (Sustainability and Environmental Engineering) degree.

Through considered mapping of the curriculum, the specialisation will facilitate the early acquisition of key foundational skills and knowledge that underpin the study of sustainability and environmental engineering. These skills and knowledge were often found lacking in a number of unsuccessful applications into the Master of Engineering (Sustainability and Environmental Engineering) degree.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal MPE specialisation in Sustainability and Environmental Engineering.
Attachment 2: Academic Rationale for New Specialization
Attachment 3: Course Resolution amendment
Attachment 4: Unit of Study Table
Attachment 5: Senate Resolutions amendment

Note: Attachment 5, the Senate resolutions amendment resulting from this proposal is presented as a marked-up Word document as opposed to a system-generated pdf from the CMS in order to improve clarity, as there were several corrections to the Senate resolutions recently approved by Faculty Board which appear as amendments in the CMS.
Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies

Contact person: Professor Timothy Langrish (x14568), Rebecca Goldsworthy (x14363)

1. **Name of award course**
   Master of Professional Engineering (Sustainability and Environmental Engineering)

2. **Purpose of proposal**
   It is proposed to introduce a new sustainability and environmental engineering specialisation in the Master of Professional Engineering degree, to be available to incoming students beginning 2021. The addition of the sustainability and environmental engineering specialisation in the MPE will provide an avenue for students wanting to study in this area but are currently not suitable for admission into the Master of Engineering (Sustainability and Environmental) degree. Between February and October 2018, 72 applications were received from students wanting to enroll in the ME (Sustainability and Environmental) degree. Of those 72 applicants, only 9 were admitted into the program. The unsuccessful applicants were found to not have sufficient foundational skills, knowledge, or background in the area of sustainability and environmental engineering and were offered a place in the MPE (Chemical and Biomolecular) course instead. The new MPE in sustainability and environmental engineering will provide an opportunity for students to gain the required foundational skills and knowledge while engaging in study of sustainability and environmental engineering, in part through the introduction of a new unit of study, CIVL9010 Environmental Engineering which is undertaken in semester 1 of the first year. The sustainability and environmental engineering specialisation will develop in students the necessary analytical and synthesis skills to analyse and design solutions to pressing environmental and sustainability issues facing the world today, such as global warming, decarbonising the energy economy, and ensuring sustainable food and water supplies, in industrial, academic, and governmental settings. The program will provide to students from different disciplines the necessary flexibility to achieve their individual professional goals within this framework, while developing their ability to work successfully in multi-disciplinary environments.

The following points summarise the key differentiating features between the proposed program and existing programs (for example, Master of Engineering in Sustainability and Environmental Engineering):

- Anchors students in the understanding and application of system boundaries and mass and energy balances;
- Connects an understanding of transport phenomena (fluid mechanics, heat and mass transfer) to the design of separation processes for both the prevention of environmental problems and environmental remediation; and
- Includes the understanding and application of reaction engineering to both the prevention of environmental problems and environmental remediation.

3. **Details of amendment**
   Appendix 1: Master of Professional Engineering (Sustainability and Environmental Engineering) – proposal detail including learning outcomes
   Appendix 2: Master of Professional Engineering course resolutions
   Appendix 3: Master of Professional Engineering Handbook Table for proposed Sustainability and Environmental Engineering specialisation
   Appendix 4: Faculty of Engineering Senate resolutions

4. **Transitional arrangements**
   The new specialisation will be available to all students commencing in 2021 and beyond.

5. **Other relevant information**
   Nil

6. **Signature of Dean**
   [Signature]
   24/7/19

Minor Course Amendment Proposal

Version 03.09.2012
Master of Professional Engineering in Sustainability and Environmental Engineering

Academic rationale

The rationale for this course is the provision of a strong foundation for the deep specialist engineering study of sustainability and the environment, based on an interdisciplinary approach to equip students with a cross-disciplinary set of skills in engineering, management and science. The course will provide specialist postgraduate training in the emerging field of sustainability and the environment to engineering and science graduates with at least three years of professional experience. The course builds on the existing program in the Master of Engineering in Sustainability and Environmental Engineering.

Key differentiating features between this course and existing programs (for example, Master of Engineering in Sustainability and Environmental Engineering) include the provision of key foundation skills in mass and energy balances, mass transfer, separation processes, and chemical thermodynamics, to complement traditional environmental engineering and science skills in chemistry and fluid mechanics. Mass and energy balances, mass transfer and separation processes, together with an understanding of thermodynamics and chemical partitioning, are considered by the process industry (the resource sector, e.g. BHP Billiton) and chemical engineers to be fundamental to understanding environmental problems and developing solutions at all scales.

Sustainability, in the general sense, includes both technical skills and social and economic dimensions. While the key focus of this proposal is to provide technical skills, these are provided in the context of economic and social skills through several units of study, as described in the next section.

This program has been developed in response to the clear need to create a stronger and broader foundation in engineering skills for sustainability and the environment, including a clear and explicit understanding of system boundaries, mass and energy balances, and the full spectrum of transport phenomena (fluid mechanics, heat and mass transfer), and their translation to understanding and designing separation processes, as well as the understanding and application of reaction engineering. The following points summarise the key differentiating features between the proposed program and existing programs:

- Anchors students in the understanding and application of system boundaries and mass and energy balances;
- Connects an understanding of transport phenomena (fluid mechanics, heat and mass transfer) to the design of separation processes for both the prevention of environmental problems and environmental remediation; and
- Includes the understanding and application of reaction engineering to both the prevention of environmental problems and environmental remediation.

Particular groups of students who will benefit from this foundation include those with environmental science backgrounds, who need a strong engineering preparation and who are not currently suitable for the ME Sustainability and Environmental Engineering course.
Academic aims and objectives

The goal of the teaching programs will be to imbue in students the necessary analytical and synthesis skills to analyse and design solutions to pressing environmental and sustainability issues facing the world today, such as global warming, decarbonising the energy economy, and ensuring sustainable food and water supplies, in industrial, academic, and governmental settings. The program will provide to students from different disciplines the necessary flexibility to achieve their individual professional goals within this framework.

In delivering the course, the first year includes critical foundation skills in:

- giving the context of the need for sustainability (PHYS5034: Life Cycle Analysis),
- mass and energy balances (CHNG9103: Conservation of Mass and Energy),
- fluid mechanics (AMME9261: Fluid Mechanics 1, or CHNG9201: Fluid Mechanics),
- heat and mass transfer (CHNG9203: Heat and Mass Transfer),
- environmental engineering (CIVL9010: Environmental Engineering),
- separation processes (CHNG9206: Separation Processes), and
- engineering computing (ENGG9801: Engineering Computing).

All these areas of learning are fundamental building blocks for the understanding of sustainability and environmental engineering.

In the second year, we will build on these fundamental topics to create solutions for sustainability and environmental engineering, as follows:

- the human dimensions of environmental engineering and sustainability challenges (CIVL9310: Humanitarian Engineering, CIVL5320: Engineering for Sustainable Development),
- thermodynamics (AMME9262: Thermal Engineering 1, or CHNG9204: Chemical Engineering Thermodynamics),
- process control (AMME9501: System Dynamics and Control, or CHNG9302: Process Dynamics and Control),
- professional practice (ENGG5204: Engineering Professional Practice),
- an introduction to process plant design (CHNG9301: Process Plant Design), and
- particle processing (CHNG9305: Particle Processing).

In the final year, the following units of study will cap off the degree program by developing skills in delivering and implementing solutions in sustainability and environmental engineering:

- innovation (ENGG5102: Entrepreneurship for Engineers),
- sustainable design (ENGG5202: Sustainable Design, Engineering & Management),
- risk management (CHNG9306: Risk Management for Chemical Engineering, or ENGG5103: Safety Systems and Risk Analysis),
- research and development (CHNG5020: Capstone Project A, CHNG5021: Capstone Project B, CHNG5222: Dissertation A, CHNG5223: Dissertation B, or CIVL5020:

Learning outcomes from these core units and specialist electives will be focussed, developed and assessed in core capstone research project units (CHNG5020: Capstone Project A, CHNG5021: Capstone Project B, CHNG5222: Dissertation A, CHNG5223: Dissertation B, or CIVL5020: Capstone Project A, CIVL5021: Capstone Project B, CIVL5222: Dissertation A, CIVL5223: Dissertation B).

From a thematic perspective, the economic and social skills that are required for an understanding of sustainability are developed through several units of study, such as:


This course will draw upon the research strength in the Faculty of Engineering and IT to deliver a strong in-depth program that allows specialisation through electives. This program will enable the University of Sydney to develop and enhance its world leading position as a centre of excellence in sustainability and environmental engineering to develop and deliver new solutions for the future.

Overall aims of the course include:

- Instilling a broad understanding of sustainability and environmental engineering in the real world;
- Providing the necessary skill set, knowledge and technical expertise to analyse, design and deliver systems to improve the sustainability of environmental engineering systems;
- Creating a strong multi-disciplinary learning community with excellent connections to industry and government; and
- Graduating students who are able to work in multi-disciplinary environments.

The Master of Professional Engineering in Sustainability and Environmental Engineering will include the following key areas of learning:

- Energy studies;
- Wastewater systems; and
- Green engineering.

Market Analysis

Of 72 applications for ME (Sustainability and Environmental Engineering) from February to October 2018, only 9 could be admitted due to the insufficient foundation and background of the applicants, which is a great loss of opportunity. The 63 who could not be accepted were
offered admission to the MPE (Chemical and Bimolecular) course instead, and it is unclear how many of these students accepted an offer for a course that was not in their preferred area of Sustainability and Environmental Engineering. It is suggested that a high uptake of students into a MPE (Sustainability and Environmental Engineering) course is very likely in these circumstances, perhaps 50%, representing the enrolment of 31 additional postgraduate coursework students.

Industrial feedback for this approach has come from Dr Stephen Grocott, Research and Development manager for BHP Billiton, who notes that “This program will meet the needs of industry by supplying graduates with strong fundamental engineering skills. I particularly commend the inclusion of fundamental courses in mass and energy balances, which are the foundations of industrial approaches to sustainability.”

**Learning Outcomes**

Graduates of the Master of Professional Engineering in Sustainability and Environmental Engineering will develop a critical understanding about the analysis of sustainability and the environment, core capabilities for synthesizing and designing solutions for addressing challenges and for taking opportunities in the areas of sustainability and the environment, and proficiencies in interdisciplinary analysis. They will have mastery of state-of-the-art technologies that are used to develop, analyse and implement such systems. They will have the know-how to design and execute their own research in related fields. They will develop the ability for strategic and logical reasoning, deduction and analysis. The Master of Professional Engineering in Sustainability and Environmental Engineering achieves AQF level 9 learning outcomes through the unit collections given in the table below, as follows:

<table>
<thead>
<tr>
<th>Masters Degree (Coursework)</th>
<th>Master of Professional Engineering in Sustainability and Environmental Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Knowledge of recent developments in the environment and sustainability. Collection: core</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Knowledge of fundamental research principles and methods applicable to the analysis, design and implementation of solutions to challenges in environmental engineering and sustainability. Collection: Core, Elective, Capstone</td>
</tr>
<tr>
<td>Skills</td>
<td>Well-developed skill set to gain mastery of mass and energy balances, fluid mechanics, heat and mass transfer, reaction engineering, separation processes, sustainability and</td>
</tr>
<tr>
<td>Category</td>
<td>Skills</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>theoretical knowledge</td>
<td>Cognitive, technical and creative skills to investigate, analyse and</td>
</tr>
<tr>
<td>and to reflect critically on</td>
<td>synthesize concepts about sustainability and environmental engineering</td>
</tr>
<tr>
<td>the theory and</td>
<td>and skills to apply new and established theories to different bodies of</td>
</tr>
<tr>
<td>professional practice of</td>
<td>knowledge or practice</td>
</tr>
<tr>
<td>scholarship</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>Cognitive, technical and creative skills to generate and evaluate</td>
</tr>
<tr>
<td></td>
<td>complex ideas and concepts at an abstract level</td>
</tr>
<tr>
<td></td>
<td>Communication and technical research skills to interpret and explain</td>
</tr>
<tr>
<td></td>
<td>theoretical propositions, methodologies, conclusions and professional</td>
</tr>
<tr>
<td></td>
<td>decisions to specialist and non-specialist audiences</td>
</tr>
<tr>
<td></td>
<td>Technical and communication skills to design,</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>The application of knowledge and skills with creativity and initiative to new situations in professional practice and/or learning</td>
</tr>
<tr>
<td>Application</td>
<td>The application of knowledge and skills with high level personal autonomy and accountability</td>
</tr>
<tr>
<td>Application</td>
<td>The application of knowledge and skills to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship</td>
</tr>
</tbody>
</table>
### Year 1, Semester 1

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>AMME9261: Fluid Mechanics 1, or CHNG9201: Fluid Mechanics</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>ENGG9801: Engineering Computing</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9203: Heat and Mass Transfer</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9000: Chemical Engineering for Scientists</td>
</tr>
</tbody>
</table>

### Year 1, Semester 2

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>CIVL9010: Environmental Engineering</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9103: Conservation of Mass and Energy</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>PHYS5034: Life Cycle Analysis</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9206: Separation Processes</td>
</tr>
</tbody>
</table>

### Year 2, Semester 1

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>CIVL9310: Humanitarian Engineering</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9305: Particle Processing</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9302: Process Dynamics and Control</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>ENGG5204: Engineering Professional Practice</td>
</tr>
</tbody>
</table>

### Year 2, Semester 2

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9301: Process Plant Design</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CIVL9320: Engineering for Sustainable Development</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>AMME9262: Thermal Engineering 1, or CHNG9204: Chemical Engineering Thermodynamics</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
<td>Electives</td>
</tr>
</tbody>
</table>
### Year 3, Semester 1

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>ENGG5102: Entrepreneurship for Engineers</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>ENGG5202: Sustainable Design, Engineering &amp; Management</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
<td>Select from Specialist Electives</td>
</tr>
<tr>
<td>Core Research Units</td>
<td>6</td>
<td>CHNG5020: Capstone Project A, or CIVL5020: Capstone Project A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students achieving a WAM (weighted average mark) of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway and may replace CHNG5020 and 6CP of recommended electives with CHNG5222 Dissertation A.</td>
</tr>
</tbody>
</table>

### Year 3, Semester 2

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9306: Risk Management for Chemical Engineering, or ENGG5103: Safety Systems and Risk Analysis</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td>Select from Specialist Electives</td>
</tr>
<tr>
<td>Core Research Units</td>
<td>6</td>
<td>CHNG5021: Capstone Project B, or CIVL5021: Capstone Project B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students achieving a WAM (weighted average mark) of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway and may replace CHNG5021 and 6CP of recommended electives with CHNG5223 Dissertation B.</td>
</tr>
<tr>
<td>Type</td>
<td>CPs</td>
<td>CPs from</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Specialist Units</td>
<td>24</td>
<td>Select from</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AFNR5801: Climate Change: Process, History, Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AMME5101: Energy and the Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AMME5510: Vibration and Acoustics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5003: Green Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5004: Particles and Surfaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5005: Wastewater Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5006: Advanced Wastewater Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5008: Nanotechnology in Chemical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5601: Membrane Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5604: Membrane Engineering Laboratory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELEC5206: Sustainable Energy Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MECH5255: Airconditioning and Refrigeration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MECH5265: Combustion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MECH5276: Renewable Energy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL5351: Geoenvironment Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL5670: Reservoir, Steam and Coastal Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL6665: Advanced Water Resources Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> Candidates must complete a minimum of 24 credit points of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialist units, but they may take additional units as Electives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where Reduced Volume Learning has been granted, candidates must</td>
</tr>
<tr>
<td></td>
<td></td>
<td>complete a minimum of 12 credit points of Specialist units.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exchange units may be taken as Specialist units with the approval of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program Director.</td>
</tr>
<tr>
<td>Research Units</td>
<td>12</td>
<td>Select from</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5020: Capstone Project A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5021: Capstone Project B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5020: Capstone Project B Extended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5222: Dissertation A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5223: Dissertation B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL5020: Capstone Project A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL5021: Capstone Project B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL5222: Dissertation A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL5223: Dissertation B</td>
</tr>
<tr>
<td>Elective Units</td>
<td>18</td>
<td>Select from</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5001: Process Systems Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHNG5606: Advanced Food Processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL5670: Reservoir, Steam and Coastal Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL9614: Hydrology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIVL9612: Fluid Mechanics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSYS5010: Introduction to Complex Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGG5231: Engineering Graduate Exchange A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGG5232: Engineering Graduate Exchange B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INFC7000: Inventing the Future</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MECH9261: Fluid Mechanics</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td>Candidates may complete a maximum of 12 credit points of Electives.</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialist units may also be taken as Exchange units. Other Postgraduate units in the Faculty may be taken as Elective units with the approval of the Program Director.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives may be approved for candidates who have been granted RVL with the approval of the Program Director.</td>
<td></td>
</tr>
</tbody>
</table>
Master of Professional Engineering

Master of Professional Engineering (Accelerated)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPROFEN</td>
<td>Master of Professional Engineering</td>
</tr>
<tr>
<td></td>
<td>Master of Professional Engineering (Accelerated)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

This master's degree is a professional master's course, as defined in the Coursework Rule 2014 and the Coursework Policy 2014.

4 Specialisations

(1) The Master of Professional Engineering and Master of Professional Engineering (Accelerated) are available in the following specialisations:

(a) Aerospace Engineering
(b) Biomedical Engineering
(c) Chemical and Biomolecular Engineering
(d) Civil Engineering
(e) Electrical Engineering
(f) Fluids Engineering
(g) Geomechanical Engineering
(h) Intelligent Information Engineering
(i) Mechanical Engineering
(j) Power Engineering
(k) Software Engineering
(l) Structural Engineering
(m) Sustainability and Environmental Engineering*
(n) Telecommunications Engineering

* The Sustainability and Environmental Engineering specialisation is only available to students enrolled in the Master of Professional Engineering degree.

5 Admission to candidature

(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

(2) Admission to candidature for the Master of Professional Engineering requires:

(a) A Bachelor of Engineering from the University of Sydney, or equivalent qualification, with a minimum credit average;
(b) A non-engineering bachelor's degree with a minimum credit average, with studies equivalent to 48 credit points in mathematics, physics, chemistry, biology, geology, computing or statistics, as related to the stream sought for admission.

And:

(c) All candidates for admission must have prior learning equivalent to 48 credit points in total, which, in the estimation of the Dean, is comparable to the requirements for the first year of a Bachelor of Engineering at this University in the stream sought for admission.

(3) Admission to candidature for the Master of Professional Engineering (Accelerated) requires:

(a) A Bachelor of Engineering from the University of Sydney, or equivalent qualification, with a minimum credit average and in a relevant discipline, which, is consistent with at least two years of the specialisation to which the student will be admitted.

(4) In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in the tables of units of study:

(a) Master of Professional Engineering
(b) Master of Professional Engineering (Accelerated)

(2) To qualify for the award of the Master of Professional Engineering a candidate must complete 144 credit points, including core and elective units of study as listed in the table of units of study for each specialisation.

(3) To qualify for the award of the Master of Professional Engineering (Accelerated) a candidate must complete 96 credit points, including core and elective units of study as listed in the table of units of study for each specialisation.
Credit for previous study

Master of Professional Engineering

(1) Candidates transferring from the Master of Engineering to the Master of Professional Engineering may transfer up to 24 credit points provided units are equivalent to units of study offered in the Master of Professional Engineering. Any additional credit is subject to the approval by the Dean.

(2) A maximum of 72 credit points may be granted towards the Master of Professional Engineering from external postgraduate studies where no award has been, or will be made, provided the studies are acceptable to the Dean and are equivalent to units of study offered in the Master of Professional Engineering.

(3) Candidates with a Bachelor of Engineering or equivalent in the relevant discipline and who have reached an acceptable level academic achievement in their prior degree may be eligible for a reduction of volume in learning of up to 48 credit points.

(4) Candidates with a Bachelor of Applied Science or equivalent in a field suitable to the faculty, or a Bachelor of Engineering or equivalent in another field, may be eligible for a reduction of volume in learning of up to 24 credit points.

Master of Professional Engineering (Accelerated)

(5) Candidates transferring from the Master of Engineering to the Master of Professional Engineering (Accelerated) may transfer up to 24 credit points provided units are equivalent to units of study offered in the Master of Professional Engineering (Accelerated). Any additional credit is subject to the approval by the Dean.

(6) A maximum of 24 credit points may be granted towards the Master of Professional Engineering (Accelerated) from external postgraduate studies where no award has been, or will be made, provided the studies are acceptable to the Dean and are equivalent to units of study offered in the Master of Professional Engineering (Accelerated).

Progression

Candidates are required to meet the progression requirements as specified in the Coursework Rule 2014.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
# Unit of study table

## Master of Professional Engineering (Sustainability and Environmental Engineering)

To qualify for the award of the Master of Professional Engineering in this specialisation, a candidate must complete 144 credit points, including core and elective units of study as listed below.

### Core units

**Year One**

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME9261 Fluid Mechanics 1</td>
<td>6</td>
<td>A</td>
<td></td>
<td>N AMME5200 OR CHNG9201</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9000 Chemical Engineering for Scientists</td>
<td>6</td>
<td>A</td>
<td></td>
<td>CHNG1103 OR CHNG5707</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9103 Conservation of Mass and Energy</td>
<td>6</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9201 Fluid Mechanics</td>
<td>6</td>
<td>A</td>
<td></td>
<td>CHNG5701 OR CHNG9201 OR CHNG5703</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9203 Heat and Mass Transfer</td>
<td>6</td>
<td>A</td>
<td></td>
<td>CHNG5801 OR CHNG9201 OR AMME9262</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9206 Separation Processes</td>
<td>6</td>
<td>A</td>
<td></td>
<td>CHNG9201 and CHNG9202 and CHNG9204 and CHNG9206</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9010 Environmental Engineering</td>
<td>6</td>
<td>A</td>
<td></td>
<td>CHNG9201 OR CHNG9202</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG9881 Engineering Computing</td>
<td>6</td>
<td>N</td>
<td>ENGG5801 OR ENGG1801</td>
<td></td>
<td></td>
<td>Semester 1 Intensive January</td>
</tr>
<tr>
<td>PHYS5034 Life Cycle Analysis</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Year Two**

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME9262 Thermal Engineering 1</td>
<td>6</td>
<td>A</td>
<td></td>
<td>N AMME5200 OR CHNG9204</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9204 Chemical Engineering Thermodynamics</td>
<td>6</td>
<td>A</td>
<td></td>
<td>CHNG9201 and CHNG9202 and CHNG9203 and CHNG9204 and CHNG9206</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9301 Process Plant Design</td>
<td>6</td>
<td>A</td>
<td></td>
<td>CHNG9201</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9302 Process Dynamics and Control</td>
<td>6</td>
<td>A</td>
<td></td>
<td>CHNG9202</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9305 Particle Processing</td>
<td>6</td>
<td>A</td>
<td></td>
<td>CHNG9201 and CHNG9202 and CHNG9204 and CHNG9206</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9310 Humanitarian Engineering</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5320 Engineering for Sustainable Development</td>
<td>6</td>
<td>P</td>
<td>CIVL3310 OR CIVL9310</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5204 Engineering Professional Practice</td>
<td>6</td>
<td>A</td>
<td></td>
<td>ELEC5701</td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Year Three**

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5102 Entrepreneurship for Engineers</td>
<td>6</td>
<td>A</td>
<td></td>
<td>Some limited industry experience is preferred but not essential.</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
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<tr>
<td>ENGG5103</td>
<td>Safety Systems and Risk Analysis</td>
<td>6</td>
<td>None                                                                ----------------------------------------------------------------</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG5202</td>
<td>Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG9306</td>
<td>Risk Management for Chemical Engineering</td>
<td>6</td>
<td>A CHNG9201 and CHNG9202 and CHNG9203 and CHNG9204 and CHNG9206. Mass and energy balances, physical chemistry, physics. N CHNG3806 OR CHNG5806 OR CHNG9306</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG5217</td>
<td>Practical Experience</td>
<td>0</td>
<td>N ENGP1000 OR ENGP2000 OR ENGP3000 OR ENGG4000 OR CHNG5205 OR AMME5010 Students should have completed one year of their MPE program before enrolling in this unit.</td>
<td>Intensive April</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive August</td>
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<tr>
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<td></td>
<td></td>
<td>Intensive December</td>
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<td></td>
<td></td>
<td>Intensive February</td>
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<td></td>
<td>Intensive January</td>
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<td></td>
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<td></td>
<td></td>
<td>Intensive July</td>
<td></td>
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<td></td>
<td></td>
<td>Intensive March</td>
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<td></td>
<td></td>
<td>Intensive May</td>
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<td></td>
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<td></td>
<td></td>
<td>Intensive November</td>
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<td></td>
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<td></td>
<td></td>
<td>Intensive October</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive September</td>
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</table>

**Specialist Elective units**

Candidates must complete a minimum of 18 credit points from the following Specialist Elective units of study.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR 5801</td>
<td>Climate Change: Process, History, Issues</td>
<td>6</td>
<td>A A basic understanding of climate change processes and issues.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5003</td>
<td>Green Engineering</td>
<td>6</td>
<td>A CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. All core 3000 level chemical engineering units of study.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5004</td>
<td>Particles and Surfaces</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that all 3000 level core chemical engineering units have been successfully completed.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG5005</td>
<td>Wastewater Engineering</td>
<td>6</td>
<td>A Enrolment in this unit assumes that the student has successfully completed CHNG1103 (Mass and Energy Balances), CHNG2801 (Fluid Mechanics), CHNG2802 (Applied Mathematics), CHNG3803 (Chemical and Biological Process Design), CHNG3804 (Biochemical Engineering) and CHNG3805 (Particle Mechanics) or equivalent.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG5006</td>
<td>Advanced Wastewater Engineering</td>
<td>6</td>
<td>A CHNG5005 OR CHNG3804.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5008</td>
<td>Nanotechnology in Chemical Engineering</td>
<td>6</td>
<td>A 12cp CHEM2xxx</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5601</td>
<td>Membrane Science</td>
<td>6</td>
<td>None</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG5604</td>
<td>Advanced Membrane Engineering</td>
<td>6</td>
<td>A CHNG5601</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5351</td>
<td>Geoenvironmental Engineering</td>
<td>6</td>
<td>None</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5670</td>
<td>Reservoir, Stream and Coastal Engineering</td>
<td>6</td>
<td>A (CIVL3612 OR CIVL9612) AND MATH2061</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6665</td>
<td>Advanced Water Resources Engineering</td>
<td>6</td>
<td>A CIVL3612 OR CIVL9612 N CIVL5665</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5206</td>
<td>Sustainable Energy Systems</td>
<td>6</td>
<td>A Following concepts are assumed knowledge for this unit of study: familiarity with transformers, ac power, capacitors and inductors, electric circuits such as three-phase circuits and circuits with switches, and basic electronic circuit theory.</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Elective units

Candidates may complete a maximum of 6 credit points from the following Elective units of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Type</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNG5001</td>
<td>Process Systems Engineering</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>A 1000 level physics and mathematics (differential equations). Use of mathematical and/or computer-based modelling tools and techniques. Feedback control concepts and principles as taught in CHNG3802/CHNG9302 or similar courses. Students who are unsure about meeting these requirements should contact the unit coordinator for advice. This unit of study is for Masters students and can be selected as an elective by 4th year students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG5006</td>
<td>Advanced Wastewater Engineering</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5670</td>
<td>Reservoir, Stream and Coastal Engineering</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL9612</td>
<td>Fluid Mechanics</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL9614</td>
<td>Hydrology</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SYS5010</td>
<td>Introduction to Complex Systems</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INFC7000</td>
<td>Inventing the Future</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH9261</td>
<td>Fluid Mechanics 2</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Project units

All candidates are required to complete a minimum of 12 credit points of Project or Research units during the final year of study. Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the second year of study or equivalent are eligible for the Extended Capstone Project.

Extended Capstone Project candidates take Capstone Project units CHNG5020 and CHNG5022 (total 18 cp) in place of Capstone Project CHNG5020, CHNG5021 and 6 cp of elective units, or CIVL5020 and CIVL5022 (total 18 cp) in place of CIVL5020 and CIVL5021 and 6 credit points of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Type</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNG5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>A (CHNG9301 OR CHNG5801) AND (CHNG9302 OR CHNG5802) AND (CHNG9303 OR CHNG5803) AND (CHNG9305 OR CHNG5805) AND (CHNG9306 OR CHNG5806). P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). C CHNG5020 N CHNG5022 OR CHNG5222 OR CHNG5205</td>
<td></td>
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</tr>
<tr>
<td>CHNG5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>A Enrolment in this unit of study assumes that Capstone Project A has been successfully completed. C CHNG5020 N CHNG5022 OR CHNG5222 OR CHNG5205</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>P 24 credit points in the Master of Engineering and WAM &gt;=70, or 96 credit points in the Master of Professional Engineering and WAM &gt;=70, or 48cp from MPE(Accel) program and WAM &gt;=70 C CHNG5020 N CHNG5021 OR CHNG5222 OR CHNG5205 Note: Department permission required for enrolment Permission required for semester 1 or 2 based on achievement in Capstone Project A and taking other program requirements into consideration.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). N CIVL5222 OR CIVL5223</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CIVL5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>C CIVL5020 N CIVL5222 OR CIVL5223 OR CIVL5022</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CIVL5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>P 24 credit points in the Master of Engineering and WAM &gt;=70, or 96 credit points in the Master of Professional Engineering and WAM &gt;=70, or 48cp from MPE(Accel) program and WAM &gt;=70 N CIVL5021 OR CIVL5222 OR CIVL5223 Note: Department permission required for enrolment</td>
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</tbody>
</table>

Research pathway

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the second year of study or equivalent are eligible for the Research Pathway.

Research pathway candidates take Dissertation units CHNG5222 and CHNG5223 (total 24 cp) or CIVL5222 and CIVL5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective units.
CHNG5222
Dissertation A
12
N ENGG5220 OR ENGG5221 OR CHNG5020 OR CHNG5021 OR CHNG5022
Note: Department permission required for enrolment
In order to enrol in a project, students must first secure an academic supervisor in an area
that they are interested. The topic of your project must be determined in discussion with
the supervisor. The supervisor can come from any of the Engineering Departments;
however, they need to send confirmation of their supervision approval to the Postgraduate
Administrator.
Semester 1
Semester 2

CHNG5223
Dissertation B
12
C CHNG5222
N ENGG5220 OR ENGG5221 OR CHNG5020 OR CHNG5021 OR CHNG5022
Note: Department permission required for enrolment
In order to enrol in a project, students must first secure an academic supervisor in an area
that they are interested. The topic of your project must be determined in discussion with
the supervisor. The supervisor can come from any of the Engineering Departments;
however, they need to send confirmation of their supervision approval to the Postgraduate
Administrator.
Semester 1
Semester 2

CIVL5222
Dissertation A
12
N CIVL5020 OR CIVL5021 OR CIVL5022
Note: Department permission required for enrolment
In order to enrol in a project, students must first secure an academic supervisor in an area
that they are interested. The topic of your project must be determined in discussion with
the supervisor. The supervisor can come from any of the Engineering Departments;
however, they need to send confirmation of their supervision approval to the Postgraduate
Administrator.
Semester 1
Semester 2

CIVL5223
Dissertation B
12
N CIVL5020 OR CIVL5021 OR CIVL5022
Note: Department permission required for enrolment
In order to enrol in a project, students must first secure an academic supervisor in an area
that they are interested. The topic of your project must be determined in discussion with
the supervisor. The supervisor can come from any of the Engineering Departments;
however, they need to send confirmation of their supervision approval to the Postgraduate
Administrator.
Semester 1
Semester 2

ESIPS-MIPPS (Engineering Sydney Industry Placement Scheme)
ESIPS candidates take CHNG5205 Major Industrial Project Placement (24 credit points) in place of the Engineering Project units (12 credit points) plus two of the electives from the Specialist Units of Study.

CHNG5205
Major Industrial Placement Project
24
P Passed at least 48 credit points in Master of professional engineering with adequate
foundation knowledge in discipline. Students wishing to do this unit of study should contact
the Head of School prior to enrolment.
N CHNG5020 OR CHNG5021 OR ENGG5217 OR CHNG9402 OR CHNG5112
Note: Department permission required for enrolment
Enrolment by permission only. The students enrolled in this subject should have completed
the first year Master of Professional Engineering with specialisation in Chemical and
Biomolecular Engineering and a minimum credit average. The candidate will be selected
by interview and at the discretion of the Head of School. Students enrolled in this subject
are exempted from completing Chemical Engineering Design A (CHNG9402), Capstone
Project A and B (CHNG5020 and CHNG5021) and one of the electives from the Specialist
Units of Study that students are expected to take in the first semester of the second year. This
exemption is granted because students are exposed to the core aspects of these courses
through practical exercises undertaken during the MIPPS placement. While undertaking
MIPPS, students have a unique opportunity to see and experience the industrial
environment around them, in a manner which is not available at University. MIPPS students
are required to enroll in Chemical Engineering Design B (CHNG9406) in the following
semester.
Semester 1
Semester 2

For more information on degree program requirements visit CUSP (https://cusp.sydney.edu.au).
RESOLUTIONS OF THE SENATE

The Senate Resolutions for the Faculty of Engineering and Information Technologies must be read in conjunction with the appropriate Resolutions for the Faculty of Engineering and Information Technologies the individual Course resolutions and rules.

Resolutions of the Senate

1 Degrees, diplomas and certificates of the 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 the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2017. 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>RPPHDENG</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPHLENG</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>MAENGINE-03</td>
<td>Master of Engineering</td>
<td>ME</td>
<td>72</td>
</tr>
<tr>
<td>MAINFTEC-04</td>
<td>Master of Information Technology</td>
<td>MIT</td>
<td>72</td>
</tr>
<tr>
<td>MAINFTMG-03</td>
<td>Master of Information Technology</td>
<td>MITM</td>
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</tr>
<tr>
<td>MAHLTCIN-01</td>
<td>Master of Health Technology Innovation</td>
<td>MHTI</td>
<td>96</td>
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<tr>
<td>MADATASC-01</td>
<td>Master of Data Science</td>
<td>MDS</td>
<td>48</td>
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<tr>
<td>MACPXSYS-01</td>
<td>Master of Complex Systems</td>
<td>MCXS</td>
<td>96</td>
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<tr>
<td>MAPROFEN-02</td>
<td>Master of Professional Engineering</td>
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<tr>
<td>Aerospace</td>
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<tr>
<td>Biomedical</td>
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<tr>
<td>Chemical</td>
<td>MPE(Chemical &amp; Biomolecular)</td>
<td>144</td>
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<tr>
<td>Civil</td>
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<td>Electrical</td>
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<tr>
<td>Fluids</td>
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<td>Geomechanical</td>
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<td>Power</td>
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<tr>
<td>Software</td>
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<td>Program Code</td>
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<td>MAPEOEN-03</td>
<td>Master of Professional Engineering (Accelerated)</td>
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<tr>
<td>Aerospace Engineering</td>
<td>Aerospace Engineering</td>
<td>MPE(Aerospace)</td>
<td>96</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>Biomedical Engineering</td>
<td>MPE(Biomedical)</td>
<td>96</td>
</tr>
<tr>
<td>Chemical and Biomolecular Engineering</td>
<td>Chemical and Biomolecular Engineering</td>
<td>MPE(Chemical &amp; Biomolecular)</td>
<td>96</td>
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<tr>
<td>Civil Engineering</td>
<td>Civil Engineering</td>
<td>MPE(Civil)</td>
<td>96</td>
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<tr>
<td>Electrical Engineering</td>
<td>Electrical Engineering</td>
<td>MPE(Electrical)</td>
<td>96</td>
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<tr>
<td>Fluids Engineering</td>
<td>Fluids Engineering</td>
<td>MPE(Fluids)</td>
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<tr>
<td>Geomechanical Engineering</td>
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<td>MPE(Power)</td>
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<tr>
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<tr>
<td>BPCOMPUT-01</td>
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<td>BPCSTECN-03</td>
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### Electrical Engineering
BEHons(Electrical) 192

### Mechanical Engineering
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### Mechatronic Engineering
BEHons(Mechatronic) 192

### Software Engineering
BEHons(Software) 192

### Bachelor of Project Management*
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### Bachelor of Information Technology^%
BPINFTEC-02 BIT(ComputerScience) 192

### Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<td>Master of Information Technology/Master of Information Technology Management</td>
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<td>BPACMCOM-01</td>
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<td>BAdvComp/BCom</td>
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<tr>
<td>BPACMSCI-01</td>
<td>Bachelor of Advanced Computing*/Bachelor of Science*</td>
<td>BAdvComp/BSc</td>
<td>240</td>
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<td>Medical Science</td>
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<tr>
<td>BHENGART-03</td>
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<td>BEHons/BA</td>
<td>240</td>
</tr>
<tr>
<td>BHENGCOM-03</td>
<td>Bachelor of Engineering Honours/Bachelor of Commerce*</td>
<td>BEHons/BCom</td>
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<td>BEHons/BDesArch</td>
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<tr>
<td>BHENGLAW-02</td>
<td>Bachelor of Engineering Honours/Bachelor of Laws</td>
<td>BEHons/LLB</td>
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</table>

*may be awarded with honours following a further year of study.
^may be awarded with honours in an integrated program
BHENGMSC-02 Bachelor of Engineering Honours/Bachelor of Medical Science* BEHons/BMedSci 240
BHENGSCI-03 Bachelor of Engineering Honours/Bachelor of Science* BEHons/BSc 240
BPITCART-01 Bachelor of Information Technology/Bachelor of Arts* BIT/BA 240
BPITCCOM-02 Bachelor of Information Technology/Bachelor of Commerce* BIT/BCom 240
BPITCLAW-01 Bachelor of Information Technology/Bachelor of Laws^ BIT/LLB 288
BPITCMSC-01 Bachelor of Information Technology/Bachelor of Medical Science* BIT/BMedSc 240
BPITCSCI-01 Bachelor of Information Technology/Bachelor of Science* BIT/BSc 240
BHENGPRM-03 Bachelor of Engineering Honours/Bachelor of Project Management* BEHons/BPM 240
BHENGMST-01 Bachelor of Engineering Honours/Bachelor of Music Studies* BEHons/BMusStudies 240

*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>
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<th>Code</th>
<th>Course title</th>
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<td>GradDipComp</td>
<td>60 48</td>
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<tr>
<td>GNENGINE-01</td>
<td>Graduate Diploma in Engineering</td>
<td>GradDipEng</td>
<td>36</td>
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<tr>
<td>GNENPROF</td>
<td>Graduate Diploma in Engineering (Professional Engineering) <em>(Last intake 2013)</em></td>
<td>GradDipEng(ProfEng)</td>
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<tr>
<td>GNINFTEC-03</td>
<td>Graduate Diploma in Information Technology</td>
<td>GradDipIT</td>
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<td>GNINFMTMG-03</td>
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<td>GNPRJMGT-02</td>
<td>Graduate Diploma in Project Management</td>
<td>GradDipPM</td>
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<td>GNPRJLEA-01</td>
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<td>GNHLTCIN-01</td>
<td>Graduate Diploma in Health Technology Innovation</td>
<td>GradDipH</td>
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<tr>
<td>GNCPXSYS-01</td>
<td>Graduate Diploma in Complex Systems</td>
<td>GradDipCXS</td>
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### 5 Graduate certificates

<table>
<thead>
<tr>
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<th>Course title</th>
<th>Abbreviation</th>
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<td>GCENGINE-01</td>
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<td>GradCertEng</td>
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<tr>
<td>GCINFTEC-02</td>
<td>Graduate Certificate in Information Technology</td>
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<td>GCINFTMG-02</td>
<td>Graduate Certificate in Information Technology Management</td>
<td>GradCertTM</td>
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<td>GCDATASC-01</td>
<td>Graduate Certificate in Data Science</td>
<td>GradCertDS</td>
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<tr>
<td>GCPRJMGT-01</td>
<td>Graduate Certificate in Project Management</td>
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<td>GCCOMPUT-01</td>
<td>Graduate Certificate in Computing</td>
<td>GradCertComp</td>
<td>24</td>
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</tbody>
</table>

[Back to top](#)
Amendments to the Course Resolutions for the Doctor of Veterinary Medicine course to clarify the requirements and process for admission, incorporate the new placement units in the progression requirements and clarify time limits and credit for previous study.

**EXECUTIVE SUMMARY**

The proposed amendments ensure that admission criteria, deferral, course structure, requirement for progression, assessments, and credit for previous studies are clearly outlined. The amended course resolutions now clearly outline:
- Details about admission criteria and ranking criteria
- Deferral is only considered under exceptional circumstances and requires approval of Dean
- Details about course structure which are outlined for each year of the program
- Detail about progression rules which include new placements units
- Information about assessment structure and organisation
- Information about maximum time permitted for completion of the program (5 years)
- Information on credit for previous study

Terminology has been used consistently across the program.

**IMPLEMENTATION**

For implementation commencing 1 January 2020. No Academic Model diets or tables need to be updated, only the resolutions in the Handbook.

**ATTACHMENTS**

1. Minor Course Amendment Proposal
2. Doctor of Veterinary Medicine resolutions
Minor Course Amendment Proposal

Faculty: Faculty of Science, Sydney School of Veterinary Science
Contact person: Dr. Bianca Waud, Postgraduate Program Director DVM

1. Name of award course
   Doctor of Veterinary Medicine (DVM)

2. Purpose of proposal
   To make minor amendments to the course resolutions of the Doctor of Veterinary Medicine (DVM) to clearly outline requirements and to integrate the new Placement units as part of the progression requirements.

3. Details of amendment
   The proposed amendments ensure that admission criteria, deferral, course structure, requirement for progress, assessments, and credit for previous studies are clearly outlined. The amended course resolutions now clearly outline:
   - Details about admission criteria and ranking criteria
   - Deferral is only considered under exceptional circumstances and requires approval of Dean
   - Details about course structure now outlined the focus of each year in the program
   - Detail about progression rules now including the new placements units
   - Information about assessment structure and organisation
   - Information about maximum time permitted for completion of the program (5 years)
   - Information on credit for previous study

   It further ensures that identical terminology is use consistently across the program.

   Please see the attached resolutions

4. Transitional arrangements
   Transitional arrangements are not required.

5. Other relevant information

6. Signature of Dean

Signature

[Signature]

Minor Course Amendment Proposal
Version 01.10.2014
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), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<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 or more of study in each of general chemistry (physical and inorganic), organic chemistry, biology and biochemistry.

   (b) Applicants must submit a veterinary science supplementary application form 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) Applicants will be ranked by academic performance and aptitude for the practice of veterinary medicine.

   (e) If some applicants are ranked equally according to the above criteria a Faculty selection panel will make a further assessment and possibly require an interview and will make recommendations for admission. 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. Deferral

   Applications for deferral of enrolment following an offer of a place in the Doctor of Veterinary Medicine will only be considered under exceptional circumstances and requires the approval of the Dean.

6. Course Structure

   The Doctor of Veterinary Medicine is structured as a four-year program with learning integrated across units of study in each year:

   (a) Year 1 - Function of the Normal Animal Body

   (b) Year 2 - Principles and Approach to Clinical Disease

   (c) Year 3 - Animal Health and Disease Management

   (d) Year 4 - Professional Practice Program

7. Progression

   (a) Candidates for the degree may enrol in the units of study prescribed for Year 2 of candidature only after successful completion of Year 1 units of study.

   (b) Candidates for the degree may enrol in the units of study prescribed for Year 3 candidature only after successful completion of Year 1 and Year 2 units of study including Industry Placements Units of Study.

   (c) Candidates for the degree may enrol in the units of study prescribed for Year 4 of candidature only after successful completion of Year 1, Year 2 and Year 3, including preparatory clinical placements and the abattoir placement units of study.

8. Assessment

   (a) The Doctor of Veterinary Medicine is an integrated program and assessment can occur outside the designated University of Sydney examinations periods.

   (b) Details of assessment requirements will be outlined in the unit of study outline.

9. Requirements for award

   (a) The units of study that may be taken for the course are set out in the table for the Doctor of Veterinary Medicine.

   (b) To qualify for the Doctor of Veterinary Medicine a candidate must successfully complete a prescribed program of 192 credit points, and:

   (c) Successfully complete the prescribed external placements as listed in the unit of study table including:

   (i) 4 weeks of preparatory clinical placements;

   (ii) 8 weeks of farms industry placements; and
Progression rules

(1) Candidates for the degree may enrol in the units of study prescribed for Year 2 of candidature only after successful completion of Year 1.

(2) Candidates for the degree may enrol in the units of study prescribed for Year 3 of candidature only after successful completion of Year 2 and Year 1.

(3) Candidates for the degree may enrol in the units of study prescribed for the final year of candidature only after successful completion of Year 1, and Year 2, and Year 3.

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.

Time limits

(a) A candidate for the Doctor of Veterinary Medicine must complete the requirements for the degree within five calendar years.

(b) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Veterinary Medicine to a maximum of 10 years.

Credit for previous study

Advanced standing (including Reduced Volume of Learning or credit for previous study) are not available in this degree.

Award of the degree

The Doctor of Veterinary Medicine is awarded as a Pass degree only.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Master of Clinical Psychology resolutions</td>
</tr>
</tbody>
</table>

**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.

Amendments to the Course Resolutions for the Master of Clinical Psychology (MCP) course to allow for transfer into the double MCP/PhD course and to include the Bachelor of Advanced Studies (Honours) as a pathway into the MCP.

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Master of Clinical Psychology; and
2. approve the amendment of the Course Resolutions arising from the proposal with effect from 1 January 2020.

**EXECUTIVE SUMMARY**

The proposed amendments to the course resolutions for the Master of Clinical Psychology degree allow enrolled students to transfer to the Master of Clinical Psychology and Doctor of Philosophy (MCP/PhD) double degree. The rationale for the original resolution was to prevent MCP/PhD admission to be a “side-door” entry into the highly competitive MCP program, but as the current application process to both programs is now identical, this is no longer an issue.

Furthermore, the School of Psychology aims to increase the number of MCP/PhD students, and allowing students to transfer to the MCP degree will facilitate this aim.

We have also included the new degree, Bachelor of Advanced Studies (Honours), as an admissions pathway into the MCP.

**IMPLEMENTATION**

For implementation commencing 1 January 2020. No Academic Model diets or tables need to be updated, only the resolutions in the Handbook. Implications for the Admissions team and Faculty Services have been canvassed and resolved (see attachments).

**ATTACHMENTS**

1. Minor Course Amendment Proposal
2. Master of Clinical Psychology resolutions
3. Supporting correspondence
Minor Course Amendment Proposal

Faculty: Science

Contact person: Associate Professor Maree Abbott

1. **Name of award course**

   Master of Clinical Psychology

2. **Purpose of proposal**

   The purpose of the proposal is to amend the course resolutions for the Master of Clinical Psychology degree so that enrolled students can transfer to the Master of Clinical Psychology and Doctor of Philosophy (MCP/PhD) double degree. The rationale for the original resolution was to prevent MCP/PhD admission to be a "side-door" entry into the highly competitive MCP program, but as the current application process to both programs is now identical, this is no longer an issue. Furthermore, the School of Psychology aims to increase the number of MCP/PhD students, and allowing students to transfer to the MCP degree will facilitate this aim. Allowing MCP students to transfer to the MCP/PhD degree will mean that they only have to submit one thesis (the PhD thesis), while separate enrolment in the two stand-alone degrees will require the completion of two theses (the MCP thesis plus the PhD thesis). Student enrolment in the two separate stand-alone degrees has not been previously allowed, and this would set a precedent.

   We have also included the Bachelor of Advanced Studies (Honours) as a pathway into this degree.

3. **Details of amendment**

   **Existing Course Resolutions**

   3(1)(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

   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.

   **Amended (Proposed) Course Resolutions**

   3(1)(a) hold or have completed the requirements for the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Advanced Studies (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

   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.

4. **Transitional arrangements**

   MCP students who wish to transfer to the MCP/PhD double degree will have to apply (via the Head, Clinical Psychology Unit or Director of Clinical Training) to the Dean of Science to transfer until changes in the course resolutions are approved.

5. **Other relevant information**

6. **Signature of Dean**

   [Signature]

---

Minor Course Amendment Proposal

Version 01.10.2014
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), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1. Course codes

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<th>Course and stream title</th>
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<td>MACULPSY-01</td>
<td>Master of Clinical Psychology</td>
</tr>
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</table>

2. Attendance pattern

The attendance pattern for this course is full-time for the first year. Students may apply to the Director of Clinical Training to switch to a part-time enrolment from second year.

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, an applicant must:
   a. hold or have completed the requirements for the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Advanced Studies (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 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, 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 Mana Yura Student Support Team. 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 Policy 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:

1. within a minimum period of four 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
3. 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.
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.

Coursework and research units of study will be dealt with under the Progression rules of the University of Sydney (Coursework) Policy 2014.

10 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2019 and persons who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2019 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, 2024, or later date as the faculty may, in special circumstances, approve.
Hi again Cecily,

Just to confirm that I heard back from Natasha Jhin (Admissions) and Fiona Lawrence (GRS, Science); both agreed that a letter from the MCP Director of Clinical Training wouldn’t be strictly necessary in processing the transfer from MCP to MCP/PhD, however it also would not hurt and so could accompany the documentation, if the committee thinks this would be helpful.

With Best Wishes, Maree

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From: Maree Abbott <maree.abbott@sydney.edu.au>
Date: Tuesday, 18 June 2019 at 4:39 pm
To: Cecily Oakley <cecily.oakley@sydney.edu.au>
Cc: Pauline Ross <pauline.ross@sydney.edu.au>, Psychology School Manager
<psychology.schoolmanager@sydney.edu.au>, Psychology PG Admin
<psychology.pgadmin@sydney.edu.au>, Veronica Boulton
<veronica.boulton@sydney.edu.au>, Science Committee Officer
<science.committees@sydney.edu.au>, Caroline Hunt <caroline.hunt@sydney.edu.au>
Subject: Re: MCP Resolution change

Dear Cecily,
Many thanks for your email and for following up about our proposal to change the MCP course resolutions to allow students to transfer from the MCP standalone degree to the MCP/PhD double degree.

I have corresponded over the past week with Edwina Grose (Director, Student Operations), Sonja De Jonghe (Data Analyst, Academic Model), Natasha Jhin (Admissions Officer, Admissions Blue Team) and Fiona Lawrence (Graduate Research School, Faculty of Science). All have been extremely helpful in discussing the best path to follow in processing applications to transfer from the MCP to the MCP/PhD in keeping with current practices in the Faculty and University.

Edwina and Sonja explained that the Academic Model team would typically define allowable course transfers, while Faculty Services would process the transfer for individual students. However, more recently, for various reasons, the Academic Model team no longer builds allowable course transfers. As such, they have recommended the ‘internal transfer process’ whereby the student applies for the new double degree (MCP/PhD) and if successful, is awarded credit toward completed units for the MCP. They said that this pathway is the most suitable, given the additional requirements of the HDR degree and would be processed by Admissions.

Natasha Jhin (Admissions Office) kindly sent me the proposed procedures for applications to transfer from the MCP to the MCP/PhD double degree. I have copied these below from Natasha’s email:

Please find below the procedures to transfer from MCP to MCP/PhD
1. Student to submit a new application for MCP/PhD (DRPPHDSCI4000-0)
2. Admissions to request all the required documents including research proposal & evidence of supervisor
3. Once all supporting documents received, Admissions to forward the application to GRS via Sydney Student
4. GRS processes applications working with the School’s nominated Research PGC and the Associate Dean Research Education
5. Once approved, GRS to issue offer
6. GRS to contact Faculty Services 3 to update the route for stand-alone MCP to MACLIPSY1CPH and to ensure the enrolment is correct

I have also sent an email to Natasha asking whether students would require a letter from the Director of Clinical Training for the MCP supporting their MCP/PhD application, which also outlines their successfully completed MCP units of study to date. Alternatively, the Director of Clinical Training for the MCP can liaise with the Schools PGC for HDR research. I will send you Natasha’s reply once received.
With these correspondence and proposed processes in mind, I have attempted to answer your specific questions below with my responses highlighted in yellow.

**Who is responsible for processing?**

- Academic Model
- Faculty Services
- Faculty GRS

*We expect that Admissions, GRS and Faculty Services would be involved and responsible for various aspects of processing, with academic input from the School of Psychology from the Director of Clinical Training or Head, Clinical Psychology Unit with the School of Psychology Postgraduate Co-ordinator for HDR admissions.*

MCP (MACLPSY-01) course has two routes:
- MCP standalone (MACLPSY1000)
- MCP combined with PhD (MACLPSY1CPH)

PhD has two courses:
- PhD stand alone science (RPPHDSCI-01)
- PhD with MCP (RPPHDSCI-04)

For students in MCP, they simply enrol into MCP course in the standalone route. In contrast, for students in MCP/PhD, they enrol concurrently into (a) MCP course in the combined route and (b) PhD combined with MCP course.

If we want to allow them to transfer from MCP to MCP/PhD, we would potentially need this to happen:

- Student applies for new admission into PhD double degree with MCP (RPPHDSCI-04)
  - Is this assessed and processed by Faculty GRS and Admissions Office??
    *Yes, the student’s new MCP/PhD application would be processed by the Admissions Office, Faculty GRS and Faculty Services.*

- Student also applies for allowable course transfer from MCP standalone route to MCP combined route
  - **Need Academic Model to establish the route transfer??**
    *It is my understanding from Edwina Grose (Director, Student Operations) and Sonja De Jonghe (Data Analyst, Academic Model) that the Academic Model team can no longer build allowable course transfers. They have recommended the 'internal transfer process' whereby the student applies for the new double degree (MCP/PhD) and if successful, is awarded credit toward completed units for the MCP. They said that this pathway is the most suitable, given the additional requirements of the HDR degree and would be processed by*
Admissions.

- Is this assessed and processed by Faculty Services??
  Yes, the process outlined above involves GRS contacting Faculty Services 3 so that they can update the route from the stand-alone MCP to MACLIPS1CPH and to ensure the enrolment is correct.

- Student needs to get approval for the concurrent enrolment from the relevant Associate Deans
  - Is this both Helen (CWK) and Samuel (HDR)??
    Approval from both Associate Deans (CWK and HDR) was needed in the recent upgrade case of Hayley Donahue. In the process outlined above, approval is sought from the Associate Dean Research Education.
  - Is this processed by Faculty Services??
    In the above process outlined by Natasha Jhin (Admissions Office), GRS processes applications working with the School’s nominated Research PGC and the Associate Dean Research Education, approves and issues offers before contacting Faculty Services 3 to update the route from the stand-alone MCP to the MCP/PhD and apply any credit for MCP completed units.

- Who communicates to whom?
  In the above proposed process, Admissions forwards the application and supporting documents to GRS via Sydney Student. Thereafter, GRS processes applications working with the School’s nominated PGC for HDR Admissions and the Associate Dean Research Education, approves and issues offers. GRS then contacts Faculty Services 3 to update the route from stand-alone MCP to MACLIPS1CPH and to ensure the enrolment is correct, applying any credit for successfully completed MCP units of study.

Thanks Cecily. Please don’t hesitate to contact me should you require further information or clarification. I look forward to hearing the outcome of our proposal for this change to MCP course resolutions.

With Best Wishes,

Maree

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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.

From: Cecily Oakley <cecily.oakley@sydney.edu.au>
Date: Friday, 7 June 2019 at 12:32 pm
To: Maree Abbott <maree.abbott@sydney.edu.au>
Cc: Pauline Ross <pauline.ross@sydney.edu.au>, Psychology School Manager <psychology.schoolmanager@sydney.edu.au>, Psychology PG Admin <psychology.pgadmin@sydney.edu.au>, Veronica Boulton <veronica.boulton@sydney.edu.au>, Science Committee Officer <science.committees@sydney.edu.au>
Subject: MCP Resolution change

Hi Maree,

Education Committee met on Wednesday and discussed the proposed changes to the MCP resolutions.
The committee would like some more information before it gives approval.
Can you please consult with Admissions and Faculty Services and address the following concerns below in bold:

Who is responsible for processing?
- Academic Model
- Faculty Services
- Faculty GRS

MCP (MACLIPSY-01) course has two routes:
- MCP standalone (MACLIPSY1000)
- MCP combined with PhD (MACLIPSY1CPH)

PhD has two courses:
- PhD regular science (RPPHDSCI-01)
- PhD combined with MCP (RPPHDSCI-04)

For students in MCP, they simply enrol into MCP course in the standalone route. In contrast, for students in MCP/PhD, they enrol concurrently into (a) MCP course in the combined route and (b) PhD combined with MCP course.

If we want to allow them to transfer from MCP to MCP/PhD, we would potentially need this to happen:
- Student applies for new admission into PhD combined with MCP (RPPHDSCI-04)
  - Is this assessed and processed by Faculty GRS and Admissions Office??
- Student also applies for allowable course transfer from MCP standalone route to MCP
combined route
  - Need Academic Model to establish the route transfer??
  - Is this assessed and processed by Faculty Services??
- Student needs to get approval for the concurrent enrolment from the relevant Associate Deans
  - Is this both Helen (CWK) and Samuel (HDR)??
  - Is this processed by Faculty Services??
- Who communicates to whom?

Please respond by 19 June so that it makes the next Education Committee agenda.

Sincerely,

Cecily

DR CECILY OAKLEY | Manager, Curriculum and Quality
Faculty of Science, Education

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<table>
<thead>
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<th>Author</th>
<th>Jennifer Peden, Coordinator Curriculum &amp; Quality Faculty of Arts &amp; Social Sciences</th>
</tr>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Jan Shaw, Associate Dean (Postgraduate Coursework Programs) Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Proposal / Paper Title</td>
<td>Minor amendment to FASS Masters by research degrees</td>
</tr>
<tr>
<td>Proposed Year of Implementation</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Faculty Approval Date</td>
<td>27 May 2019</td>
</tr>
<tr>
<td>Purpose</td>
<td>To update the resolutions for Masters by Research and Master of Philosophy degrees offered by the Faculty of Arts and Social Sciences to reflect the introduction of a coursework component</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Dr Jan Shaw</td>
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**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 Arts (Research), Master of Education (Research), Master of Fine Arts, Master of Philosophy, Master of Philosophy (Education), and Master of Philosophy (Social Work) degrees; and

2. approve the amendment of course resolutions arising from the proposal, with effect from January 1, 2020.

**EXECUTIVE SUMMARY**

It is proposed to amend the course resolutions for Faculty of Arts and Social Sciences' Master of Arts (Research), Master of Education (Research), Master of Fine Arts, Master of Philosophy, Master of Philosophy (Education), and Master of Philosophy (Social Work) degrees to reflect the introduction of a compulsory coursework component via Table R, and to align the resolutions for HDR courses across the University.

**ATTACHMENTS**

Marked up course resolutions: Master of Arts (Research)
Marked up course resolutions: Master of Education (Research)
Marked up course resolutions: Master of Fine Arts
Marked up course resolutions: Master of Philosophy
Marked up course resolutions: Master of Philosophy (Education)
Marked up course resolutions: Master of Philosophy (Social Work)
Attachment 1: Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Venice Jureidini

1. Name of award course

   Master of Arts (Research)
   Master of Education (Research)
   Master of Fine Arts
   Master of Philosophy
   Master of Philosophy (Education)
   Master of Philosophy (Social Work)

2. Purpose of proposal

   To amend the course resolutions for the Faculty of Arts and Social Sciences' Masters by Research and Master of Philosophy degrees to include a compulsory coursework component via Table R, and to align the resolutions with those for HDR degrees across the University.

3. Details of amendment

   See Attachment 2 which details the proposed amendments to the course resolutions.

4. Transitional arrangements

   Students who commenced prior to January 1, 2020 will be able to elect to complete under the new resolutions or under the requirements in place at the time of their commencement.

5. Other relevant information

6. Signature of Dean
Master of Arts (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

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<tbody>
<tr>
<td>RMARTRSC-01</td>
<td>Master of Arts (Research)</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for a bachelor’s degree from the University of Sydney or equivalent institution, with a major in a relevant subject area, completed with a distinction average.

(2) The Dean or Associate Dean (Research Education) 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 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:

(a) satisfactory evidence of the applicant's eligibility for admission;

(b) a proposal for a course of research and advanced study of not less than 1,000 words; and

(c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

(1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that:

(a) any research credit granted shall ordinarily not exceed one semester full-time or equivalent part-time candidature; and

(b) for coursework:

(I) no more than 12 credit points may be credited; and

(II) the coursework should have been completed with a high level of competency (normally at least at Distinction level) and be relevant to the candidate’s program of study.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) Head of Department will appoint a research supervisor and auxiliary associate supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013. Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) complete any specified probationary requirements;

(b) complete any prescribed units of study if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project;

(c) conduct research on the approved topic; and

(d) write a thesis embodying the results of the research.
The units of study are chosen from the Faculty of Arts and Social Sciences Postgraduate Coursework Table of Units of Study. Any such units of study must be completed prior to submission of the thesis.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.

(2) The thesis will normally have a minimum be in the range of 20,000 and upper limit of 40,000 words including footnotes, that may be exceeded by no more than 10,000 words with the permission of the Associate Dean (Research Education). The word limit does not include appendices.

- 26,000 to 28,000 words if the degree requirements are completed by thesis and 12 credit points of coursework; or
- 28,000 to 30,000 words if the degree requirements are completed by thesis and 6 credit points of coursework; or
- 30,000 to 35,000 words if the degree requirements are completed by thesis.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.

(2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Postgraduate Research Education Committee, each candidate must:

(a) meet any conditions set by the Faculty Postgraduate Research Education Committee; and
(b) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, and the HDR Examinations Subcommittee in determining the results of the examination except that:

- three copies of the thesis shall be submitted by the candidate, together with three copies of the thesis summary of about 300 words in length;
- two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
- the Faculty Postgraduate Research Committee will approve the appointment of examiners, make decisions on the examiners’ reports, the result of the examination, and the award of the degree.

(2) The thesis will be graded by the examiners and a ‘Thesis grade’ will be recorded on the academic transcript.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2012.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidature that extend beyond this time.
Master of Education (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

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<tbody>
<tr>
<td>RMEDURSC-01</td>
<td>Master of Education (Research)</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidacy by the Dean or Associate Dean, an applicant must:
   (a) hold or have completed the requirements for:
       (I) a bachelor's degree from the University of Sydney in a relevant area of study; and
       (II) a one-year Diploma of Education or a Bachelor of Teaching or a Master of Teaching degree; and
   (b) have attained a grade point average of at least 70% in the final year of university study prior to applying for admission to candidacy.

(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 Faculty Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:
   (a) satisfactory evidence of the applicant's eligibility for admission;
   (b) a proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and
   (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

(1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework:
   (a) no more than 12 credit points of units of study may be credited; and
   (b) the coursework should have been completed with a high level of proficiency in an area relevant to the candidate's program of study no more than six years prior to first enrolment in this degree; and
   (II) not have been counted towards another award.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) Faculty Division of Doctoral Studies will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies as required by the supervisor(s) of the research project;
(c) conduct research on an approved topic; and
(d) write a thesis embodying the results of the research.

The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will comprise a maximum of:
(a) 25,000 words if the candidate is enrolled in Option A (thesis only) degree; or
(b) 20,000 words if enrolled in Option B (thesis and coursework).

The units of study

(1) A candidate enrolled in thesis and coursework (Option B) is required by the Faculty to complete 12 credit points of units of study from the table of units of study for the degree of Master of Education (Research).
(2) A candidate who is required to complete such units of study must complete these units prior to submission of the thesis.

Part 5: Enrolment and progression

Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding six months.
(2) In the probationary period each candidate must:
(a) complete a specified research methods unit of study;
(b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and
(c) demonstrate adequate English language competency for the completion of the degree.

Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

Mode of attendance

The attendance pattern for this course is full-time or part-time. Visa requirements commonly restrict international students to full-time study only.

Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, and the HDR Examinations Subcommittee in determining the results of the examination.

(2) The thesis will be graded by the examiners and a ‘Thesis grade’ will be recorded on the academic transcript.

Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Fine Arts

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

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<td>RMFINART-01</td>
<td>Master of Fine Arts</td>
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</table>

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must:
   (a) hold or have completed the requirements for:
       (I) the degree of Bachelor of Visual Arts (Honours) from the University of Sydney; or
       (II) the degree of Bachelor of Visual Arts and the Graduate Diploma of Visual Arts from the University of Sydney; and
   (b) present evidence of having the aptitude required for undertaking the course, by the method nominated, through a research proposal and a portfolio of creative work.

(2) The Dean or Associate Dean (Research Education) 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 Faculty, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) In addition to requirements prescribed in the HDR Rule, an applicant for admission to candidature must submit to the Faculty:
   (a) the proposed method of candidature: by thesis comprising a body of creative work for exhibition and a written component; or by written thesis only;
   (b) a proposed course of research and advanced study;
   (c) for applicants wishing to proceed by thesis comprising a body of creative work for exhibition and a written component, a portfolio of creative work reflecting the applicant’s recent art practice; and
   (d) for admission to part-time candidature, a statement that the applicant will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Head of Department and Associate Dean (Research Education) will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree all candidates must:
   (a) complete any specified probationary requirements;
   (b) attend any prescribed weekly seminars and Graduate School forum; and
   (c) conduct research on the approved topic.

(2) Candidates proceeding by written thesis only must also write a thesis embodying the results of the research.

(3) Candidates proceeding by thesis comprising a body of creative work for exhibition and a written component must also:
   (a) submit for examination, at an exhibition by candidates, a substantial exhibition, screening, performance or installation of works; and
   (b) submit a research paper on an area relevant to the creative work.
if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies as required by the supervisor(s)
of the research project.

9 The thesis and the research paper

(1) A candidate proceeding by written thesis only shall produce a thesis that:
(a) meets the requirements specified in the HDR Rule; and
(b) is in the range of 25,000 to 35,000 words.

(2) A candidate proceeding by thesis comprising a body of creative work for exhibition and a written component shall produce a research paper that:
(a) meets the requirements specified in the HDR Rule; and
(b) is in the range of 10,000 to 12,000 words.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.

(2) In the probationary period each candidate must:
(a) complete any specified seminar programs;
(b) develop and present a refined research proposal to the satisfaction of the Supervisor and the Head of Department; and
(c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

(1) The attendance pattern for this course is normally full-time in the first year of candidature.

(2) Candidates may apply to change to part-time candidature thereafter. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

17 Examination of the thesis

Examination of the thesis will be conducted according to the requirements for the examination of a higher degree by research prescribed in the Thesis and Examination of Higher Degrees by Research Policy 2015.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2016 and students who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean (Research Education) may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master 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), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPHLART.02</td>
<td>Master of Philosophy</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:

(a) a bachelor's degree from the University of Sydney or equivalent institution, with a minimum Honours Second Class, Division 1 in the subject area in which the applicant wishes to proceed;

(b) a master's degree from the University of Sydney or equivalent institution, completed by coursework, in a relevant subject area, with a Distinction average for the coursework component and which contained an independent research component that comprised 25% of the requirements for the award of the degree and for which the applicant achieved a result of Distinction or above; or

(c) a master's degree from the University of Sydney or equivalent institution, in a relevant subject area, completed by research.

(2) The Dean or Associate Dean (Research Education) 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 (Research Education), are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission must submit to the Faculty:

(a) satisfactory evidence of the applicant's eligibility for admission;

(b) a proposal for a course of research and advanced study of not less than 1,000 words; and

(c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that any credit granted shall ordinarily not exceed one semester full-time or equivalent part-time candidature.

Part 3: Candidature

5 Appointment of supervisor

The Head of Department Associate Dean (Research Education) will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) complete any specified probationary requirements;

(b) if commencing during or after 2021, complete within the first year (full-time equivalency) of a candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project, complete any prescribed units of study;

(c) conduct research on an approved topic; and

(d) write a thesis embodying the results of the research.
9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.

(2) The thesis will normally have a minimum of 30,000 and upper limit of 40,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean (Research Education). The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.

(2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Postgraduate Research Education Committee, each candidate must:

(a) meet any conditions set by the Faculty Postgraduate Research Education Committee; and

(b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and

(c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

17 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, and the HDR Examinations Subcommittee in determining the results of the examination except that:

three copies of the thesis shall be submitted by the candidate;

two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and

the Faculty Postgraduate Research Committee will approve the appointment of examiners, make decisions on the examiners’ reports, the result of the examination, and the award of the degree.

(2) The thesis will be graded by the examiners and a ‘Thesis grade’ will be recorded on the academic transcript.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2014 and students who commenced their candidature prior to January 1, 2018 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Philosophy in Education

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

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<th>Course and stream title</th>
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</thead>
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<td>RMPHLEDC-01</td>
<td>Master of Philosophy in Education</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:

(a) a Bachelor of Education (Honours) or Master of Teaching (Honours) bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline or equivalent; or
(b) an honours a master's degree from the University of Sydney in a relevant discipline or equivalent with a distinction average or above subject within the area in which the applicant seeks to proceed; or

(2) The Dean or Associate Dean (Research Education) 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 Faculty Research Education Committee, Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1). The Associate Dean (Research Education) may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean (Research Education) considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:

(a) satisfactory evidence of the applicant's eligibility for admission;
(b) written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate’s a proposed course of research; and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and

(i) supports the applicant's research proposal; and
(ii) is willing to supervise the research;
(c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty; and

(d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research) HDR Rule, if the candidature is successful, his or her thesis and record of design-based work will be lodged with the University libraries and made available for immediate public use.

(e) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and

(f) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) Faculty Division of Doctoral Studies will appoint a research supervisor and an associate auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013 Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Part 4: Requirements

8 Degree requirements

1 To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete any prescribed seminars or units of study of commencing during or after 2021, complete within the first year (full-time equivalency) of candidacy a minimum of 6 credit points of study from Table B as determined in the relevant Faculty milestones statement and any other studies as required by the supervisor(s) of the research project;
   (c) conduct research on an approved topic; and
   (d) write a thesis embodying the results of the research.

9 The thesis

1 A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
2 The thesis will be approximately have a minimum of 30,000 and upper limit of 40,000 words including footnotes, that may be exceeded with the permission of the Associate Dean (Research Education). The word limit does not include appendices, in length unless otherwise approved by the Dean or Associate Dean.

Part 5: Enrolment and progression

10 Probation

1 A candidate is normally accepted for candidacy on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
2 In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
   (a) complete a specified research methods unit of study from the table of units of study for the degree of Master of Philosophy meet any conditions set by the Faculty Research Education Committee; and
   (b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty School Research Proposal Committee; and
   (c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis

1 Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, and the HDR Examinations Subcommittee in determining the results of the examination except that:
   - three copies of the thesis shall be submitted by the candidate;
   - two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
   - the Faculty Division of Doctoral Studies will act in place of the PhD Award Sub Committee.
2 The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.

18 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

19 Transitional provisions

1 These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.
2 Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Philosophy in Social Work

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPHLSOW-01</td>
<td>Master of Philosophy in Social Work</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:

(a) hold or have completed the requirements for a bachelor's degree of Bachelor of Social Work with first class or second class honours from the University of Sydney in a relevant discipline, or equivalent with first or second class honours, or

(b) a master's degree of Bachelor of Social Work from the University of Sydney and other work completed that is equivalent to the qualification in sub-paragraph (a), in a relevant discipline or equivalent with a distinction average mark or above, or

the degree of Master of Social Work from the University of Sydney, completed with a weighted average mark of at least 70; and have been in full-time employment in Social Work for a minimum of one year.

(2) The Dean or Associate Dean (Research Education) 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 Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean (Research Education) may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:

(a) satisfactory evidence of the applicant's eligibility for admission;

(b) written evidence that an academic within the Faculty, with an academic background appropriate to the candidate's proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken, and supports the applicant's research proposal; and

(i) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty;

(ii) a statement certifying the applicant's understanding that, subject to the HDR Rule and Academic Honesty procedures, the candidate's thesis and record of designed-based work will be lodged with the University Libraries-branched and made available for immediate public use;

(e) evidence of minimum English language requirements, where not demonstrated by academic qualification; and

(f) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Faculty Division of Doctoral Studies-Associate Dean (Research Education) will appoint a research supervisor and as appropriate, an auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision, the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete prescribed units of study if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies as required by supervisor(s) of the research project;
   (c) conduct research on an approved topic; and
   (d) write a thesis embodying the results of the research.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
   (2) The thesis will be approximately a minimum of 30,000 and an upper limit of 40,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the unless otherwise approved by the Dean or Associate Dean (Research Education). The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
   (2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
      (a) meet any conditions set by the Faculty Research Education Committee; and complete a specified research methods unit of study from the table of units of study for the degree of Master of Philosophy;
      (b) complete a further unit of study to be chosen from the table of units of study for the degree of Master of Philosophy;
      (c) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty School Research Proposal Committee; and
      (d) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, and the HDR Examinations Subcommittee in determining the results of the examination.

   Two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and the Faculty Division of Doctoral Studies will act in place of the PhD Award Sub Committee.

(2) The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.

18 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2014 and students who commenced their candidature prior to 1 January, 2014 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2014 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend the coursework requirements for Higher Degrees by Research;
(2) approve the amendment of unit of study information for HDR coursework units of study, with effect from 1 January 2020; and
(3) approve the introduction of Business School units into Table R, with effect from 1 January 2021.

EXECUTIVE SUMMARY

The purpose of the proposal is to amend unit of study information for HDR coursework units with effect from January 2020 and confirm the units of study the Business School proposes for inclusion in Table R with effect from January 2021.

BACKGROUND/CONTEXT

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities to all HDR students to develop the graduate qualities. An implementation model has been developed that:

- establishes a new table of units specifically designed for HDR students (Table R), from which coursework can be selected;
- makes the Graduate Studies Committee responsible for the approval of the inclusion of units of study in Table R;
- allows for coursework to be funded by top-slicing the Research Training Program grant, and returning a nominal amount for the cost of teaching to the faculty offering the units of study;
- allows for the completion of the HDR coursework requirement to be managed through the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progression Policy).

The Business School has revised its current coursework offerings to: (a) clarify the intended student cohort (i.e. Business students), and to restrict access to two existing units of study designed to be completed early in HDR student candidature (with non-Business students considered on application) due to the cohort building effect and interactive seminar format.

ATTACHMENTS

Attachment 1. Minor course amendment proposal – Table R (Business School)
Attachment 1. Minor Course Amendment Proposal

Faculty: Business School

1. Name of award course
   Master of Philosophy
   PhD

2. Purpose of proposal
   The purpose of the proposal is to amend unit of study information for HDR coursework units with effect from January 2020 and confirm the units of study the Business School proposes for inclusion in Table R with effect from January 2021.

3. Details of amendment

   TABLE R – BUSINESS SCHOOL

   Units of study

   The units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>M: Milestone</th>
<th>Research Period / Session</th>
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<tr>
<td>BUSS7902 Quantitative Business Research Methods</td>
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Non-Confidential

| BUSS7908 Research Readings Seminar | 6 | Semester 1 Semester 2 |

4. Other relevant information
   N/A

5. Signature of Dean
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Sue Ng, PG Law Programs Manager</th>
</tr>
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<tr>
<td>Reviewer/Approver</td>
<td>Prof Cameron Stewart, Acting Head of School &amp; Dean, Sydney Law School</td>
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<tr>
<td>Proposal / Paper Title</td>
<td>Minor Amendments to Law HDR Course Resolutions</td>
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<td>Proposed Year of Implementation</td>
<td>1 January 2020</td>
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<tr>
<td>Faculty Approval Date</td>
<td>24 May 2019</td>
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<tr>
<td>Proposal Presenter</td>
<td>Prof Cameron Stewart, Acting Head of School &amp; Dean, Sydney Law School</td>
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**RECOMMENDATION**

That the Graduate Studies Committee recommend that Academic Board:

(1) approve the proposals from Sydney Law School to amend the Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research degrees; and

(2) approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2020.

**EXECUTIVE SUMMARY**

The School is proposing amendments be made to its HDR programs in accordance with directions from the DVC Education Portfolio. The changes incorporate amendments arising from the introduction of the coursework requirements.

**ENDORSEMENT HISTORY**

<table>
<thead>
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<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
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<td>CCPC / UE (if applicable)</td>
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**ATTACHMENTS**

Attachment 1: Minor course amendment proposal for the award courses listed in the recommendation above.
Faculty: Sydney Law School

Contact person: Assoc Prof Emily Crawford/ Sue Ng

1. **Name of award course**
   Doctor of Juridical Studies
   Master of Criminology by Research
   Master of Laws by Research

2. **Purpose of proposal**
   
   To amend the course resolutions of the Doctor of Juridical Studies, Master of Criminology (Research) and Master of Laws (Research) in order to:
   
   a. align course resolutions in consistency with the University requirements
   b. incorporate the introduction of the coursework requirements "Table R"

   The proposed implementation date of these changes is from **1 January 2020**.

3. **Details of amendment**

   a. **Doctor of Juridical Studies**

   **Doctor of Juridical Studies**
   
   These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the Resolutions of the University of Sydney Law School, the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule), the Research Code of Conduct 2013 and the Research Data Management Policy 2014. The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

   These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
   
   - the Resolutions of the University of Sydney Law School;
   - the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

   Additionally, the coursework components of this award course are subject to:
   
   - the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
   - the Coursework Policy 2014;
   - the Academic Honesty in Coursework Policy 2015; and
   - the Academic Honesty Procedures 2016.

   The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies

   **19 Transitional provisions**
   (1) These course resolutions apply to students who commenced their candidature on or after 1 January, 2018 and students 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 within the time limits specified in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
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b. Master of Criminology and Master of Laws (Research)

Master of Criminology
Master of Laws

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the Resolutions of the University of Sydney Law School; the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); the Research Code of Conduct 2013 and the Research Data Management Policy 2014. The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- the Resolutions of the University of Sydney Law School;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:

- the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’);
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

17 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, except that the School Postgraduate Research Education Committee will act instead of the HDR Examinations Subcommittee in determining the results of the examination.

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature on or after 1 January, 2018 2020 and students who commenced their candidature prior to 1 January, 2018 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2018 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Transitional arrangements

NA

5. Other relevant information

NA

6. Signature of Dean

_____________________________  ____________________________
Graduate Studies Committee
13 August 2019
Submissions To Graduate Studies Committee

Date 13 August 2019

Item No 3.8

Non-Confidential
Prof Cameron Stewart
Acting Head of School and Dean
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Sue Ng, PG Law Programs Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Prof Cameron Stewart, Acting Head of School &amp; Dean, Sydney Law School</td>
</tr>
<tr>
<td>Proposal / Paper Title</td>
<td>Minor Amendments to Law HDR Course Resolutions and Introduction of Table R</td>
</tr>
<tr>
<td>Proposed Year of</td>
<td>1 January 2021</td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>Faculty Approval Date</td>
<td>24 May 2019</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Prof Cameron Stewart, Acting Head of School &amp; Dean, Sydney Law School</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that Academic Board:

1. approve the proposal from Sydney Law School to amend the Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research degrees;

2. approve the introduction of HDR coursework units of study tables (Table R) for the Doctor of Philosophy, Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research degrees; and

3. approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2021.

**EXECUTIVE SUMMARY**

The School is seeking approval for inclusion of Table R and proposing amendments be made to its HDR programs in accordance with directions from the DVC Education Portfolio. The changes incorporate amendments arising from the introduction of the coursework requirements.

**ENDORSEMENT HISTORY**

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS (if applicable)</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCPC / UE (if applicable)</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ATTACHMENTS**

Attachment 1: Minor course amendment proposal and Table R for the awarded courses listed in the recommendations above.
Minor Course Amendment Proposal

Faculty: Sydney Law School

Contact person: Assoc Prof Emily Crawford/ Sue Ng

1. Name of award course
   Doctor of Philosophy
   Doctor of Juridical Studies
   Master of Criminology by Research
   Master of Laws by Research

2. Purpose of proposal
   a. To amend the course resolutions of the Master of Criminology and Master of Laws by Research degrees in order to incorporate the introduction of the coursework requirements “Table R”.
   b. To create units of study tables “Table R” for the Doctor of Philosophy, Doctor of Juridical Studies, Master of Laws and Master of Criminology degrees.

   The implementation date of these proposals is from 1 January 2021.

3. Details of amendment
   a. Master of Criminology and Master of Laws (Research)

   8 Degree requirements
   (1) To satisfy the requirements of the degree candidates must:
      (a) complete any specified probationary requirements;
      (b) complete the unit of study LAWS6077 Legal Research 1, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant School milestones statement and any other studies, as required by the supervisor(s) of the research project;
      (c) conduct research on the approved topic; and
      (d) write a thesis embodying the results of the research

   19 Transitional provisions
   (1) These course resolutions apply to students who commenced their candidature on or after 1 January, 2020-2021 and students who commenced their candidature prior to 1 January, 2020-2021 who elect to proceed under these resolutions.
   (2) Candidates who commenced prior to 1 January, 2020-2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

   b. Doctor of Philosophy, Doctor of Juridical Studies, Master of Laws and Master of Criminology

   Create the following units of study table for the relevant degrees listed above:

Table R

<table>
<thead>
<tr>
<th>Units 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>M: Milestone</th>
<th>Research Period/Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit of Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000-level units of study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Non-Confidential

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLET5902</td>
<td>Qualitative Research for Law and Policy</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### 6000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS6077</td>
<td>Legal Research 1</td>
<td>6</td>
<td>M: Doctor of Philosophy (Law) M: Doctor of Juridical Studies M: Master of Laws M: Master of Criminology S1C</td>
</tr>
</tbody>
</table>

### 7000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS7001</td>
<td>Legal Research 2</td>
<td>6</td>
<td>M: Doctor of Philosophy (Law) M: Doctor of Juridical Studies (P: LAWS6077 for all of the above) S2C</td>
</tr>
<tr>
<td>LAWS7002</td>
<td>Legal Research 3</td>
<td>6</td>
<td>M: Doctor of Philosophy (Law) M: Doctor of Juridical Studies (P: LAWS7001 for all of the above) RP3 and RP4</td>
</tr>
</tbody>
</table>

### 4. Transitional arrangements

NA

### 5. Other relevant information

NA

### 6. Signature of Dean

Prof Cameron Stewart  
Acting Head of School and Dean  

Date: 24/05/2019
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Julian Miller, Policy and Project Officer, Education Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Ross Coleman, Director - Graduate Research</td>
</tr>
<tr>
<td>Paper title</td>
<td>Graduate qualities for the PhD and development opportunities in candidature</td>
</tr>
<tr>
<td>Purpose</td>
<td>To show how PhD students and supervisors can be informed about the PhD graduate qualities and record students’ development opportunities in candidature.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the use of the PhD graduate qualities as an important reference for HDR supervisors and students when selecting and/or reflecting upon possible development opportunities in candidature.

That the Graduate Studies Committee:

(1) note the relationship between the PhD graduate qualities and development opportunities to support and enhance the skills and experience of PhD candidates; and

(2) provide advice on the proposed options for recording development opportunities.

EXECUTIVE SUMMARY

In August 2017, the Academic Board endorsed a set of University of Sydney PhD graduate qualities with the intention to develop the qualities in the course of candidature by socialising them in University faculties and schools (AB2017/7-45). The graduate qualities are designed to make explicit, for the University, industry and the community, those broader skills that both enable and are enhanced by the deep research activities undertaken by doctoral candidates. The graduate qualities can also provide a framework for students and supervisors when undertaking a reflective analysis of a candidate’s skills and experience throughout candidature - with a view to preparing a portfolio for prospective employers, post thesis submission. The relationship between the PhD graduate qualities and skills development activities in candidature is presented in more detail in attachment 1. The attachment also proposes two options for students and supervisors to document any consideration of development opportunities that they think may be required for the forward planning of candidature. It is suggested that this consideration of how candidature is developed should refer to the graduate qualities as a way of framing the PhD in the wider context of University support for the developing researcher. The attachment deliberately takes a ‘light touch’ approach to the relationship between the PhD graduate qualities and skills development, recognising the unique circumstances of each candidate and candidature.

CONTEXT

The University of Sydney PhD graduate qualities reflect the University’s aspiration for the PhD as a degree that builds both deep disciplinary expertise and broader, transferable skills that will support a transition to careers in research and innovative organisations following the completion of candidature. The articulation of PhD graduate qualities may also be used by candidates and the University to counter potential misunderstandings that the only outcome of a PhD is deep knowledge in a very specialised domain. The definition and purpose of the PhD graduate qualities is described in Table 1 in attachment 1.

The design of the graduate qualities was informed by:

1 See: ACOLA Review of Australia’s research training system – final report.
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- the University’s undergraduate and researcher qualities identified in the Strategic Plan;
- the 2016 Australian Council of Learned Academies (ACOLA) review of HDR training which identified that transferable skills development is not as strongly embedded in domestic research training programs as it is in other comparable research training systems around the world;\(^2\)
- the prescribed set of skills defining the PhD as an Australian Qualifications Framework level 10 award;\(^3\) and
- contemporary discussions of the nature of PhD outcomes.\(^4\)

CONSULTATION

The DVC Education portfolio is currently consulting with a small working group comprised of stakeholders with educational expertise to further develop design principles for strengthening the relation between the graduate qualities and student/supervisor skills development activities. For example, the group recognises that there is no expectation for every student to undertake development activities with respect to each graduate quality; rather, the PhD degree affords students the potential to maximise their capacity in many areas.

The working group brings together HDR focussed staff from: faculties and schools; the Educational Innovation team, DVC Education; Student Administration Services (SAS); Marketing and Communications; the University Library and the Sydney Operating Model (SOM) HDR project.

The group’s findings and recommendations will also inform work being undertaken as part of the Sydney Operating Model project for HDR support, guiding the delivery of candidature management tools and processes - including support for PhD students in achieving their potential through skills development activities.

COMMUNICATION

A communications strategy for faculties and schools concerning the relation between the PhD graduate qualities and development opportunities will be developed in the future by the Director - Graduate Research with help from Marketing and Communications (Education) staff. The strategy will focus on:

- improving the capacity for supervisors to explain to students how to develop the graduate qualities and which development options may best suit a particular candidature;
- support for supervisors to access resources;
- the relationship between the new HDR coursework requirement, skills development and the graduate qualities;
- how the graduate qualities can provide an effective framework for placing PhD candidature in the wider context of the ‘developing researcher’; and
- how students can understand for themselves that PhD candidature offers the potential for enhancing their personal capacity to develop the graduate qualities and in turn be able to explain this to prospective employers.

ATTACHMENTS

Attachment 1 - University of Sydney graduate qualities for the PhD and development opportunities in candidature.

\(^2\) ibid
\(^3\) The Australian Qualifications Framework.
\(^4\) The Australian Council of Graduate Research Inc (ACGR) Good Practice Framework for Research Training and Vitae (UK).
University of Sydney PhD graduate qualities

In August 2017, the Academic Board endorsed a set of University of Sydney PhD graduate qualities with the intention that faculties and schools would support research students in developing these qualities during candidature. The graduate qualities for the PhD are designed to help guide students and supervisors in candidature, enabling students to reflect on needs and opportunities to enhance career possibilities. The PhD graduate qualities are shown in Table 1 below.

Table 1: Definition and purpose of the PhD graduate qualities:

<table>
<thead>
<tr>
<th>Sydney PhD graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep expertise</td>
<td>To possess expert, world standard knowledge in an area of specialisation, a mastery of relevant research methods and the capability to contribute to scholarship and knowledge discovery</td>
</tr>
<tr>
<td>Broader skills:</td>
<td>- To display high level capabilities in critical thinking and problem solving and a commitment to lifelong learning and discovery</td>
</tr>
<tr>
<td>- Critical thinking and problem solving</td>
<td></td>
</tr>
<tr>
<td>- Communication (oral and written)</td>
<td></td>
</tr>
<tr>
<td>- Information/digital literacy</td>
<td></td>
</tr>
<tr>
<td>- Inventiveness</td>
<td></td>
</tr>
<tr>
<td>- Engagement</td>
<td></td>
</tr>
<tr>
<td>- Project planning and delivery</td>
<td></td>
</tr>
<tr>
<td>Cultural competence</td>
<td>To display high levels of cultural competence and embody best practice with regard to cultural competence in research</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary settings to develop broader perspective, innovative vision and the capacity to work effectively within national and international research and innovation systems</td>
</tr>
<tr>
<td>Professional, ethical, personal identity</td>
<td>To exercise integrity, confidence and resilience</td>
</tr>
<tr>
<td>Influence</td>
<td>To be professionally and socially responsible and make a positive contribution to society; Recognise and promote the implications of own research in a broader societal context</td>
</tr>
</tbody>
</table>

The graduate qualities and development opportunities

These graduate qualities will help students contemplate their achievement of skills and experience as their candidature progresses - as well as providing a reference point to guide students and supervisors when identifying relevant development opportunities for enhancing a PhD candidate’s already considerable research skill level. The overall aim is to strengthen students’ career prospects beyond the thesis activity. In the first instance, supervisors should direct their students to resources for developing skills and experience - where apposite

Not all students will want, or need, to develop all of the graduate qualities to a high level - so they will be of most use in framing consideration of the development needs of each candidate.
Development opportunities may include, but are not restricted to:

- the research undertaken by the student;
- thesis writing retreats;
- ‘beyond the PhD’ publishing workshops;
- HDR coursework, including interdisciplinary Open Learning Environment (OLE) units;
- enrichment activities such as hackathons;
- 3-minute thesis competitions or similar;
- innovation and entrepreneurship challenges;
- opportunities for industry and community placements and projects;
- seminar and conference presentations;
- reviewing academic submissions;
- producing high-quality funding applications;
- communicating research findings to non-academic audiences;
- teaching and other educational activities such as marking undergraduate assessments;
- international mobility experiences;
- external training opportunities;
- mentoring programs;
- public engagement, communication and outreach activities;
- university committee representation;
- student-led seminars and activities and self-reflective evaluation of the candidate’s development of these skills.

Students may engage with a combination of these kinds of activities, again with the wider aim of ensuring that PhD graduates are better prepared for the workforce.

Recording development opportunities requirements

Supervisors and students can record plans to undertake PhD research development activities each year. The supervisor can offer guidance by suggesting areas of skills development that they think will help the student to develop the graduate qualities and by referring the student to appropriate supporting resources in the school, faculty, the wider University and/or networks with other institutions and industry. Likewise, the student can specify the support and opportunities that they think will be needed for the forward planning of candidature. At commencement, it could be beneficial for students to undertake a reflective analysis of their development priorities by using the graduate qualities as a starting point in discussion with supervisors. Following the submission of the thesis, students and supervisors can re-visit this reflective analysis to better understand the student journey over candidature, notwithstanding that the student may want to revisit the reflective statement on a more frequent basis. This understanding would then inform preparation of personal statements for job and fellowship applications, supporting the excellent research outcomes from the student’s successful PhD. Two basic options for both students and supervisors to record requirements for development opportunities are presented in the tables below, noting that they avoid a ‘ticking the boxes’ approach.
## OPTION 1

### Sample supervisor development opportunities plan

<table>
<thead>
<tr>
<th>Student Name and number</th>
<th>Faculty</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Commencing year</th>
<th>Current academic year</th>
<th>Mode of study/EFTSL count</th>
<th>Part time/full time/EFTSL</th>
</tr>
</thead>
</table>

### How might the student develop the graduate qualities?

<table>
<thead>
<tr>
<th>Identified development opportunity</th>
<th>Identified graduate qualities</th>
<th>Development activity and source, e.g. APR.Intern</th>
<th>Desired outcomes from development activity</th>
<th>Research period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

### Analysis of candidate's development needs

Consider what the student might need to help them meet the PhD graduate qualities. When reflecting on the student’s capacities, you may wish to consider their previous skills and background prior to commencing candidature. How might the development opportunities offered through the University build on the student’s current skills and personal strengths? In your analysis of their development requirements, you may need to consider the timing of events for the best fit with research and teaching schedules.
### Sample student development opportunities plan

<table>
<thead>
<tr>
<th>Student Name and number</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start year</th>
<th>Current academic year</th>
<th>Mode of study</th>
<th>Part time/full time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ‘What do I need to develop the graduate qualities?’

<table>
<thead>
<tr>
<th>Identified development opportunity</th>
<th>Identified graduate qualities</th>
<th>Development activity and source, e.g. APR.Intern</th>
<th>Desired outcomes from development activity</th>
<th>Research period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reflective analysis of development needs

Consider what you might need to help you meet the graduate qualities. In this reflection piece, you may wish to consider your previous skills and background prior to commencing candidature. How might the development opportunities offered through the University build on your current skills and personal strengths? In your analysis of development requirements, you may need to consider the timing of events for the best fit with research and teaching schedules.
OPTION 2

Simple sample student/supervisor reflective analysis of development needs

**HDR Candidate Name:**

Consider what you might need to help you meet the graduate qualities. In this reflection piece, you may wish to consider your previous skills and background prior to commencing candidature. How might the development opportunities offered through the University build on your current skills and personal strengths? In your analysis of development requirements, you may need to consider the timing of events for the best fit with research and teaching schedules.

**Supervisor name:**

Consider what the student might need to help them meet the PhD graduate qualities. When reflecting on the student’s capacities, you may wish to consider their previous skills and background prior to commencing candidature. How might the development opportunities offered through the University build on the student’s current skills and personal strengths? In your analysis of their development requirements, you may need to consider the timing of events for the best fit with research and teaching schedules.
RECOMMENDATION

That the Graduate Studies Committee endorse:

1. the proposed exemptions model; and
2. amendments to the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (attachment 1).

EXECUTIVE SUMMARY

From 2021, Higher Degree by Research (HDR) students will be required to complete coursework units as part of their candidature. These units will be located in a new research education unit of study table, open to and shared by all HDR candidates, termed 'Table R'. Doctoral students will be required to take 12 credit points of study within two years and master’s by research six credit points of study in their first year of study. Due to the range of higher education backgrounds of our candidates and embedded coursework arrangements in some combined HDR programs, a process for applying exemptions to the requirement will need to be formalised before the commencement of the coursework requirement. Four types of exemptions are outlined within the paper, separated into two areas: (1) exemptions for candidates enrolled in courses with the Table R requirement and (2) HDR courses exempt from Table R. The proposed exemptions are listed below:

1.1 candidates who commence HDR study at the University or transfer with less than 50% of completed candidature and can demonstrate sufficient prior learning directly related to their thesis;
1.2 candidates who commence candidature at the University at greater than 50% EFSTL completed;
2.1 combined HDR course programs not linked to Table R; and
2.2 all Cotutelle, joint, and dual PhD courses.

This exemptions model has been formalised in the proposed amendments to the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (attachment 1).

CONTEXT

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities for HDR students to develop the graduate qualities. Under the coursework requirement, doctoral students commencing their studies in 2021 will be required to complete a minimum of 12 credit points of coursework, and each master’s by research student a minimum of 6 credit points. To complete the HDR coursework requirement, students will be able to select any combination of units from Table R. As part of this offering, the development of a credit or exemptions process is required. Due to the multifaceted nature of the University’s HDR courses, exemptions to the requirement will need to be established to cover situations where research degrees are offered in a dual program with a coursework degree or a significant portion of candidature has occurred at another institution prior to commencement of studies at the University.

The requirements for HDR coursework were established in the Progress, Planning, and Review (HDR) Policy in 2018. As part of this work, provisions pertaining to RPL were included in the policy that suggested a specific credit matching arrangement. However, following further consultation the revised approach outlined in this
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paper is recommended for endorsement by the Graduate Studies Committee. The approach in this paper would allow more flexibility for supervisors and Associate Deans to assess the research training needs of candidates. Additionally, the coursework units are intended to support development of research skills and assist candidates in meeting the graduate qualities, which is difficult to ascertain from matching a unit with another University's without Sydney's graduate qualities. The context of a given student's background and research project means that applying a uniform credit-matching process would not be feasible. A unit of study may be preparatory in some contexts or advanced in others; the local contingency of a student-supervisor-project nexus will mean that all credit matching will have to be negotiated individually. Furthermore, unlike meeting specific credit requirements in a coursework degree, the completion of Table R units are not the basis for conferring a research degree, but are intended to support candidates as they undertake their research and prepare for the next phase of their career. If the approach is endorsed, amendments to the policy will be provided to relevant University Executive and Academic Board committees. These draft amendments are included in attachment 1.

ISSUES

The exemptions model has been separated into exemptions for (1) students and (2) courses. Under this approach there are two further separations of each exemption, resulting in four scenarios whereby HDR candidates would not be required to complete six or 12 credit points of study from Table R.

1.1 Candidates who commence HDR study at the University or transfer with less than 50% of completed candidature and can demonstrate sufficient prior learning directly related to their thesis

If a student commences their study at the University or transfers into an award course with greater than 50% of candidature remaining (that is, at least one year for masters and two years for doctorates) and is able to demonstrate sufficient advanced prior learning in coursework study conducted as part of an AQF level 9 course within five years of commencement, the student may be eligible for an exemption in exceptional circumstances. This exemption would be based on a discussion and agreement with their supervisor that they have sufficient research training and would not benefit from additional coursework units offered in Table R. Such a proposition for an exemption would also need to demonstrate how the student will develop the graduate qualities without coursework support. Applications for an exemption would need the endorsement of supervisor(s) and the approval by their Associate Dean (Research Education). Additionally, a discussion at the first Annual Progress Review (APR) would occur to ensure the candidate would not benefit from additional training after a year of candidature. To avoid the use of special permissions in the event of a student initially seeking an exemption and discovering a training gap that could be supported by enrolling in a Table R unit, these exemptions would not be registered in system, but would be managed through the progression of the student.

The process for this exemption is outlined below:

1 Candidate arrives at Sydney and commences doctoral research (new or less than 50% candidature completed elsewhere). The candidate and supervisor(s) decide an initial project direction and agree that the student has previously completed a directly relevant coursework experience at AQF level 9 (or above), at a sufficient volume of learning, and a satisfactory level of achievement (performance at distinction level or above in a unit of study for each unit exemption applied for).

2 The candidate accesses a form and completes a case for exemption, which is countersigned by the supervisor(s). The exemption request would then need to be approved by the Associate Dean (Research Education). The candidate and supervisors retain a copy of this approval.

3 The APR will report that the student has not completed sufficient coursework. Prior to the APR panel meeting, the student uploads/attaches the evidence of (and reasons for) Associate Dean approval of the exemption. The APR panel will then discuss with the student whether the exemption remains appropriate and does not adversely affect the student's capacity to develop relevant research skills and graduate qualities.

This process is explicitly focussed on the needs of the student in the context of progression of candidature. Supervisors and candidates should also note that coursework is provided to help students develop the graduate qualities for the PhD. Hence, whilst content and discipline knowledge can be served by prior
submission to graduate studies committee
date 13 august 2019
item no 3.11

non-confidential

preparation, students may need to access coursework opportunities to enhance development of the graduate qualities. Additionally, if a student who has received an exemption later identifies a coursework opportunity that would be relevant to their research project, they may discuss this with their supervisor and enrol in a coursework unit(s) from table r in support of their research training and completion of candidature.

1.2 candidates who commence candidature at the university at greater than 50% efstl completed

the second exemption involves situations where a student has transferred to a sydney hdr with the table r requirement and the candidate has completed greater than 50% of candidature in another institution. in these situations, approval of the associate dean (research education) would be required to exempt the student. however, this exemption would not be based on coursework completed at another institution as the student is already past the two-year requirement window for completing coursework and would already have to demonstrate sufficient progress in their research degree upon enrolment in the course.

2.1 combined hdr course programs not linked to table r

the university currently offers combined and pathway research courses that contain specific and existing coursework requirements. due to these existing requirements, additional coursework would not be necessary for the candidate once they undertake the research component of the program. the existing hdr combined course programs which will not be linked to table r are:

- master of global health / master of philosophy;
- master of health policy / master of philosophy;
- master of public health / master of philosophy;
- master of medicine / master of philosophy;
- master of science in medicine / master of philosophy;
- science master of clinical psychology / doctor of philosophy; and
- master of veterinary studies (clinical residency program) / master of veterinary clinical studies.

other combined coursework and research degree programs introduced in the future will likely be included in this list. these courses will be listed in schedule 3 of the progress planning and review for higher degree by research students policy 2015.

2.2 cotutelle, joint, and dual phds

the other course type without the table r requirement will be the phd (cotutelle) (or future joint phd and dual phd programs). due to the unique candidature arrangements of these degrees and because the candidature requirements are established at the agreement, not course level, it is recommended that the phd (cotutelle) is not linked to table r. a process should however be developed for opting candidates into coursework where the principal cotutelle agreement or student cotutelle agreement sets the duration of candidature at the university of sydney for the first half of study and where coursework requirements are established in either (or both) of these agreements. this arrangement would mirror the existing process undertaken by the higher degree by research administration centre to opt hdr candidates into coursework units, however on a much lower scale due to the low number of outbound cotutelle phd candidates.

attachments

attachment 1: proposed amendments to the progress planning and review for higher degree by research students policy 2015
PROGRESS PLANNING AND REVIEW FOR HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2015

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

Dated: 2 December 2015

Last amended: 27 November 2018, commencing 1 January 2019

Signature:

Position: Chair, Academic Board

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PART 1  PRELIMINARY

1  Name of policy

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

2  Commencement

This policy commences on 1 January 2016.

3  Policy is binding

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

4  Statement of intent

(1) The University aspires for all higher degree by research students to have a quality research training experience and to produce research of the highest calibre. This includes the development of skills and knowledge necessary to be a successful researcher in the chosen discipline and the timely completion and successful examination of their research projects and theses.

(2) The University will partner with students to plan their progression throughout their candidature and set clear expectations of satisfactory progress. The University will provide appropriate institutional support and resources, regular reviewing, including a written submission and meeting, and support students to maintain research integrity and quality.

(3) This policy details the elements of the higher degree by research progress planning and review process. It should be read in conjunction with the University of Sydney (Higher Degree by Research) Rule 2011 ("the Rule"), the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and the Progress Planning and Review for Higher Degree by Research Students Procedures 2015 ("the Procedures").

(4) This policy supports the conduct of research training in a safe manner which is conducive to student wellbeing.
5 Application

(1) Except to the extent that a contrary intention is expressed, this policy applies to higher degree by research students, staff and affiliates.

Note: See clause 20 for transitional provisions.

(2) It is a condition of each student’s admission to candidature that the student complies with his or her obligations under this policy.

6 Definitions

(1) In this policy:

activity means a specific requirement in a student’s candidature that contributes to the completion of a milestone.

Associate Dean means the Associate Dean responsible for overseeing higher degrees by research in the relevant faculty.

Dean means the Dean of the relevant faculty, or Head of School and Dean of the relevant University school.

coordinating supervisor means the supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.

degree means the relevant higher degree by research.

disability support academic plan means the statement of support and adjustments for educational needs provided for students registered with the Disability Support service of the University.

faculty means a faculty or University school and refers to the student’s faculty or University school of enrolment.

higher degree by research means a doctorate by research or masters by research, as defined in the Rule.

milestone means a significant event in a student’s candidature that is useful in monitoring and guiding the student’s progress to successful completion. Milestones may comprise a number of activities.

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

progress means the student’s progress against the requirements specified in subclause 13(1).

progress plan means a progress plan developed in accordance with Part 2.

progress review means a progress review conducted in accordance with Part 3.
**research period** means a research period set by the University and published on its website.

*Note:* Research periods are published at:
http://sydney.edu.au/study/study-dates.html

**Review Panel** means a panel established to conduct a progress review in accordance with clause 11.

**Rule** means the *University of Sydney (Higher Degree by Research) Rule 2011*.

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

**student** means a person who is currently admitted to candidature in a higher degree by research award course of the University.

**supervisor** means a person appointed to discharge the responsibilities set out in the *Supervision of Higher Degree by Research Students Policy 2013*, including research supervisors, coordinating supervisors and auxiliary supervisors.

**supplementary progress review** means a progress review conducted in accordance with clause 17.

### PART 2  PROGRESS PLANNING

#### 7 Progress plans

(1) Students and supervisors must begin progress planning at an early stage in each student’s higher degree by research candidature.

(2) All students must have a progress plan within three months from the date of commencement of candidature, or within six months for part-time students.

(3) The purpose of a progress plan is to align and manage student, University and faculty expectations about what is required to achieve the award of the degree.

(4) A student’s progress plan must include all activities and milestones required to achieve the award of the degree, including:

   (a) formulation and approval of research proposal;
   
   (b) formulation and approval of research projects;
   
   (c) thesis development and examination;
   
   (d) research training activities;
   
   (e) coursework requirements;
   
   (f) compliance and risk management activities.

*Note:* See Part 4 for information on activities and milestones.
8 Creating progress plans

(1) Students are responsible for creating their progress plan, based on current University templates, with the participation and support of their coordinating supervisor.

(2) Progress plans must be:
   (a) endorsed by the student’s coordinating supervisor; and
   (b) approved by the postgraduate coordinator; and
   (c) for students with disabilities, compliant with the needs identified on the Disability Services Academic Plan.

Note: Progress plan templates are available on the University’s website at: myuni.sydney.edu.au.

9 Maintaining and varying progress plans

(1) Students are responsible for maintaining their progress plan, and for identifying any variations required, with the participation and support of their coordinating supervisor.

(2) Students must review their progress plan, in consultation with their coordinating supervisor, at least twice per year, with at least one review being conducted as part of the student’s preparation for a progress review.

(3) A variation to a progress plan may be required for many reasons, including:
   (a) where a student:
      (i) changes attendance mode;
      (ii) requests a leave of absence or suspends candidature;
      (iii) transfers to another course or program;
      (iv) achieves a milestone;
      (v) fails to achieve or is delayed in achieving a milestone;
      (vi) submits a request for an extension of candidature;
      (vii) has encountered unanticipated barriers to progress; or
   (b) where it becomes clear that the student’s research project needs improvement or is not viable, or

(4) Changes in a student’s health or disability state require different project approaches and support.

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

(6) Material variations are variations that:
   (a) extend the date for achievement of a University, faculty or school milestone by more than three months from the original date;
   (b) require a change to the thesis submission date to:
      (i) a new research period; or
(ii) a date that is beyond the latest date for submission, as defined in sections 2.20, 3.20 and 4.19 of the Rule;

(c) substantially change the nature of the research.

Note: Sections 2.20, 3.20 and 4.19 of the Rule authorise an Associate Dean to permit a student to submit his or her thesis after a period of time greater than the maximum periods specified in that clause.

(7) Material variations to progress plans must be:

(a) endorsed by the student’s coordinating supervisor; and

(b) approved by the postgraduate coordinator.

(8) Students should discuss non-material variations to progress plans with their coordinating supervisor.

PART 2A COURSEWORK IN HIGHER DEGREES BY RESEARCH

10 Application of this part

This part applies to students commencing candidature:

in 2020, for the Doctor of Philosophy; and

in 2021— for:

(a) the Doctor of Philosophy;

(b) Doctorates other than the Doctor of Philosophy; and

(c) for the Masters by Research.

11 Coursework requirements

(1) All candidates admitted to a higher degree by research governed by Parts 2, 3 or 4 of the University of Sydney (Higher Degrees by Research) Rule 2011 must complete the coursework requirements specified in this part.

(a) Awards subject to this requirement are the Masters by Research, Doctor of Philosophy and doctorates other than the Doctor of Philosophy, but not higher doctorates. They are listed in Schedule 3.

(2) Candidates for the Doctor of Philosophy must complete a minimum of 12 credit points of coursework from Table R, which is set out in Schedule 2.

Note: As specified in clause 10, this requirement commences on 1 January 2021.

(a) Candidates must complete these requirements within:

(i) eight research periods from the commencement of full-time candidature; or

(ii) 16 research periods from the commencement of part-time candidature.
(3) Candidates for a Doctorate by Research other than the Doctor of Philosophy, must complete a minimum of 12 credit points of coursework from Table R, which is set out in Schedule 2.

Note: As specified in clause 10, this requirement commences on 1 January 2021

(a) Candidates must complete these requirements within:
   (i) eight research periods from the commencement of full-time candidature; or
   (ii) 16 research periods from the commencement of part-time candidature.

(4)(4) Candidates for the Master’s by Research must complete a minimum of 6 credit points of coursework from Table R, which is set out in Schedule 2.

(a) Candidates must complete these requirements within:
   (i) four research periods from the commencement of full-time candidature; or
   (ii) eight research periods from the commencement of part-time candidature.

(4)(5) The course requirements for the Doctor of Philosophy are set out in Schedule 43.

(5)(6) The course requirements for Doctorates by Research other than the Doctor of Philosophy are set out in the course resolutions for the award.

(6)(7) The course requirements for Masters by Research degrees are set out in the course resolutions for the award.

12 Recognition of prior learning

(1) The relevant Associate Dean may grant an exemption from the requirements of clause 11 to students who are:
   (a) transferring to a Doctor of Philosophy or other Doctorate by Research after completing at least two years of doctoral research study at another institution; or
   (b) transferring to a Master’s by Research after completing at least one year of full-time equivalent research study at another institution.

(2) The relevant Associate Dean may grant an exemption from the requirements of clause 11 to students who are transferring to a Doctor of Philosophy or other Doctorate by Research after completing less than two years of doctoral research study at another institution if:
   (a) the student has completed an equivalent volume of coursework at an AQF level 9 in a discipline directly relevant to their thesis:
      (i) which was completed within five years of commencing at the University; and
      (ii) for which results at distinction level or above were obtained;
   (b) the student and their co-ordinating supervisor agree that further coursework training is not needed to support the completion of their thesis or achievement of the relevant graduate qualities;
(c) the relevant Associate Dean is satisfied that there is a substantial overlap between the coursework completed and the coursework which would otherwise be required by clause 11; and

(d) the exemption request was submitted within nine months of the commencement of candidature.

(3) The relevant Associate Dean may grant an exemption from the requirements of clause 11 to students who are transferring to a Master’s by Research after completing less than one year of doctoral research study at another institution if:

(a) the student has completed an equivalent volume of coursework at an AQF level 9 in a discipline directly relevant to the thesis:

   (i) which was completed within three years of commencing at the University; and

   (ii) for which results at distinction level or above were obtained;

(b) the student and their co-ordinating supervisor agree that further coursework training is not needed to support the completion of their thesis; and

(c) the relevant Associate Dean is satisfied that there is a substantial overlap between the coursework completed and the coursework which would otherwise be required by clause 11; and

(d) the exemption request was submitted within nine months of the commencement of candidature.

(4) The relevant Associate Dean may grant an exemption from the requirements of clause 11 to students who are commencing their studies in a Doctor of Philosophy, Doctorate by Research, or Master’s by Research if:

(a) the student has completed an equivalent volume of coursework at an AQF level 9 in a discipline directly relevant to the thesis:

   (i) which was completed within three years of commencing at the University; and

   (ii) for which results at distinction level or above were obtained;

(b) the student and their co-ordinating supervisor agree that further coursework training is not needed to support the completion of their thesis or achievement of any applicable graduate qualities;

(c) the relevant Associate Dean is satisfied that there is a substantial overlap between the coursework completed and the coursework which would otherwise be required by clause 11; and

(d) the exemption request was submitted within nine months of the commencement of candidature.

(5) The co-ordinating supervisor must inform the student's first Annual Progress Review panel of any exemptions which have been granted.

(6) If an exemption has been granted to a student under this clause the first Annual Progress Review panel meeting must be satisfied, after discussion with the student, that the exemption has not adversely affected the student’s capacity to develop relevant research skills or meet the relevant graduate qualities.

(7) Completion of the coursework requirement will be monitored and verified by the Academic Progress Review panel in each year of candidature.
(9) Specific credit is the recognition of previously completed studies as directly
equivalent to specific units of study offered by the University.

(10) The Associate Dean may only grant specific credit for units of study required by
section 11, provided that, if:

- satisfied that there is a substantial overlap of skills, knowledge and experience
equivalent to the program and the standard required at the University of Sydney,
at a level equivalent to a specific University of Sydney studies unit of study;
and

- the student has previously completed units listed in Table R that support the
development of the graduate qualities; or

- the student has completed 12 credit points of study from units equivalent to
units listed in Table R.

PART 3 PROGRESS REVIEW

130 Progress reviews

(1) Progress reviews (including supplementary progress reviews) must be conducted
in accordance with this policy and the procedures.

(2) The purpose of a progress review is to:

(a) assess whether the student has adequate support and resources to
complete his or her research project and thesis in accordance with the
progress plan;

(b) assess whether the current supervisory arrangements are satisfactory;

(c) assess the feasibility of the progress plan; and

(d) assess and rate the student’s progress.

(3) A copy of the student’s progress plan will be provided to all parties involved in the
progress review.

(4) A progress review must be conducted for each student as required by the
postgraduate coordinator and at least once per year.

(5) Students re-enrolling for a period of more than six months as a result of a
requirement to revise and resubmit in a previous thesis examination, must
participate in a progress review between three and six months from the date of re-
enrolment.

(6) Progress reviews should be supported by continuous evaluation of progress and
regular meetings between students and supervisors.

144 Review Panel

(1) The postgraduate coordinator must appoint two or more academic staff members
to form a review panel for each student’s review, and review and nominate one of
the panel members to act as chair.
(2) Each Review Panel member must have one or more of:
   (a) relevant disciplinary expertise;
   (b) experience in supervising and managing higher degree by research candidatures; or
   (c) other relevant specialist knowledge.

(3) In appointing members of a Review Panel, the postgraduate coordinator:
   (a) may appoint from outside the department or faculty;
   (b) must not appoint any of a student’s supervisors; and
   (c) must consider and manage any actual, potential or perceived conflicts of interests.

Note: For information on evaluating and managing conflicts of interest, see the External Interests Policy 2010.

152 Progress review meetings

(1) Students must participate in a progress review meeting as required by the postgraduate coordinator and at least once per year.

(2) Students may be accompanied at the progress review meeting by a support person, such as a colleague, friend, family member or student representative.

(3) Progress review meetings will be conducted by the Review Panel.

(4) The Review Panel:
   (a) may invite any or all of the student’s supervisors to attend part of the progress review meeting;
   (b) must discuss the progress plan, and any required variations to the progress plan, with the student and (when in attendance) his or her supervisors; and
   (c) must provide the student with an opportunity to speak to the Review Panel without any of the student’s supervisors present.

136 Progress review outcomes

(1) The student’s progress will be measured against:
   (a) University, faculty, school and student milestones and activities that are within the student’s control;
   (b) action items identified in the student’s previous progress reviews; and
   (c) compliance with student responsibilities set out in relevant University policies and procedures.

(2) Students must meet the requirements specified in subclause 163(1) to the required standard or quality.

(3) The progress review ratings are:
   (a) meets or exceeds objectives;
   (b) marginal progress;
(c) unsatisfactory progress.

(4) The Review Panel must prepare a written report for the postgraduate coordinator:
(a) giving its assessment of the feasibility of the progress plan;
(b) setting out any required variations to the progress plan;
(c) identifying any actions to be taken as a result of the progress review, and who will be responsible for them;
(d) recommending whether a supplementary progress review is required;
(e) indicating, where relevant, whether the student's scholarship is at risk, and the time frame for any potential termination of scholarship; and
(f) recommending a progress review rating based upon its assessment of the student's progress.

(5) The Review Panel may prepare a report and recommend a progress review rating in the student's absence, if:
(a) the student fails to attend the progress review meeting without notice or good cause; or
(b) the student is unable to attend, and the Review Panel forms the reasonable view that the progress review meeting can properly be conducted in the student's absence.

(6) The student will have an opportunity to respond to the Review Panel's report.

(7) The postgraduate coordinator must:
(a) determine a progress review rating, taking into account:
   (i) the recommendation of the Review Panel;
   (ii) the student's response; and
   (iii) any exceptional circumstances related to the candidature and beyond the reasonable control of the student;
(b) specify any actions to be taken as a result of the progress review, including who will be responsible for them and timeframes for their completion;
(c) state whether the proposed supervision arrangements are satisfactory;
(d) determine whether a supplementary progress review is required; and
(e) monitor the implementation of any action items for the school, faculty or University identified by the Review Panel. Such items should be completed within three months of the date of the progress review.

147 ‘Meets or exceeds objectives’

(8) A rating of ‘meets or exceeds objectives’ means that the student's progress since the last progress review, or since commencement of candidature, has been satisfactory or exceeded expectations.

(9) To achieve a rating of ‘meets or exceeds expectations’ the student must:
(a) have satisfactorily met all requirements (as specified in subclause 163(1)) since the last progress review;
for a first progress review, have submitted a major piece of writing for similarity checking; and

(c) be expected to submit the thesis for examination on time, or in a timely fashion, allowing for any previous delays.

158 ‘Marginal progress’

(1) A rating of ‘marginal progress’ indicates that:

(a) the student has not satisfactorily met all requirements (as specified in subclause 163(1)) since the last progress review;

(b) there is some risk that the student’s thesis will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or

(c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.


(2) If a student receives a rating of ‘marginal progress’, the postgraduate coordinator:

(a) must specify a set of required actions and due dates; and

(b) must set a date for a supplementary progress review; and

(c) may:

(i) refer the Review Panel’s report to the Associate Dean; and

(ii) take such other action as they consider appropriate, consistent with the Rule and this policy.

(3) A rating of ‘marginal progress’ will be considered satisfactory for the purposes of a student’s scholarship, where the terms and conditions of the scholarship are under the University’s control.

(4) A rating of ‘marginal progress’ cannot be used as a trigger for the requirement for a student to show good cause why he or she should be permitted to continue the candidature.

(5) If a student is required to meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

169 ‘Unsatisfactory progress’

(1) A rating of ‘unsatisfactory progress’ indicates that:

(a) the student has not satisfactorily met all requirements (as specified in subclause 166(1)) since the last progress review; or

(b) there is a significant risk that the thesis:

(i) will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or
(ii) will not be completed at all; or

(c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.


(2) If a student receives a rating of ‘unsatisfactory progress’, the postgraduate coordinator:

(a) must, except where the student is asked to show good cause:
   (i) specify a set of required actions and due dates;
   (ii) set a date for a supplementary progress review;
   (iii) refer the Review Panel’s report to the Associate Dean; and
   (iv) take such other action as they consider appropriate, consistent with the Rule and this policy.

(b) may:
   (i) where relevant, recommend to the University that the student’s research scholarship be terminated;
   (ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(3) In determining what action to take in accordance with subclause (2), the postgraduate coordinator will take into account:

(a) any injury, illness or misadventure experienced by the student that has had an impact on progress since the last progress review;

(b) any difficulties caused by, or fault on the part of, the University; and

(c) any exceptional circumstances related to the candidature and beyond the reasonable control of the student.

(4) If a student receives a rating of ‘unsatisfactory progress’ at two consecutive progress reviews, the postgraduate coordinator must recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(5) If a student must meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

Supplementary progress reviews

(6) If the postgraduate coordinator requires a student to undertake a supplementary progress review, that supplementary progress review:

(a) should take place in one of the scheduled review cycles;

(b) must take place no sooner than two months and no later than six months from the date of the previous review; and
(c) must be conducted in accordance with this policy.

(7) Subject to sub-clause (3), if a student receives a rating of ‘marginal progress’ at a supplementary progress review, clause 185 of this policy will apply.

(8) If after two consecutive supplementary progress reviews the student fails to achieve a rating of ‘meets or exceeds expectations’, the student must receive a rating of ‘unsatisfactory progress’ for the second supplementary progress review, and clause 196 of this policy will apply.

PART 4 MILESTONES AND ACTIVITIES

218 Milestones and activities

(1) There are three types of milestones and activities:
   (a) University;
   (b) faculty and school;
   (c) student.

(2) University milestones and activities are:
   (a) set out in Schedule 1 of this policy;
   (b) mandatory (including the items listed in bullet-points); and
   (c) common for all candidates.

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

(4) Student milestones and activities are:
   (a) specific to the student’s candidature;
   (b) set in consultation with the student and endorsed by the coordinating supervisor.

(5) Progress plans must include at least one faculty or school milestone between the University milestones ‘Confirmation’ and ‘Intent to Submit’.

2249 Rescissions and replacements

This document replaces the Progress Review of Higher Degree by Research Students Guidelines, which commenced on 21 August 2014, which is rescinded as from the date of commencement of this document.
Transitional provisions

Rescinded
### SCHEDULE 1: UNIVERSITY MILESTONES AND ACTIVITIES

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary appraisal</td>
<td>6 months</td>
<td></td>
<td>• Complete training needs analysis.</td>
<td>• Complete Responsible Research Practice module.</td>
<td>• Have all relevant action items been identified and included in the progress plan?</td>
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<td>• Schedule relevant training activities.</td>
<td>• Complete induction(s).</td>
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<td>• Review communication skills (especially writing).</td>
<td>• Identify any need for ethics approval.</td>
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<td>• Identify subsequent actions in progress plan.</td>
<td>• Conduct intellectual property review, and consider need for IP agreements.</td>
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<td>• Conduct autonomous sanctions check.</td>
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<td>• Consider potential for restricted information.</td>
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<td></td>
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<td></td>
<td>• Have all relevant action items been identified and included in the progress plan?</td>
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<td></td>
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<td></td>
<td>• Review the graduate qualities and identify units of study to complete the HDR coursework requirement.</td>
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<td></td>
<td></td>
<td>• Identify actions needed to further develop the graduate qualities.</td>
<td></td>
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<tr>
<td>WHS [Activity, within Preliminary Proposal Milestone]</td>
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<td>• Complete WHS training</td>
<td>• WHS training completed.</td>
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<td>Consent Matters Module</td>
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<td></td>
<td></td>
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<td></td>
<td>• Consent Matters Module completed; or</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Exemption obtained.</td>
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</tr>
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<td>Milestone</td>
<td>Time frame</td>
<td>Research Project &amp; Thesis</td>
<td>Research Training</td>
<td>Compliance</td>
<td>Outcome Checklist</td>
</tr>
<tr>
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</tbody>
</table>
| Confirmation | 12 months | • Finalise research proposal/plan.  
• Finalise data management plan.  
• Conduct resources review, including information technology, hardware, software, space, funding, supervision. | • Ensure student has adequate written English to write thesis, or that measures are in place to assist the student to meet this requirement within a specified timeframe.  
• Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor | • Confirm ethics plan and commence ethics application process (where relevant).  
• Ensure autonomous sanctions check completed. | • Is the research project feasible? If not, consider next steps. |
| Review the student’s development of the graduate qualities.  
Review the results of coursework taken to date and agree on units of study to complete the HDR coursework requirement. | Identify actions to further develop the graduate qualities. | Identify potential industry/community engagement opportunities that would further develop the student’s research capabilities. | Is the student progressing satisfactorily in developing the graduate qualities? If not, consider what additional training or support is needed. |
<table>
<thead>
<tr>
<th><strong>Milestone</strong></th>
<th><strong>Time frame</strong></th>
<th><strong>Research Project &amp; Thesis</strong></th>
<th><strong>Research Training</strong></th>
<th><strong>Compliance</strong></th>
<th><strong>Outcome Checklist</strong></th>
</tr>
</thead>
</table>
| Finalise Research Proposal (Activity, within Confirmation Milestone) | 12 months | • Agree a final research proposal | | | • Is the research proposal feasible?  
• Is the research proposal agreed by all parties? |
| Coursework (Master’s by Research linked to Table R) | 12 months | | • Ensure the HDR coursework requirement is complete | | |
| Coursework (Doctorates linked to Table R) | 24 months | | • Ensure the HDR coursework requirement is complete. | • Check the student has completed and passed the required unit of study to complete the HDR coursework requirement. |
| Intent to submit | 3 months from projected submission | • Check thesis draft.  
• Student to provide input on potential examiners. | • Ensure all training activities from training needs analysis are complete. | • Check compliance with ethics approvals, data management plan, IP agreements.  
• Consider whether the thesis contains restricted information. | • Will the thesis be ready for examination?  
• If no, does the progress plan need to be updated and an extension sought? |
| Submit for examination | Submission date | • Coordinating supervisor confirms thesis is in a form suitable for examination.  
• Faculty decides to proceed with examination. | | • Consider whether confidentiality agreements are required for examiners. | • Is the thesis examinable?  
• If yes, have examiners been appointed? |
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
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<tbody>
<tr>
<td>Examination</td>
<td>Complete within 4 months of submission</td>
<td>• Determine outcome of examination.</td>
<td></td>
<td></td>
<td>• Does the thesis satisfy the requirements for award?</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• If yes, are there any conditions that must be satisfied?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• If no, can the student revise and resubmit?</td>
</tr>
<tr>
<td>Award</td>
<td>Within 4 months of award notification</td>
<td>• Complete requirements for award, including emendations.</td>
<td></td>
<td></td>
<td>• Comply with data management plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lodge final version of thesis.</td>
<td></td>
<td></td>
<td>• Comply with any ethics approval and protocol.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure the HDR coursework requirement is complete.</td>
<td></td>
<td></td>
<td>• Can the degree be conferred?</td>
</tr>
<tr>
<td>Confer degree</td>
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13 August 2019
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13 August 2019
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Progress Planning and Review for Higher Degree by Research Students Policy 2016
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24366/856912_124366/856912_124366/853045_1
## SCHEDULE 2: TABLE R

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</table>

Graduate Studies Committee
13 August 2019
SCHEDULE 3: HIGHER DEGREES BY RESEARCH WITH COURSEWORK REQUIREMENTS

(1) The following higher degree by research courses require the completion of 12 credit points of coursework within two years of candidature:
   (a) Doctor of Philosophy;
   (b) Doctor of Arts;
   (c) Doctor of Social Sciences; and
   (d) Doctor of Musical Arts.

(2) The following higher degree by research courses require the completion of six credit points of coursework within two years of candidature:
   (a) Master of Arts (Research);
   (b) Master of Education (Research);
   (c) Master of Fine Arts;
   (d) Master of Philosophy (Arts and Social Sciences);
   (e) Master of Philosophy (Education);
   (f) Master of Philosophy (Social Work);
   (g) Master of Philosophy (Business School);
   (h) Master of Philosophy (Engineering & Information Technologies);
   (i) Master of Applied Science (Health Sciences);
   (j) Master of Philosophy (Dentistry);
   (k) Master of Philosophy (Nursing);
   (l) Master of Philosophy Pharmacy;
   (m) Master of Philosophy (Medicine);
   (n) Master of Philosophy (Science);
   (o) Master of Philosophy (Architecture);
   (p) Master of Music (Composition);
   (q) Master of Music (Music Education);
   (r) Master of Music (Musicology);
   (s) Master of Music (Performance);
   (t) Master of Laws (Research); and
   (u) Master of Criminology (Research).

(3) The following higher degree by research courses do not have to meet the coursework requirement established in section 11 but may have to meet separate coursework requirements as established in course resolutions or inter-institutional agreements:
   (a) Master of Global Health / Master of Philosophy;
   (b) Master of Health Policy / Master of Philosophy;
   (c) Master of Public Health / Master of Philosophy.
(d) Master of Medicine / Master of Philosophy;
(e) Master of Science in Medicine / Master of Philosophy;
(f) Science Master of Clinical Psychology / Doctor of Philosophy;
(g) Master of Veterinary Studies (Clinical Residency Program) / Master of Veterinary Clinical Studies;
(h) Doctor of Philosophy (Cotutelle).

Note: Candidates for the Doctor of Philosophy (Cotutelle) may have to meet coursework requirements subject to the terms of the principal agreement and student agreement.
SCHEDULE 43: COURSE REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY

(1) To qualify for the award of the Doctor of Philosophy, candidates must complete:
   (a) a program of independent supervised study that produces significant and original research outcomes culminating in a thesis; and
   (b) a thesis reporting the results of research undertaken during the candidature as set out in the Thesis and Examinations of Higher Degree by Research Policy 2015;
   (c) a minimum of 12 credit points of coursework from Table R.

(2) To meet the progression requirements for the Doctor of Philosophy, candidates must complete a minimum of 12 credit points of coursework from Table R within:
   (a) 8 research periods from the commencement of candidature for full-time candidates; or
   (b) 16 research periods from the commencement of candidature for part-time candidates.
NOTES

Progress Planning and Review for Higher Degree by Research Students Policy 2016

Date adopted: 2 December 2015
Date registered: 11 December 2015
Date commenced: 1 January 2016
Date amended: 17 August 2016, commencing 19 September 2016
27 October 2016 (administrative amendment only)
1 May 2017, commencing 23 May 2017
28 November 2017, commencing 1 January 2018

Administrator: Director, Graduate Research
Review date: 1 January 2021

Rescinded documents:

- Progress Review of Higher Degree by Research Students Guidelines

Related documents:

- University of Sydney (Higher Degree by Research) Rule 2011
- Essential Resources for Postgraduate Research Students Policy 2016
- Research Data Management Policy 2014
- Research Data Management Procedures 2015
- Supervision of Higher Degree by Research Students Policy 2013
- Thesis and Examination of Higher Degree by Research Policy 2015
- Thesis and Examination of Higher Degree by Research Procedures 2015
- Academic Honesty Procedures 2016

AMENDMENT HISTORY

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<th>Provision</th>
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<td>15(1)(c),</td>
<td>Subclause and note added</td>
<td>19 September 2016</td>
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<td>15(2)(c)(ii), 16(2)(a)(iv)</td>
<td>Minor amendment</td>
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<td>Notes</td>
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<td>9(5)(b)(2) and related Note</td>
<td>Addition of other relevant clause references (administrative amendment)</td>
<td>19 September 2016</td>
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<td>18(3)(e)</td>
<td>References to Senior Executive Group Research Training Committee changed to University Executive Research Education Committee</td>
<td>27 October 2016</td>
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<td>Various</td>
<td>Hyperlinks to policy documents added</td>
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<td>4(3)</td>
<td>New clause referencing health, safety and wellbeing</td>
<td>23 May 2017</td>
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<td>5(3)</td>
<td>Definitions updated (administrative amendments)</td>
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<td>7(2)</td>
<td>Note deleted</td>
<td>23 May 2017</td>
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<td>8(2)</td>
<td>Insertion of new clause at (c) referencing disability action plan</td>
<td>23 May 2017</td>
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<td>9(4)</td>
<td>Wording changed to reference disability and health</td>
<td>23 May 2017</td>
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<td>9(6)</td>
<td>Terminology change (administrative amendment)</td>
<td>23 May 2017</td>
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<td>14(2)</td>
<td>New clause added at (b) specifying similarity checking of an item of student written work</td>
<td>23 May 2017</td>
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<td>20</td>
<td>Rescinded</td>
<td>23 May 2017</td>
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<td>Schedule 1</td>
<td>Insertion of new requirement for confirmation by 12 months of candidature</td>
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<td>4(3); 6; 8(2)(b); 9(5); 9(6)(b); 10(4); 11(1); 11(3); 12(1); 13(4); 13(7); 15(2); 15(2)(c)(i); 16(2)</td>
<td>Amendments to align with University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
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<tr>
<td>16(2)(a)(iii); 16(3); 16(4); 17(1)</td>
<td>Amendments to align with organisational design changes</td>
<td>1 January 2018</td>
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<td>6; 9(5)(a); 13(10)(a); 13(7)(e); 18(1); 18(3); 18(3)(b)-(d); 13(5)</td>
<td>New Part 2A added, comprising new clauses 10-12; detailing HDR coursework requirements; consequential renumbering of following clauses</td>
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<td>10; 11; 12</td>
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<td>Schedule 2</td>
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<td>1 January 2020</td>
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<td>Schedule 3</td>
<td>New schedule – course requirements for the Doctor of Philosophy</td>
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<td>Schedule 4</td>
<td>New schedule added – course requirements for the Doctor of Philosophy</td>
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<tr>
<th>Author</th>
<th>Hugh O'Dwyer, Manager, Policy and Projects, DVC (Education)</th>
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<td>Reviewer/Approver</td>
<td>Ainslie Bulmer, Executive Director, DVC (Education)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report of the Dual and Joint Degrees Working Group</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide the report of the Dual and Joint Degrees Working Group to the Graduate Studies Committee.</td>
</tr>
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</table>

RECOMMENDATION

That the Graduate Studies Committee note the recommendations of the Dual and Joint Degrees report.

EXECUTIVE SUMMARY

The Dual and Joint Degrees Working Group was established to develop and implement a strategic framework and governance structure for dual degree and joint PhD partnerships. The working group produced a report that contained ten recommendations pertaining to the nomenclature, approval process, partnership framework, delegations of authority, and co-badging arrangements of courses offered under an inter-institutional agreement. The University Executive Research Education Committee is asked to note the recommendations of the report of the working group which are detailed in this paper.

CONTEXT

There has been an increase in the provision of dual degree arrangements across the sector, reflecting the evolving nature of international engagement amongst global universities. Dual degree and joint PhD programs provide an opportunity to increase the University’s engagement with other leading institutions and offer students a valuable mobility experience. In response to this trend, a working group was established to ensure that the University of Sydney’s engagement in this evolving landscape is strategic and robust. In keeping with that approach, the Working Group has developed a framework that will allow the University to assess new and existing dual degree partnerships, to identify and address institutional barriers, to improve the governance architecture, and to encourage the participation of students in our dual degree offerings. It is proposed that the University establishes a framework based on ‘collaboration tiers’ that will provide guidance on evaluating, prioritising and approving new university partnerships related to dual degrees (coursework) and joint PhDs. Under this model, tier one partners will be populated by Office of Global Engagement (OGE) priority partners, tier two will be based on aligning partnerships with University or faculty strategies with non-priority partner institutions, and tier three allow for bespoke and tactical arrangements with research degree partners.

The Working Group explored the array of dual degree models across the sector and considered the disparate array of terms used to describe similar dual/joint courses. To assist in differentiating the various modes of dual award arrangements, five types of dual courses are identified in the paper: (1) dual degree, (2) outbound pathway degree, (3) inbound pathway degree, (4) joint PhD, and (5) dual PhD (formerly Cotutelle). Coursework dual degree programs offer students the opportunity complete two degrees – one at their ‘home’ institution and another overseas (as distinct from a double degree program where both degrees are completed at the home institution). The two degrees are typically within the same discipline area and credit is applied across both degrees. Inbound and outbound credit-sharing arrangements that lead to two coursework degrees (one from Sydney and the other form the partner institution) were also reviewed by the Working Group. These situations do not comprise a new course per se, but a credit sharing arrangement between the two institutions. As these offerings result in two degrees for a Sydney student and involve a close relationship with the partner institution, these programs were considered within scope of the Working Group’s review and should be incorporated in policy reform in this space. A key difference between the dual degree and the pathways is that it is a distinct course with a CRICOS offered by the University in which study may commence at either institution, whereas the outbound or inbound pathway model has a one-way flow of students (the second degree is completed after finishing study at Sydney or the partner) and applies credit to an existing
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degree. A joint PhD involves the completion of a single degree and the award of one testamur, while a dual PhD (Cotutelle) results in the award of two testamurs.

To ensure consistency in nomenclature, avoid confusion when engaging with potential partners, and reflect the universal nature of our research and education collaboration, it is proposed that uniform ‘dual’ arrangements are established at a coursework and research degree level. This would result in all coursework (undergraduate and postgraduate) credit sharing programs that result in a separate degree from each university to be termed ‘dual degrees’ and joint candidature doctorates completed with a partner institution that result in the provision of one testamur renamed as ‘joint PhDs’. The shift from ‘Cotutelle’ to ‘joint PhD’ reflects a more global and contemporary approach to research degree collaboration. In situations where a joint PhD cannot be awarded, scope should be provided for establishing a ‘dual PhD’, whereby two separate testamurs are awarded. This would ensure consistency with dual degree arrangements at a coursework level whereby two separate degrees/testamurs are awarded. However, the term ‘joint PhD’ better reflects the nature of the degree offering, and as such, the single testamur ‘joint PhD’ should be the default model going forward.

The Working Group also recommended that the University should identify institutions that have significant overlapping areas of research and establish Principal Joint PhD Agreements with these partner Universities. These agreements would cover the overarching requirements of a joint PhD at an inter-institutional level, such as requirements pertaining to admission, intellectual property, and tuition fees, and examination process. This would streamline the research education agreement process for individual students as much of the agreement terms between universities would be in place, and only student-specific terms would need to be agreed. In the first instance, the University should seek to leverage off existing OGE priority partnerships in formalising Principal Agreements.

These priority partners will form the first of three tiers of University dual degree and joint PhD partnerships proposed by the Working Group. OGE’s priority partners have been chosen because they are top ranked universities that share our ambitions and have complementary strengths. Currently, the University has priority partnership agreements with 18 international institutions. When new priority partnerships are negotiated, or existing partnerships are renewed, the Working Group recommends that broad language is included within the priority partner memoranda of understanding to lay the groundwork for future discussions around dual degree arrangements.

The second tier are potential degree partners that do not meet the OGE criteria for ‘priority partners’, but have a strong research or educational relationship existing with the University. Tier two partners also represent identified partnership opportunities which the University will pursue in order to meet a specific strategic objective outside of ‘priority partnership’ activity. These partners will typically be at a faculty to faculty level, though opportunities for university-to-university collaboration with non-priority partner institutions should be supported where there is strong research or education collaboration and strategic alignment potential. The partnerships at this level will need to align with either faculty strategic plans, faculty internationalization plans, or University-wide strategic areas. The majority of dual degree offerings will occur in this tier, as will other global engagement initiatives, such as visiting researcher models, co-supervision arrangements, and exchange programs. The CCPC will be asked to oversee the strategic alignment potential of new dual degree courses and joint PhD agreements that occur under this tier.

The third tier will cover individual or smaller-scale research degree collaboration, such as co-supervision, exchange agreements, or joint PhD agreements not based on a strategic plan but can demonstrate a balanced and sustainable two-way flow of students. It is envisaged that the tier scheme will offer an opportunity for partner mobility, whereby extended research or co-supervision relationships between a Sydney faculty and an overseas faculty results in the formalisation of a formal dual degree or joint PhD agreement with the partner (and thus moves to the second collaboration tier). Moreover, the level of institutional support for new partnerships shall correspond to the tier (with tier one accorded the highest priority).

It is recommended that all new dual degree course proposals will be assessed via existing University committees. The strategic alignment and academic quality of courses will be reviewed by the relevant committees of the University Executive and Academic Board, with the Academic Board having final approval of the course proposal. As such, the development of new dual degree programs will reflect the processes in place to assess single course proposals. Under this model, an inter-institutional agreement and EOI form for the new dual degree are submitted to UE CCPC to review the strategic alignment potential of the degree and
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recommend to University Executive whether a full course proposal (with a business case) should be prepared. If the EOI and agreement are approved, a course proposal is developed while consultation continues with the institutional partner. Following the endorsement of the University Executive, the dual degree course proposal would be provided to the relevant Academic Board committees. For inbound and outbound pathway arrangements, the agreement would be provided to UE CCPC for endorsement. All new joint or dual PhD institutional agreements would also need UE oversight via CCPC, however the individual student agreement that sits under the principal agreement would not need to go to UE or Academic Board Committees.

The Working Group also conducted a review of the existing policy documents in this space, recommending that the Cotutelle Scheme Policy be rescinded and replaced with a new policy that better clarifies existing arrangements, fills policy gaps, and ensures strategic alignment of partnerships. The committee approval process for dual degree programs and dual degree agreements should also be formalised in policy. As such, it is recommended that a new ‘Dual Degree and Joint PhD Policy’ is developed to cover coursework and research degree arrangements with other Universities. If endorsed, a working group will be established to draft the new policy, with the intention of providing it to the 15 October ASPC meeting. Additionally, it is recommended that the committee approval processes, strategic alignment, and academic quality assurance for both research and coursework dual degree proposals discussed in this paper are formalised in the policy.

The University’s delegations of authority will also need to be updated to reflect the recommendations in this paper. The strategic decisions pertaining to research collaboration and student exchange will need to remain under direction of the Deputy Vice-Chancellor (Research) and Vice-Principal (External Relations) respectively. Indeed, the authority to sign agreements in these areas is already established under relevant delegations of authority, and as such, no change is required. Moreover, the decisions pertaining to the eligibility and criteria of priority partners remains with the Pro Vice-Chancellor (Global Engagement). However, the academic component of coursework and research dual degrees will need to be clarified. Currently, the University’s delegations of authority do not delineate responsibility for dual degrees. The Deputy-Vice Chancellor (Education) has delegated authority to approve credit recognition agreements with other educational institutions (and Cotutelles), and it is proposed that this is clarified further by specifying oversight for the academic content and credit sharing arrangements of dual degree and pathway agreements. Reference to ‘Cotutelle’ agreements will also need to be updated in the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 to reflect the change to ‘joint PhD’ and ‘dual PhD’ terminology proposed in this paper. Additionally, it is proposed that the delegation for signing individual student agreements is changed from the Deputy Vice-Chancellor (Education) to the Director, Graduate Research.

ISSUES

Currently, the University offers Cotutelle arrangements whereby separate testamurs are issued upon successful completion of the research program. Under the revised nomenclature approach outlined in this paper, it is proposed that a delineation is made between a ‘joint PhD’ (one testamur, two crests/badges) and a ‘dual PhD’ (two separate testamurs, one awarded by each institution). The former would be the default option of the University, as unlike the dual degrees identified at a coursework level, the Cotutelle PhD is a single research degree and therefore should be reflected via the issuing of a single degree certificate. Additional regulatory considerations will be required when establishing new joint PhD agreements with international partners. Where a joint award is to be offered by a registered Australian Higher Education Provider and an overseas entity that is not registered in Australia, TEQSA assesses ‘whether half or more of the course is provided overseas and will also have regard to the regulatory principles of risk, proportionality and necessity when determining whether or not regulatory action is necessary’. While there is no guidance that suggests a joint award with an international institution cannot be self-accredited by the University without TEQSA input, it is recommended that consultation with TEQSA occurs when developing such an award to ensure compliance with complex regulatory requirements. Moreover, under the AQF Issuance Policy, only organisations authorised by legislation to do so can issue an AQF qualification (2.2.1). Therefore, as the University partners with international organisations or non-registered higher education providers to offer the joint PhD, it is likely that Sydney would be required to issue the qualification. This approach aligns with the University of Sydney (Testamur Seal) Rule 2011, which prevents the Sydney testamur seal from being affixed to testamurs issued by another institution. However, the rule does not prohibit other seals/crests from being affixed to the Sydney testamur, as evidenced by the previously offered Master of Molecular Imaging with the University of Queensland, which involved the provision of a single testamur with the both institutions’ crests.
The membership of the Working Group included:

- Ainslie Bulmer (Chair), Executive Director, Office of the Deputy Vice-Chancellor (Education);
- Prof. Richard Miles, Pro Vice-Chancellor, Education - Enterprise and Engagement;
- Prof. Ross Coleman, Director, Graduate Research;
- Kylie Colvin, Director, Strategic Planning, Vice-Principal (Strategy);
- Amanda Sayan, Director of Partnerships, Office of Global Engagement;
- Leonie Patrick, Director, Sydney Global Mobility, Global Student Recruitment & Mobility;
- Thommy Gatling, International Agreements Manager, Global Student Recruitment & Mobility;
- Dr Sean O'Reilly, Recruitment Manager (Postgraduate Research), Global Student Recruitment & Mobility;
- Hugh O'Dwyer, Manager, Policy and Projects, Office of the Deputy Vice-Chancellor (Education); and
- Julian Miller, Policy and Projects Officer, Office of the Deputy Vice-Chancellor (Education).

The Office of General Council were also consulted and provided advice regarding regulatory barriers to offering joint award degrees. The report will be provided to the following committees:

- University Executive (framing and decision meetings);
- University Executive Research Education Committee;
- Curriculum and Course Planning Committee;
- Academic Standards and Policy Committee
- Undergraduate Studies Committee;
- Graduate Studies Committee; and
- Academic Board.

**ATTACHMENTS**

Attachment 1 – Report of the Dual and Joint Degrees Working Group
Dual and Joint Degrees Working Group

Final Report – June 2019

Office of the Deputy Vice-Chancellor (Education)
# Table of Contents

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Dual Degrees and Joint PhDs

Executive Summary

There has been an increase in the provision of dual degree arrangements across the sector, reflecting the evolving nature of international engagement amongst global universities. Dual degree and joint PhD programs provide an opportunity to increase the University’s engagement with other leading institutions and offer students a valuable mobility experience. In response to this trend, a working group was established to ensure that the University of Sydney’s engagement in this evolving landscape is strategic and robust. In keeping with that approach, the Working Group has developed a framework that will allow the University to assess new and existing dual degree partnerships, to identify and address institutional barriers, to improve the governance architecture, and to encourage the participation of students in our dual degree offerings. It is proposed that the University establishes a framework based on ‘collaboration tiers’ that will provide guidance on evaluating, prioritising and approving new university partnerships related to dual degrees (coursework) and joint PhDs.

The Working Group also explored the array of dual degree models across the sector and considered the disparate array of terms used to describe similar dual/joint courses. To ensure consistency in nomenclature, avoid confusion when engaging with potential partners, and reflect the universal nature of our research and education collaboration, it is proposed that uniform ‘dual’ arrangements are established at a coursework and research degree level. This would result in all coursework (undergraduate and postgraduate) credit sharing programs that result in a separate degree from each university to be termed ‘dual degrees’ and joint candidature doctorates completed with a partner institution that result in the provision of one testamur renamed as ‘joint PhDs’. The shift from ‘Cotutelle’ to ‘joint PhD’ reflects a more global and contemporary approach to research degree collaboration. In situations where a joint PhD cannot be awarded, scope should be provided for establishing a ‘dual PhD’, whereby two separate testamurs are awarded. This would ensure consistency with dual degree arrangements at a coursework level whereby two separate degrees/testamurs are awarded. However, the term ‘joint PhD’ better reflects the nature of the degree offering, and as such, the single testamur ‘joint PhD’ should be the default model going forward.

Current Cotutelle arrangements lack strategic alignment at University or faculty level. To address this, the University should identify institutions that have significant overlapping areas of research and establish Principal Joint PhD Agreements with these partner Universities. Such agreements would cover the overarching requirements of a joint PhD at an inter-institutional level, such as requirements pertaining to admission, intellectual property, tuition fees, and examination process. This would streamline the research education agreement process for individual students as much of the agreement terms between universities would be in place, and only student-specific terms would need to be agreed. In the first instance, the University should seek to leverage off existing Office of Global Engagement (OGE) priority partnerships in formalising Principal Agreements.

These priority partners will form the first of three tiers of University dual degree and joint PhD partnerships proposed by the Working Group. The second tier are potential degree partners that do not meet the OGE criteria for ‘priority partners’, but have a strong research or educational relationship existing with the University. Tier 2 partners also represent identified partnership opportunities which the University will pursue in order to meet a specific strategic objective outside of ‘priority partnership’ activity. These partners will typically be at a faculty to faculty level, though opportunities for university-to-university collaboration with non-priority partner institutions should be supported where there is strong research or education collaboration and strategic alignment potential. The third tier will cover individual or smaller-scale research degree collaboration, such as co-supervision, exchange agreements, or joint PhD agreements not based on a strategic plan but can demonstrate a balanced and
sustainable two-way flow of students. It is envisaged that the tier scheme will offer an opportunity for partner mobility, whereby extended research or co-supervision relationships between a Sydney faculty and an overseas faculty results in the formalisation of a formal dual degree or joint PhD agreement with the partner (and thus moves to the second collaboration tier).

Inbound and outbound credit-sharing arrangements that lead to two coursework degrees (one from Sydney and the other from the partner institution) were also reviewed by the Working Group. These situations do not comprise a new course per se, but a credit sharing arrangement between the two institutions. As these offerings result in two degrees for a Sydney student and involve a close relationship with the partner institution, these programs were considered within scope of the Working Group's review and should be incorporated in policy reform in this space. To assist in differentiating the various modes of dual award arrangements, five types of dual courses are identified in the paper: (1) dual degree, (2) outbound pathway degree, (3) inbound pathway degree, (4) joint PhD, and (5) dual PhD. A key difference between the dual degree and the pathways is that it is a distinct course with a CRICOS offered by the University in which study may commence at either institution, whereas the outbound or inbound pathway model has a one-way flow of students (the second degree is completed after finishing study at Sydney or the partner) and applies credit to an existing degree. The primary difference between the joint PhD and dual PhD is whether a single testamur or two separate testamurs are issued upon completion of the program.

The Working Group also conducted a review of the existing policy documents in this space, recommending that the Cotutelle Scheme Policy be rescinded and replaced with a new policy that better clarifies existing arrangements, fills policy gaps, and ensures strategic alignment of partnerships. The committee approval process for dual degree programs and dual degree agreements should also be formalised in policy. As such, it is recommended that a new ‘Dual Degree and Joint PhD Policy’ is developed to cover coursework and research degree arrangements with other Universities. Additionally, it is recommended that the committee approval processes, strategic alignment, and academic quality assurance for both research and coursework dual degree proposals discussed in this paper are formalised in the policy. The University’s delegations of authority will also need to be updated to reflect the recommendations in this paper. The strategic decisions pertaining to research collaboration and student exchange will need to remain under direction of the Deputy Vice-Chancellor (Research) and Vice-Principal (External Relations) respectively. Indeed, the authority to sign agreements in these areas is already established under relevant delegations of authority, and as such, no change is required. Moreover, the decisions pertaining to the eligibility and criteria of priority partners remains with the Pro Vice-Chancellor (Global Engagement). However, the academic component of coursework and research dual degrees will need to be clarified. Currently, the University’s delegations of authority do not delineate responsibility for dual degrees. The Deputy-Vice Chancellor (Education) has delegated authority to approve credit recognition agreements with other educational institutions, and it is proposed that this is clarified further by specifying oversight for the academic content and credit sharing arrangements of dual degree and pathway agreements. Reference to ‘Cotutelle’ agreements will also need to be updated in the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 to reflect the change to ‘joint PhD’ and ‘dual PhD’ terminology proposed in this paper.
Recommendations

Recommendation 1
The University establishes a Joint PhD model to be used to engage with key overseas research partners. A Joint PhD allows the award of a single research co-badged degree and testamur to a successful candidate. For compliance reasons, the University of Sydney will issue all joint PhDs on behalf of USYD and the partner institution.

Recommendation 2
The term ‘Cotutelle’ is replaced with ‘dual PhD’ to better reflect the universal nature of our degree offerings and partnerships. Although the University’s preference will be for Joint PhDs (rather than Dual PhDs), the option for a ‘Dual PhDs’ should also be established in policy for exceptional circumstances as determined by the Vice-Chancellor or Deputy Vice-Chancellor (Education) (including for existing Cotutelle partners and for jurisdictions where Joint PhDs are not appropriate or available).

Recommendation 3
The University establishes a framework based on ‘collaboration tiers’ that will provide guidance on evaluating, prioritising, and approving new university partnerships related to coursework dual degrees, joint PhDs, and dual PhDs.

Recommendation 4
The University should pursue, where possible, university-wide Principal Joint or Dual PhD Agreements with current and potential priority partners to streamline the agreement process for joint and dual research degrees and deepen the University’s inter-institutional research collaboration with these partners.

Recommendation 5
All new Principal Joint and Dual PhD Agreements should be reviewed and endorsed by the University Executive Curriculum and Course Planning Committee to ensure the strategic alignment and sustainability of new joint and dual PhD partnerships.

Recommendation 6
All new coursework dual degrees are assessed through the usual course approval processes from expression of interest (EOI) to full course development through relevant University Executive and Academic Board Committees, with final approval by the University Senate.

Recommendation 7
An increase in the number of dual degrees would require appropriate resourcing to match growth in this area. As such, a Dual Degree Coordinator role should be introduced to support the development, coordination, and operation of the University’s dual degrees, joint PhDs, and inbound and outbound pathway arrangements.

Recommendation 8
The Cotutelle Scheme Policy is rescinded and replaced by a new Dual and Joint Degree Policy that covers both coursework and research degrees at all levels.

Recommendation 9
Amend the delegations of authority so as to establish the Deputy Vice-Chancellor (Education) as the delegated authority to sign dual Degree Agreements, Principal Joint PhD Agreements and International Pathway Agreements.

Recommendation 10
Amend the delegations of authority so as to establish the Director, Graduate Research as the delegated authority to sign Student Joint/Dual PhD Agreements.
Dual and Joint Degrees Working Group

Purpose

The Dual and Joint Degrees Working Group has been established to develop and implement a strategic framework for dual degree and Cotutelle/joint PhD arrangements with a focus on streamlining the principal agreements governing international mobility experiences for staff and students. The working group will work to resolve internal and inter-institutional barriers to creating dual degree programs with Sydney’s priority partners. Once in place, the framework will provide clarity around:

− how the University will engage with dual degrees at all levels;
− the criteria by which international partners are chosen and evaluated;
− how the dual degree programs align with the University’s international engagement strategy, including the Office of Global Engagement’s priority partners, and key faculty-level partner universities.
− the relevant approval mechanisms at the University;
− how dual degrees are formalized by way of international agreements and registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS);
− how dual degrees are operationalized and marketed to students; and
− governance of the University’s dual degrees programs.

Terms of Reference

− Investigate the capacity for joint PhD programs to contribute to the development of deep relationships with priority research institutions through joint research student supervision.
− Establish new university-wide policy to govern the University’s dual degree programs at all levels (with this new policy to supersede and replace the existing Cotutelle Scheme Policy).
− Formalise and introduce efficiencies to processes for creating and reviewing potential partnerships and introduce a mechanism for ensuring the quality and alignment potential of agreements and degree programs.
− Make recommendations around how a revitalised and expanded dual degree portfolio will be managed and funded by the University.

Membership

Table 1: Members of the Dual and Joint Degrees Working Group

<table>
<thead>
<tr>
<th>Position</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director, Office of the Deputy Vice-Chancellor (Education)</td>
<td>Ainslie Bulmer (Chair)</td>
</tr>
<tr>
<td>Pro Vice-Chancellor, Education - Enterprise and Engagement</td>
<td>Prof. Richard Miles</td>
</tr>
<tr>
<td>Director, Graduate Research</td>
<td>Prof. Ross Coleman</td>
</tr>
<tr>
<td>Director, Strategic Planning</td>
<td>Kylie Colvin</td>
</tr>
<tr>
<td>Director of Partnerships, Office of Global Engagement</td>
<td>Amanda Sayan</td>
</tr>
<tr>
<td>Director, Sydney Global Mobility, Global Student Recruitment &amp; Mobility</td>
<td>Leonie Patrick</td>
</tr>
<tr>
<td>International Agreements Manager, Global Student Recruitment &amp; Mobility</td>
<td>Thomy Gatling</td>
</tr>
<tr>
<td>Recruitment Manager (Postgraduate Research), Global Student Recruitment &amp; Mobility</td>
<td>Dr Sean O’Reilly</td>
</tr>
<tr>
<td>Senior Policy and Project Officer, Office of the Deputy Vice-Chancellor (Education)</td>
<td>Hugh O’Dwyer</td>
</tr>
<tr>
<td>Policy and Project Officer, Office of the Deputy Vice-Chancellor (Education)</td>
<td>Julian Miller (Executive Support)</td>
</tr>
</tbody>
</table>
Current Practice

Overview of dual courses at Sydney

Dual Degrees arrangements

Dual degree programs offer students the opportunity complete two degrees – one at their ‘home’ institution and another overseas (as distinct from a double degree program where both degrees are completed at the home institution). The two degrees are typically within the same discipline area and credit is applied across both degrees (again, distinct from double degrees). Across the University there are limited offerings of dual degree and dual pathway programs by various faculties.

The Faculty of Arts and Sciences (FASS) offers two dual degree programs with Sciences Po, whereby students complete either a Bachelor of Arts or Bachelor of Economics at Sydney and a Bachelor of Arts at Sciences Po by studying two years fulltime at each University. The faculty also recently entered into a partnership with Fudan University that provides students with the opportunity to earn a Master of Economics from Sydney and a Master of World Economy (Globalisation and Chinese Economy) from Fudan.

The University also has a number of partnerships between the Law School and Universities in China. For instance, there is a dual law degree pathway agreement between the Sydney Law School and Tsinghua University School of Law whereby students complete three years of undergraduate study at Tsinghua University and two years of graduate/Juris Doctor (JD) study at the University of Sydney. Upon completion of the program, students are awarded a Tsinghua Bachelor of Laws (LLB) and a Sydney JD. There are also partnership agreements between the School and the China University of Political Science and Law, Renmin University, and Zhejiang University, which operate as inbound pathway degrees. Additionally, the Law School provides an opportunity through its Peter Cameron Sydney Oxford Scholarship for students to complete a year of study at Oxford University where students graduate with Bachelor of Civil Law (BCL) from Oxford in addition to their LLB or JD from Sydney. While not strictly a dual degree program (as offered within Sydney courses and involving credit-sharing), University support is provided to a current or recently graduated student to complete an additional degree at a partner University. A similar scholarship arrangement is in place with Cambridge University, which (again) is not so much a dual degree but a pathways program for further study at a global partner.

Beyond the Law School and FASS offerings, there are limited dual degree arrangements with international partners at the University. A dual master's program in Engineering/Project Management that involves a year of study at Sydney followed by a second year at Nanjing University is also available to eligible students. Further, an agreement between the Sydney Business School and Tsinghua University Graduate School, Shenzhen, to explore the implementation of a postgraduate dual degree program was announced in late 2016. The University’s policy and governance instruments make no reference to ‘dual degree’ programs, as such, their provision appears to be on an ad hoc basis and pursued by individual faculties.

Going forward, greater definitional clarity will be required to ensure a clear differentiation between dual degrees (which require CRICOS registration) and dual pathway arrangements. See table 2 for further information about current offerings.
Table 2: Current coursework partnership agreements

<table>
<thead>
<tr>
<th>Partner Institution</th>
<th>Sydney Faculty</th>
<th>Sydney Degree</th>
<th>Partner Degree</th>
<th>Structure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences Po</td>
<td>FASS</td>
<td>B Arts or B Political, Economic and Social Sciences, or B Economics</td>
<td>B Arts</td>
<td>Students start at Sciences Po and then enrol at USYD</td>
<td>Current</td>
</tr>
<tr>
<td>Fudan University</td>
<td>FASS</td>
<td>Master of Economics</td>
<td>Master in World Economy (Globalisation and Chinese Economy) (Note: this is only available to USYD students who are not Chinese nationals).</td>
<td>Students start at USYD and then enrol at Fudan</td>
<td>Current</td>
</tr>
<tr>
<td>George Washington University</td>
<td>FASS</td>
<td>Master of International Studies</td>
<td>Master of International Studies</td>
<td>Students start at USYD, then enrol at GWU</td>
<td>Under renewal</td>
</tr>
<tr>
<td>University of Oxford</td>
<td>Law</td>
<td>LLB or JD</td>
<td>Bachelor of Civil Law or Masters in Law and Finance</td>
<td>Students start at USYD, then enrol at Oxford</td>
<td>Current</td>
</tr>
<tr>
<td>National University of Singapore</td>
<td>Law</td>
<td>LLB or JD</td>
<td>LLM</td>
<td>Students start at USYD then enrol at NUS</td>
<td>Under Negotiation</td>
</tr>
<tr>
<td>Tsinghua University</td>
<td>Law</td>
<td>JD</td>
<td>LLB</td>
<td>Students start at Tsinghua, then enrol at USYD, then return to Tsinghua.</td>
<td>Current</td>
</tr>
<tr>
<td>China University of Political Science and Law</td>
<td>Law</td>
<td>LLM</td>
<td>LLM</td>
<td>Students start at CUPL, then enrol at USYD.</td>
<td>Current</td>
</tr>
<tr>
<td>Paris Bar School</td>
<td>Law</td>
<td>Graduate Diploma in Law</td>
<td>Professional accreditation program</td>
<td>Students start at PBS, then enrol at USYD.</td>
<td>Current</td>
</tr>
<tr>
<td>Renmin University of China</td>
<td>Law</td>
<td>JD</td>
<td>LLB</td>
<td>Students start at Renmin, then enrol at USYD, then return to Renmin</td>
<td>Current</td>
</tr>
<tr>
<td>Zhejiang University</td>
<td>Law</td>
<td>LLM</td>
<td>LLM</td>
<td>Students start at Zhejiang, then enrol at USYD.</td>
<td>Current</td>
</tr>
<tr>
<td>Bergen University</td>
<td>Law</td>
<td>LLM</td>
<td>LLM</td>
<td>Students start in Bergen and then</td>
<td>Under Negotiation</td>
</tr>
</tbody>
</table>
Students start in Nanjing, then enrol at USYD, and then return to Nanjing.

<table>
<thead>
<tr>
<th>Partner Institution</th>
<th>Status</th>
<th>Country</th>
<th>Year Established</th>
<th>Collaboration Type</th>
<th>University of Sydney Scope</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanjing University FEIT</td>
<td>Master of Project Management</td>
<td>Master of Management Science and Engineering; or Master of Industrial Engineering; or Master of Logistics Engineering; or Master of Project Management; or Master of Finance in the School of Management and Engineering.</td>
<td>Students start in Nanjing, then enrol at USYD, and then return to Nanjing.</td>
<td>Current</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cotutelle and Joint PhDs**

Across the HDR sector, there has been a renewed focus on increasing research partnerships with other universities, including greater provision of joint PhD programs where a student completes their research candidature at two universities. Unlike dual degrees which are offered at a faculty level, joint PhDs/Cotutelles are offered by the University. These joint PhDs are offered at numerous higher education providers in Australia and internationally (case studies of two particularly sound examples are be provided below). The University currently has fourteen Cotutelle arrangements with other universities. Given the research collaboration potential of these degrees, it is recommended that greater engagement with priority partners should be pursued in this space. The list of current Cotutelle agreements are listed in table 3.

The Cotutelle partnerships that are currently in place lack an overall strategic underpinning and have often been initiated following demand by individual students or supervisors. As a consequence, our existing partnerships are imbalanced (with typically more inbound than outbound mobility). The Working Group does not recommend termination of any existing partnerships. It is recommended however, that before any existing Cotutelle partnerships are renewed, that partnership be subject to evaluation in accordance with the framework established in this report.

Table 3: Principal Cotutelle Agreements

<table>
<thead>
<tr>
<th>Partner Institution</th>
<th>Status</th>
<th>Country</th>
<th>Year Established</th>
<th>Collaboration Type</th>
<th>University of Sydney Scope</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aix-Marseille University</td>
<td>Current</td>
<td>France</td>
<td>2011</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
<tr>
<td>Ca’ Foscari University of</td>
<td>Current</td>
<td>Italy</td>
<td>2014</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
<tr>
<td>Venice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal University of Minas Gerais</td>
<td>Current</td>
<td>Brazil</td>
<td>2011</td>
<td>Faculty-specific</td>
<td>Health Sciences, Medicine (The University of Sydney Medical School)</td>
<td>Current</td>
</tr>
<tr>
<td>Hokkaido University</td>
<td>Current</td>
<td>Japan</td>
<td>2016</td>
<td>Faculty-specific</td>
<td>Agriculture and Environment</td>
<td>Current</td>
</tr>
<tr>
<td>Indian Institute of</td>
<td>Current</td>
<td>India</td>
<td>2014</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
</tbody>
</table>
Case studies of joint or dual PhD arrangements at other universities

The Working Group considered case studies of existing practice at other Australian universities, two such examples are provided below. It should be noted that the typical shared PhD arrangement across the sector is the dual PhD model, and institutions that offer a joint PhD program also have a dual PhD pathway. This allows for flexibility when negotiating research degree partnerships with strategically important international institutions as not all jurisdictions permit co-badging on testamurs.

**Case Study: dual research degrees with partner tiers (Macquarie University)**

Macquarie University provides three programs that involve the completion of one or more degrees with another institution: dual degrees, joint PhDs, and Cotutelle arrangements. The latter two arrangements pertain to HDR and will be considered further. Joint and Cotutelle PhD programs occur when a candidate is jointly enrolled at two universities and conducts research/works on their thesis at each university. The candidate is jointly supervised by staff at each institution and upon successful completion of the program they graduate from both universities with a Doctor of Philosophy. The programs are only offered for the PhD, not other research degrees, and are offered in partnership with an international University. Despite these similarities, there are differences between the two programs.

Firstly, Cotutelle partner universities are assessed according to their research credentials and collaborative relationship with Macquarie University. They are assigned to one of the three 'priorities':

<table>
<thead>
<tr>
<th>University</th>
<th>Country</th>
<th>Year</th>
<th>Faculty-specific</th>
<th>Discipline</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lumiere Lyon 2</td>
<td>France</td>
<td>2008</td>
<td>Faculty-specific</td>
<td>Arts and Social Sciences</td>
<td>Current</td>
</tr>
<tr>
<td>Paris Observatory</td>
<td>France</td>
<td>2013</td>
<td>Faculty-specific</td>
<td>Science</td>
<td>Current</td>
</tr>
<tr>
<td>Tongji University</td>
<td>China</td>
<td>2011</td>
<td>Faculty-specific</td>
<td>Engineering and Information Technologies</td>
<td>Current</td>
</tr>
<tr>
<td>University of Limoges</td>
<td>France</td>
<td>2013</td>
<td>Faculty-specific</td>
<td>Science</td>
<td>Current</td>
</tr>
<tr>
<td>University of Orleans</td>
<td>France</td>
<td>2006</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
<tr>
<td>University of Genoa</td>
<td>Italy</td>
<td>2014</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
<tr>
<td>Tilburg University</td>
<td>Netherlands</td>
<td>2014</td>
<td>Faculty-specific</td>
<td>Law (The University of Sydney Law School)</td>
<td>Current</td>
</tr>
<tr>
<td>University Paris Est</td>
<td>France</td>
<td>2016</td>
<td>Faculty-specific</td>
<td>Engineering and Information Technologies</td>
<td>Current</td>
</tr>
<tr>
<td>Grenoble Alpes University</td>
<td>France</td>
<td>2016</td>
<td>Faculty-specific</td>
<td>Engineering and Information Technologies</td>
<td>Current</td>
</tr>
</tbody>
</table>
− Priority 1 (Priority Cotutelle and joint PhD partners) are research-intensive universities with strong research collaboration relationships with Macquarie University. For prospective joint PhD applicants from these universities, a Cotutelle or joint Scholarship can be approved for award at any time for qualified applicants.

− Priority 2 (Preferred Cotutelle and joint PhD partners) are other preferred international partner institutions which have existing or are in the process of establishing a formal research collaboration relationship with Macquarie. Prospective joint PhD applicants from these universities are assessed competitively by a relevant HDR committee.

− Priority 3 (Prospective Cotutelle and joint PhD partners) do not have an existing relationship with Macquarie and require special approval by the DVC (Research), via Macquarie’s HDR Office based on the merit of the proposed research relationship.

This is contrasted with joint PhDs, which are not accorded a ‘priority’ status and may be entered into only if the partner University has been approved by Macquarie University Academic Senate to offer a joint PhD with Macquarie. Moreover, an ‘umbrella framework’ agreement that establishes the program must be signed by relevant authorities of both universities for joint PhDs.

From the student perspective, discrepancies between the two programs include the fee arrangements, whether the progress assessments and thesis submissions are made to both Universities or the designated lead institution, if a separate or single examination is conducted, and whether there are dual or single testamurs and graduation ceremonies for successful HDR candidates. For Cotutelle programs, the student is required to pay fees to the ‘home’ university, while fees are payable to both institutions for joint PhDs. Additionally, a single thesis is submitted for independent examination by both universities under Cotutelle arrangements, whereby each university’s examination process is fully complied with and an award decision is made by each university. If successful at each university, the candidate can attend each universities’ graduation ceremony and receive two testamurs which include a comment line stating that the degree is awarded under a Cotutelle agreement. Whereas joint PhDs involve a single submission and examination of a thesis, however the examination process is agreed by both universities (which may be either one of the university’s own processes or a merged process containing elements of both). If successful, the candidate graduates and is able to attend a graduation ceremony at only one university. The testamur carries the crests and is signed by relevant authorities of both universities.

Table 4: summary of similarities and differences between Cotutelle and Joint PhDs at Macquarie University

<table>
<thead>
<tr>
<th>Cotutelle</th>
<th>Joint PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint enrolment at Macquarie and an overseas university.</td>
<td>Joint enrolment at Macquarie and an overseas university.</td>
</tr>
<tr>
<td>The student spends approximately half their time at each university, with a minimum of 12 months on each campus.</td>
<td>The student spends approximately half their time at each university, with a minimum of 12 months on each campus.</td>
</tr>
<tr>
<td>Both universities appoint at least one of its staff as the supervisor and these supervisors jointly guide the student’s research program. The supervisors are encouraged to maintain contact with each other.</td>
<td>Both universities appoint at least one of its staff as the supervisor and these supervisors jointly guide the student’s research program. The supervisors are encouraged to maintain contact with each other.</td>
</tr>
<tr>
<td>Priority institutional partner levels – but open to all universities subject to approval.</td>
<td>Institutional partners require approval of Macquarie’s Academic Senate.</td>
</tr>
<tr>
<td>Institutional MOU not compulsory.</td>
<td>Institutional MOU/agreement required.</td>
</tr>
<tr>
<td>Fees are payable to the ‘home’ institution.</td>
<td>Fees are payable to both universities (note some overseas universities only charge fees for the period of residence).</td>
</tr>
<tr>
<td>Separate progress assessments.</td>
<td>One university is designated as the lead.</td>
</tr>
<tr>
<td>Separate examination.</td>
<td>Joint examination.</td>
</tr>
</tbody>
</table>
Two testamurs. | One joint testamur.
---|---
Two graduation ceremonies. | One graduation ceremony.

**Case Study: Joint Award and Dual Award PhDs (Australian National University)**

Similar to the bipartite structure used at Macquarie University, ANU also separates its HDR partnership courses into two main degree types ('joint award' and 'dual award' PhDs), under which there are further tiers based on the nature of the institutional agreement between the higher education partners. At ANU, a joint award PhD is awarded by two collaborating institutions recognised by a single testamur, while a dual award results in the provision of two testamurs from each institution that recognise the dual nature of the degree.

ANU has a dedicated policy for joint and dual award PhDs that establishes the types of joint or dual degrees that can be offered, candidature requirements, and approval processes. The policy states that either an 'institutional' or 'individual'/Cotutelle program can be undertaken by prospective candidates. An institutional joint or dual award PhD refers to a program ‘agreed at an institution-to-institution level, for an agreed period, for a cohort of students.’ Institutional joint or dual PhDs are typically covered by an overarching agreement for research cooperation between the institutions, signed by the Vice-Chancellor (or delegate). Where no general agreement on research cooperation is in force, the agreement to establish an institutional PhD program will be pursued further. Under the policy, ANU may establish an institutional PhD agreement with another university without a candidate being identified in advance. This ensures a streamlined approach to offering joint PhDs is in place as candidates can undertake a program in which the liaison and formal agreement between two universities has already occurred.

Conversely, an individual dual award (including Cotutelle PhDs) refer to a one-off, non-continuing program arranged for a single individual without an institutional-level agreement. Note that 'individual' program only refers to dual PhDs, not joint awards. This approach allows for flexibility in situations where a candidate wishes to undertake an ANU dual PhD or Cotutelle at a specific international university. In addition to the policy, ANU has a procedures document that outlines the process for establishing and approving joint or dual PhDs at the University. The comprehensive nature of its policy architecture in this area reflects the importance of these offerings as unique research experiences for HDR candidates and conduits for greater collaboration with global higher education partners.
Future Model

Definitions

A wide array of terms are used across the sector to describe various inter-institutional degree partnership arrangements, including ‘dual degrees’, ‘joint degrees’, ‘Cotutelles’, and ‘joint PhDs’. The Working Group proposed a simplification and alignment of the language used to describe these various arrangements. Under this approach, the terminology for coursework and research degree programs offered in partnership with another institution will be termed ‘dual degrees’, ‘joint PhDs’, and ‘dual PhDs’. The nomenclature change from ‘Cotutelle’ to ‘dual PhD’ and introduction of a ‘joint PhD’ would ensure consistency across all degree types and assist in marketing and recruitment. The Working Group considered ‘joint PhD’ and ‘dual PhD’ to be more universal terms than ‘Cotutelle’, which would better support communication with potential international partners that Sydney offers shared degree programs across each cohort level. The proposed definitions are provided below.

Dual Degree: means a combination of two coursework degree programs, one offered at the University and the other at a partner institution, that are structured to enable students to count a specified number of credit points towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. Students can only be awarded each degree if they have satisfied the requirements of each institution.

Outbound pathway agreement: means a credit matching agreement between the University and another institution, whereby a student commences study at the University of Sydney and completes the second degree at the partner institution, resulting in the conferral of two degrees faster than if each degree had been completed consecutively and without transfer of credit.

Inbound pathway agreement: means a credit matching agreement between the University and another institution, whereby a student commences study at the partner institution and completes the second degree at the University, resulting in the conferral of two degrees faster than if each degree had been completed consecutively and without transfer of credit.

Joint PhD: means a degree program that: (a) consists of shared candidature in the Doctor of Philosophy at the University and a partner institution; (b) allows for a candidate to receive a single testamur with badges from the University and the partner institution issued by the University of Sydney; and (c) involves one examination process specified in the agreement between the University and the partner.

Dual PhD: means a degree program that: (a) consists of shared candidature in the Doctor of Philosophy at the University and a partner institution; (b) allows for a candidate to receive a doctorate from the University and the partner institution, with each testamur acknowledging the circumstances under which the award was made; and (c) involves one examination process specified in the agreement between the University and the partner.

Principal Joint or Dual PhD Agreement: means an agreement between the University and another institution to offer joint or dual PhD programs, which covers requirements pertaining to admission, intellectual property, tuition fees, and examination.

Student Joint or Dual PhD Agreement: means an agreement between the student and representatives from both universities offering the joint or dual PhD program, which covers terms relevant to the individual student candidature.

These definitions would be included in a new Dual Degree and Joint PhD Policy and updated in existing policies as required. Clause 1.4(1) of the HDR Rule includes a definition of a Cotutelle agreement as ‘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’. As rules take precedence over policy, the ‘Cotutelle agreement’ definition in the HDR Rule will need to be replaced to reflect the new ‘joint PhD’ terminology. As the University has an existing suite of course codes for Cotutelle PhD programs, the CRICOS, marketing, and recruitment implications would need to be factored into this nomenclature change. Additionally, the existing Principal Cotutelle Agreements would need to be updated to ‘Principal Dual PhD Agreements’ at the time of agreement renewal.

Table 5: Dual Degree Agreement Types

<table>
<thead>
<tr>
<th>Type</th>
<th>Agreement type</th>
<th>Key Features of the Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dual Degree Agreement</td>
<td>- Students can start studies at Sydney or at the partner, depending on the agreement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Typically, separate application and eligibility requirements for Sydney degree and partner institution degree (however, institutions may want to agree upon consistent admissions requirements).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Successful students receive two degrees, one from USYD and one from the partner institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students can only be awarded each degree if they have satisfied the requirements at each institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Dual degree to be CRICOS registered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Credit matching allows participating students to receive the two degrees faster than if each degree had been completed consecutively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student pays tuition to institution they are enrolled in any given semester.</td>
</tr>
<tr>
<td>2.</td>
<td>Outbound Pathway Agreement</td>
<td>- Students always start studies at Sydney and then move to the partner institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Separate application and eligibility requirements for Sydney degree and partner institution degree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Successful students receive two degrees, one from Sydney and one from the partner institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Credit matching allows participating students to receive the two degrees faster than if each degree had been completed consecutively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student pays tuition to institution they are enrolled in any given semester.</td>
</tr>
<tr>
<td>3.</td>
<td>Inbound Pathway Agreement</td>
<td>- Students always start studies at partner institution and then move to Sydney.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Separate application and eligibility requirements for Sydney degree and partner institution degree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Successful students receive two degrees, one from Sydney and one from the partner institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Credit matching allows participating students to receive the two degrees faster than if each degree had been completed consecutively without credit or advanced standing. Agreement contains a credit matching table (preferred) and/or statement about how much credit is available in USYD degree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student pays tuition to institution they are enrolled in during any given semester.</td>
</tr>
<tr>
<td>4.</td>
<td>Principal Joint/Dual PhD Agreement</td>
<td>- Establishes institutional framework for Joint/Dual PhD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Establishes the principal that each participating student will need to be the subject of an individual Student Joint/Dual PhD Agreement.</td>
</tr>
</tbody>
</table>
Students can start studies at Sydney or at the partner.
- Student applies separately to each institution.
- Establishes the tuition fee structure to be applied to the joint/dual PhD arrangement.
- Identifies the funding mechanism or body for scholarship or tuition where appropriate.
- Either the examination and thesis requirements of USYD or the partner university will apply (but not both).
- There must be a balanced flow of inbound / outbound students under the Principal Joint/Dual PhD Agreement over its term.

5. **Student Joint/Dual PhD Agreement** (currently called a Student Cotutelle Agreement)

- Addresses the candidacy of an individual student (not all Student Joint/Dual PhD Agreements need to sit under a current Principal Joint/Dual PhD Agreement).
- Ideally this Agreement will be drafted as a “tick-box” document (legally-bounding, but not drafted as an agreement).
- Agreement details:
  - area of research;
  - the 2 (or more) co-supervisors;
  - the university where tuition is payable at particular points in the candidacy (and where it is waived);
  - which university shall conduct examination; and
  - estimated travel / study dates;
  - coursework requirements and any consequent processes for grant exemptions/credit for recognised prior learning;
  - financial support for research activities and access to grant schemes;
  - specific issues of intellectual property management related to the project; and
  - expectations around publication/conference presentation.

Note: Inbound Pathway Agreements (Type 3 above) differ from Credit Recognition Agreements (CRA) only on the basis that the former expressly states what USYD credit can be credited back to the partner institution so as to allow the conferral of the specified partner institution degree. CRAs only address the conferral of a specified USYD degree(s). Additionally, none of the dual degree or PhD agreements in table 3 allow the conferral of a jointly-badged degree.

**Collaboration Tiers**

The Working Group recommends that the University establishes a framework based on ‘collaboration tiers’ that will provide guidance on evaluating, prioritising, and approving new university partnerships related to dual degrees of all types (coursework and PhD). The level of institutional support for new partnerships shall correspond to the tier (with Tier 1 accorded the highest priority, followed by tier 2, and then tier 3). Under this model, Tier 1 partners will be populated by OGE’s priority partners, Tier 2 will be based on aligning partnerships with University or faculty strategies with non-priority partner institutions, and Tier 3 allow for bespoke and tactical arrangements with research degree partners (though resourcing will not be dedicated towards these rare partnership types).

**Table 6: Collaboration Tiers**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Type</th>
<th>Criteria</th>
<th>Coursework</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Priority Partner (university-wide only).</td>
<td>Comprehensive universities with complementary</td>
<td>Dual degrees with Priority Partner</td>
<td>Joint PhDs (or Dual PhDs). Principal Agreement could be</td>
</tr>
<tr>
<td></td>
<td>areas of research who have been selected as OGE Priority Partners.</td>
<td>institutions offered by faculties. Coursework pathway arrangements (only if dual degrees are not an option).</td>
<td>included in the overarching Priority Partner agreement (or MOU) when agreements are introduced or renewed.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Strategic partners (primarily faculty based).</td>
<td>Focus on faculty collaboration and emerging university-to-university partnerships. Note: multiple Sydney faculties may be partners with same university.</td>
<td>Dual degrees that align with faculty strategic areas or internationalization plans. Coursework pathway arrangements (only if dual degrees are not an option).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joint PhDs or Dual PhDs at a University or faculty-level (if there is a reciprocal flow of students and aligns with faculty strategic plans). Visiting scholar or researcher arrangements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Focused partners (faculty, school, or individual researcher level).</td>
<td>Research collaboration agreements not linked to a faculty strategic plan, but a sustainable and balanced two way flow of students be provided via a research degree. Does not receive targeted support from the University.</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joint PhD and Dual PhDs where a genuine two-way flow of students can be guaranteed. Provides partner with the opportunity to develop a research relationship and potentially move to Tier 2. Possible co-supervision opportunities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tier 1 - Priority partners

Tier 1 will be populated by OGE’s priority partners. OGE’s priority partners have been chosen because they are top ranked universities that share our ambitions and have complementary strengths. Currently, there are 18 priority partners universities that Sydney has agreements with. The Working Group recommends that discussions be held with OGE’s existing priority partners to discuss the possibility of establishing new dual degree arrangements in the coming years.

It is also anticipated that the depth of our relationship with priority partnerships will provide the best platform for a sustainable two-way flow of PhD students (and this will address the issue currently experienced with imbalanced Cotutelle partnerships). The Working Group also considers that engaging our priority partners in coursework dual degree arrangements would constitute a useful step in growing these relationships (and ensuring that our collaboration extends beyond joint research).

As and when new priority partnerships are negotiated, or existing partnerships are renewed, the Working Group recommends that the Pro Vice-Chancellor (Global Engagement) seeks to include broad language within the priority partner memorandum of understanding that lays the groundwork for future discussions around dual degree arrangements.

The Working Group noted that not all shared degree agreements need to be concluded with priority partners, and opportunities for important joint or dual PhD partnerships or discipline-
specific dual degrees should be available as necessary. A diverse array of sustainable dual degree offerings is a positive development that the University should encourage. However, all new dual degree proposals (including those negotiated at a faculty level) should be provided to the delegated University committee(s) for review and approval. Two additional tiers comprised of non-priority partner institutions were identified by the Working Group and outlined below.

**Tier 2 – Strategic Partners**

Tier 2 partners apply to both research and coursework degrees. These institutions are potential degree partners that do not meet the OGE criteria for ‘priority partners’ (i.e. comprehensive existing collaboration, including joint publications and exchange agreements), but have a strong research or educational relationship existing with the University. These relationships will often be at a faculty to faculty level, rather than the university-wide basis of the Tier 1 institutions. The partnerships at this level will need to align with either faculty strategic plans, faculty internationalization plans, or University-wide strategic areas. The majority of dual degree offerings will occur in this tier, as will other global engagement initiatives, such as visiting researcher models, co-supervision arrangements, and exchange programs. The CCPC will be asked to oversee the strategic alignment potential of new dual degree courses and joint PhD agreements that occur under this tier.

**Tier 3 - Non-strategic faculty or school level collaboration**

Tier 3 partners involve a smaller scale institution-to-institution partnership that pertain to research degrees only. Principal Joint or Dual PhD Agreements not aligned with a strategic plan would be permitted within this tier, but only if a genuine two-way flow of students can be assured. This tier provides an opportunity for emerging global partners to demonstrate the potential for wider collaboration that aligns with faculty or the University’s strategic direction, and move to a Tier 2 partner. It also allows for flexibility as not all partnerships will strictly fit the first two tiers, however the resourcing dedicated to securing dual degree agreements will be dedicated to the first two tiers. Given the non-priority partner status and lack of strategic alignment for the Tier 3 Joint or Dual PhD Agreements, a stringent criteria should be established for assessing whether these agreements should be approved by the CCPC. Additionally, evidence of student exchange and bilateral movement should be provided if such arrangements are to be renewed.

Regardless of priority partner status, a key principle for dual degree arrangements going forward is that there should be balanced research or credit-sharing arrangements for both institutions. For instance, Sydney entered into an agreement with Shanghai Jiao Tong University to enable Sydney researchers to engage with a biomedical engineering research program at Shanghai Jiao Tong, which led to a supplementary joint supervision agreement that only proceeded once both institutions could demonstrate that there would be two-way movement of students in a genuine exchange partnership. As such, if there is evidence of an existing and successful relationship involving movement of students in both directions at the institutional level, then Sydney should look toward establishing a joint PhD scheme with that partner.

**Strategic Alignment**

**University Strategic Plan 2016-2020**

There are a number of strategic initiatives that are supported by increasing the University’s inter-institutional collaboration in research and education via dual degree agreements. In particular, the third strategy in the Plan is to ‘develop partnerships that enable our research to make a difference, locally and globally’, with the fifth initiative to ‘develop a focused approach to global engagement’. Ensuring a coordinated approach to developing collaborative degree programs and concluding agreements with new partners would support this deliverable.
**China Strategy**

Degree partnerships with existing and potential university partners in China could support the University’s strategic aims regarding international collaboration in this space. The fourth initiative of the University’s China Strategy is to ‘establish priority partnerships with select Chinese universities’. Encouraging dual degree and PhD partnerships supports the aims of the priority partnerships model proposed in the strategy, in particular promoting deeper and more diverse research collaborations, recruiting the best and brightest postgraduate students from China, and fostering the mobility of Australian students by offering them study destinations in China.

**India Strategy**

The strengthening of Sydney’s research environment under the Strategic Plan is delivering research projects that attract international HDR students. Within this context, OGE has advised that they are keen to develop either joint PhDs (award of a degree evidenced by two separate testamurs from each university) or joint degrees (single degree with two badges) as part of strategy to recruit talented students from India. There would need to be significant discussion with stakeholders across appropriate PSUs (e.g GSRM) to ascertain the viability of this initiative and alignment with established student recruitment strategies.

**Faculty strategies**

Faculty strategies should also be taken into consideration when joint PhDs are agreed with non-priority partner institutions at a faculty level. Faculties will often need to inform a prospective partner that the agreement will need to accord with their strategic cycle and the timelines for creating an agreement (typically at least two years). Moreover, if faculties seek joint PhD agreements with non-priority institutions, they should also consider broader engagement with these universities through undergraduate programs. As such, extensive discussion between PSUs (e.g. GSRM) and Faculty leadership about strategic importance of the degree should occur before pursing an agreement with a Tier 2 partner at the faculty level. If there is faculty enthusiasm to engage in dual degrees (or cross-credit arrangements) with non-priority partner institutions, this should be written into the local strategic plan and be aligned with the University’s strategic framework. This would mean that locally, faculties may determine who their best partners are, but they must also ensures that there is alignment with their strategic priorities.

**Visiting researcher programs**

While out of scope for the development of a dual degree program, an area of priority for the Strategy Office is the establishment of short-term visiting researcher programs with an emphasis on incoming and outgoing mobility between partners. In particular, potential visiting researcher schemes with two-way mobility could benefit from strategic oversight and financial support from Chinese partner institutions.

At present, there is no institutional level oversight of visiting researcher programs and they are varied and ad-hoc. Current programs include:

- the University of Sydney (USYD) and the China Scholarship Council (CSC) Postgraduate Research Visiting Scholarship offered to Chinese scholars for up to 2 years;
- the USYD-CSC Visiting Scholars Scholarship (12 months) for Chinese academics with significant publications and experience;
- the USYD-CSC Visiting Scholars Scholarship for Postdoctoral Fellows (24 months) for early career researchers who have obtained a PhD degree recently;
- the University of Sydney Visiting Researcher Program (1 Year or 2 Years) for inbound international students complete a research period of one or two years under the...
supervision of a University of Sydney academic staff member on a non-award basis (note, these programs are used primarily to onboard the CSC researchers); and

- faculty specific arrangements organised mainly on a student/supervisor basis (sometimes without faculty oversight).

There are issues with the USYD-CSC Visiting researcher schemes in that they are administered by Study Abroad and Scholarships on a makeshift basis with no dedicated staff and no scope for upscaling. Further, academic review of the schemes is inconsistent and relies on ownership and knowledge in faculties. As such, resourcing and governance processes would need to be reviewed and improved if there is a desire to develop a centralised scheme based on these models. Similarly, student/supervisor arrangements for visiting scholars can also run the risk of placing students in research teams without greater transparency and/or review at the faculty level.

The model of national schemes which require a MOU, such as the now defunct Brazilian student mobility program, 'Science Without Borders', could set a precedent for a formalised short-term visiting researcher schemes, though these schemes have come at high cost to the institution in the past, in terms of supervision and lack of tuition fees.

The Strategy Office's preferred option would be strategic oversight at faculty level for visiting research schemes, written into their strategic plans and based on consultation with supervisors, Associate Deans, and Deans to establish the rationale for pursuing visiting researcher programs in terms of: long-term engagement, multiple student participation in priority areas, an agreement with the partner that they will fund the faculty for the scheme for a nominated number of years, and an agreement with the partner that they are prepared to take a specified number of students from Sydney for a period of 6 to 24 months.

Any developed proposals for this model by the Strategy Office or faculties would be subject to the CCPC approval process and further noting by the University Executive Research Committee.

Establishing new dual degree and joint or dual PhD agreements

Dual Degrees (Type 1)

All new dual degree course proposals will be assessed via existing University committees. The strategic alignment and academic quality of courses will be reviewed by the relevant committees of the University Executive and Academic Board, with the Academic Board having final approval of the course proposal. As such, the development of new dual degree programs will reflect the processes in place to assess single course proposals.

Under this model, an inter-institutional agreement and expression of interest (EOI) form for the new dual degree are submitted to University Executive Curriculum and Course Planning Committee (CCPC) to review the strategic alignment potential of the degree and recommend to University Executive whether a full course proposal (with a business case) should be prepared. If the EOI and agreement are approved, a course proposal is developed while consultation continues with the institutional partner.

This proposal and business case is submitted to CCPC who provide full consideration of the strategic alignment and resourcing implications (including marketing and communications, recruitment, admissions, and systems implications) of the new degree program. The CCPC would then make a recommendation to the University Executive as to whether the proposal should be forwarded to the Academic Board (via the Undergraduate Studies Committee or Graduate Studies Committee as appropriate). This reporting line is consistent with the committee’s current remit per item 8 of its terms of reference: ‘[the CCPC will] assess the strategic fit, business case and appropriateness of all new degree proposals and make
recommendations to University Executive as to whether these proposals should be sent to the Academic Board for approval.

Following the endorsement of the University Executive, the dual degree course proposal would be provided to the Undergraduate Studies Committee for undergraduate dual degree proposals or the Graduate Studies Committee for postgraduate (coursework) degree proposals. These committees will be responsible for assessing the academic quality of the proposal and making a recommendation to the Academic Board. Again, this oversight is established in both committees’ existing remit per terms of reference 2 and 2.1 respectively. If the course is approved by the Academic Board it is then submitted to Senate for final approval. All new courses, including a dual degree course, require Academic Board and Senate approval for CRICOS registration in order to be offered by the University.

In addition to reviewing and making recommendations to the University Executive and Academic Board regarding new dual degree proposals, amendments to existing dual degree courses will be provided to CCPC and the relevant Academic Board committee for review. The standard course management template provided to committees for regular degrees will be used for dual degree amendments.

**Inbound and Outbound Pathway Agreements (Type 2 and Type 3)**

Agreements for one-way credit sharing arrangements, while not a new course as per the Type 1 full dual degree, will still require University oversight for quality assurance and sustainability purposes. Under this process, the faculty identifies desired partner institution and partner institution degree(s) and prepares a ‘Proposal to Negotiate’ that outlines the details of the proposed arrangement, including underlying strategy, resource requirements, and benefits to the University. This proposal will need to include a credit matching table(s) between Sydney and partner institution degree(s). The faculty agreement sponsor will also be required to obtain approval of the relevant Dean for proposal. As an additional quality assurance step, the proposals are submitted to the International Agreements Manager for review and feedback. Once the proposal to negotiate is signed, it is recorded on Records Online so that the outcomes of the agreement can be evaluated against the stated objectives and desired outcomes outlined in the Proposal.

International Agreements Manager to prepare a draft pathway agreement with the agreement sponsor. The draft agreement, including any amendments made by the partner institution, will be reviewed by the Office of General Counsel. The pathway agreement is then provided to the CCPC for endorsement to ensure the strategic alignment potential of the agreement. After this, the Deputy-Vice Chancellor (Education) signs the pathway agreement. New CRICOS registration is not required for degrees achieved via a pathway agreement (as the courses already exist).

**Principal Joint/Dual PhD Agreements (Type 4)**

The Cotutelle partnerships that are currently in place lack an overall strategic underpinning and have often been initiated following demand by individual students or supervisors. As a consequence, our existing partnerships are imbalanced (with typically more inbound than outbound mobility). The Working Group does not recommend termination of any existing partnerships. However, it is recommended that before any existing Cotutelle partnerships are renewed, that partnership be subject to evaluation in accordance with the framework established in this report. The University should also identify institutions that have significant overlapping areas of research and establish a Principal Joint/Dual PhD Agreement with the partner University. As referenced above, this would mean that the overarching agreement is already in place, and only student-specific terms would need to be agreed for each case, thus streamlining the process and ensuring an ongoing collaboration with the partner university. Indeed, a foundation of these Principal Agreements is that there would need be a sustainable and balanced two-way flow of students over at least a five year period.
Alternatively, if a two-way flow of students is not deemed practical or achievable, the Principal Joint/Dual PhD Agreement must attest to an alternative and measurable strategic imperative for either the University or the Faculty (e.g. growth or diversification of international PhD cohort).

Throughout the negotiation process, the parties will need to confirm what will be awarded to successful students (e.g. a jointly awarded degree with two separate testamurs) and establish a clear pathway for students to participate in the program. Ideally, the Principal Joint/Dual PhD Agreement would also address reciprocity requirements, intellectual property, indemnity/liability, tuition charges, a single examination, separate enrolments for each institution, and confirming that students will be subject to admissions requirements of each University. Additionally, copies of rules, policies and procedures that will apply to Sydney students being jointly supervised by the Joint/Dual PhD partner and/or submitting a PhD for examination by the partner will need to be obtained. The Agreement should also provide clarity on joint supervisory arrangements and processes for registration of partner academics as auxiliaries on the Sydney Supervisor Register and vice versa as required.

Once this information is collated, it would need to be provided to CCPC with the proposed agreement, who would consider strategic alignment and resourcing implications of the agreement and provide a recommendation to the University Executive. If the agreement is approved by the University Executive, it is then provided to the Deputy-Vice Chancellor (Education) to be signed on behalf of the University. The individual student agreement that sits under the principal agreement would not need to go to University Executive or Academic Board Committees. However, if either the principal or student agreement requires examination at the partner institution, then the Higher Degree by Research Subcommittee of the Academic Quality Committee should review the examination component of the agreement as part of the approval process and be notified when the examination commences and is completed. The individual student joint/dual PhD agreement is also provided to the student and Director Graduate Research.

**Delegations of Authority**

Following the committee review process, the proposed inter-institutional agreement will need to be signed by a delegated authority on behalf of the University. There are two components to this, the strategic decisions regarding the institutional partnerships concluded by the University, and the academic element pertaining to credit and dual research education candidature. The strategic decisions pertaining to research partnerships, student placements, and priority partners will remain with the Deputy Vice-Chancellor (Research), Vice-Principal (External Relations), and Pro Vice-Chancellor (Global Engagement) respectively. Additionally, delegations pertaining to international agreements for research and student exchange are already established under relevant delegations of authority, and as such, no change is required. While the delegations for research and external relations strategy are formalised in existing University rules, the authority for signing educational agreements in the dual degrees space will need further clarification. Currently, the Deputy Vice-Chancellor (Education) has delegation for credit recognition agreements in 6.1.2 of the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016. Moreover, 13.5.1 and 13.5.2 of the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 specify that the appointed delegate for signing institutional Cotutelle agreements and individual student Cotutelle agreements is the Deputy Vice-Chancellor (Education). However, dual degrees are not mentioned. For consistency purposes, it is proposed that the appointed delegate for signing dual degree, Principal Joint/Dual PhD, and pathway agreements is the Deputy Vice-Chancellor (Education), and the relevant Delegations of Authority Rule is amended accordingly.

While many pathway dual degrees will be negotiated and concluded on a faculty to faculty level, the Deputy Vice-Chancellor would need to approve the credit sharing arrangement and sign the pathway agreement. The reference to institutional and individual Cotutelle agreements will also need to be updated to reflect the nomenclature change recommended in this paper (‘principal Joint/Dual PhD agreement’ and ‘Student Joint/Dual PhD agreement’). For
student Joint / Dual PhD agreements, the Director Graduate Research would have delegated authority for signing the agreement on behalf of the University. Additionally, the Pro Vice-Chancellor (Global Engagement) is best placed to make high-level, inter-institutional decisions for establishing the research exchange parameters of Principal Joint/Dual PhD Agreements, and this should be reflected in policy.

**Student Admission**

Following the inter-institutional negotiations, committee review process, and final signature on the relevant agreement by the delegated authority, the dual degree or joint PhD is promoted to prospective students at each institution. GSRM and Marcomms will work with faculty on promoting the collaboration arrangements as new dual degrees and joint PhDs could be utilised as effective recruitment tools for top quality students.

For dual coursework degrees, eligible students will need to apply via the normal application process for the Sydney degree. The order of study (i.e. which university first) and credit requirements will vary based on each dual degree arrangement. The student will also need to meet the admission requirements of the partner institution. Typically, dual degree programs consist of two separately priced tuition fee components.

To participate in a Joint/Dual PhD program, prospective candidates need to be the subject of a proposal that outlines the key details of the arrangement (including identifying a supervisor at each institution), and confirms faculty support (by way of signature by the relevant Dean or Associate Dean Research Education). A Student PhD Agreement will then be prepared and signed by the student and appropriate representatives from each institution (for Sydney, this would be the Director Graduate Research). The Student PhD Agreement formalizes the arrangement for the individual student’s candidature, including coursework requirements and tuition arrangements. The Student PhD Agreement does not need to be provided to either University Executive or Academic Board Committees for approval. Once the Student Joint/Dual Agreement has been finalised, the student will need to submit a PhD application via Sydney Student (there are established PhD degree codes) and the equivalent enrolment process at the partner institution. Typically, dual degree programs consist of two separately priced tuition fee components.

**Immediate Support Requirements**

The Working Group considers that the implementation of the processes outlined in this paper and the scaling up of our dual degree and joint PhD offerings with international institutions cannot occur without additional resourcing and coordination dedicated to this area. At first instance, a dedicated dual degree coordinator role will need to be created (see proposed position description below). The work carried out by this role necessitates close collaboration with an array of University areas, including OGE, GSRM, faculty teams, DVC (Education) Portfolio, CCPC, HDREC, Admissions and the DVC (Research) Portfolio. The Working Group proposes that the incumbent report to the International Agreements Manager in GSRM and provides ongoing feedback and advice to the various portfolios to ensure alignment and oversight. Depending on the success of the scaling up of USYD’s dual degree programs, the Working Group shall monitor workflow and will be responsible for recommendations around additional resourcing requirements should the need arise.
Table 7: Dual Degree Coordinator – Level HEO7

<table>
<thead>
<tr>
<th>Key Accountabilities</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide advice and a level of decision making regarding the development, coordination, and operation of the University’s dual degrees, and inbound and outbound pathway arrangements, in conjunction with relevant University experts.</td>
<td>Daily</td>
</tr>
<tr>
<td>2. Provide advice and a level of decision making regarding the development, negotiation and maintenance of the University’s dual degrees agreements, and inbound and outbound pathway agreements, in conjunction with relevant University experts.</td>
<td>Daily</td>
</tr>
<tr>
<td>3. Work with Faculty to develop EOIIs and full course proposals for new dual degrees, for consideration by CCPC and other relevant committees.</td>
<td>Daily</td>
</tr>
<tr>
<td>4. Work with Office of General Counsel to review proposed amendments by partner universities to USYD template documents, and to review partner university templates to ensure alignment with USYD requirements.</td>
<td>Daily</td>
</tr>
<tr>
<td>5. Coordinate approvals process through University committees and Academic Boards (as relevant) for dual degree and pathway arrangements.</td>
<td>Daily</td>
</tr>
<tr>
<td>6. Work with Faculty and relevant University experts to ensure dual degrees receive CRICOS registration.</td>
<td>Daily</td>
</tr>
<tr>
<td>7. Coordinate approvals process for new dual PhD students (including approval of student agreements), and ensure communication between key stakeholders, including Admissions, HDREC, HDRAC, PhD supervisors, and participating students.</td>
<td>Daily</td>
</tr>
<tr>
<td>8. Work with key stakeholders to ensure that dual PhD arrangements are reciprocally balanced and compliant with obligations under Higher Education Support Act (2003).</td>
<td>Ongoing</td>
</tr>
<tr>
<td>9. Independently relate and interpret existing university policy, and a level of understanding of the university departments and faculties/schools critical issues and priorities to incorporate in draft agreements for review by the Office of General Counsel.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>10. Foster key relationships with international and external stakeholders, and seek to ensure continuous business improvement.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>11. Other duties as appropriate to this classification.</td>
<td>As required</td>
</tr>
</tbody>
</table>
### Process Maps

**Figure 1: Proposed process for establishing Dual Degrees (Type 1)**

<table>
<thead>
<tr>
<th>STEP</th>
<th>DETAILS</th>
</tr>
</thead>
</table>
| 1. Identify partner and negotiate agreement | - Faculty identifies desired partner institution and partner institution degree(s).  
- Faculty begins liaising with potential partner institution.  
- International Agreements Manager / Dual Degree Coordinator (new role) prepares a draft agreement using USYD template (note: the preference is to use the Sydney template documents as the base document for any proposed agreement, however, if circumstances require, a partner's preferred document may be used as long as Sydney can make any appropriate amendments to bring it in line with our legal or procedural requirements).  
- The draft agreement will be shared with the partner institution for its review and comment. Any proposed amendments will be considered, with appropriate input from the Office of General Counsel.  
- As part of the negotiations, the institutions will need to agree upon how proposed Dual Degree arrangement will be managed/operationalised (e.g. what is application process and timeline? How are students to be identified in SydneyStudent? How will the program be marketed?). |
| 2. EOI committee process | - The faculty prepares an EOI for the CCPC with support from Dual Degree Coordinator (new role).  
- Faculty sends EOI with draft agreement (for assessing strategic alignment potential) to CCPC.  
- If supported, the committee recommends the EOI to the University Executive for endorsement after which the faculty can continue development of the full and detailed course proposal.  
- The Undergraduate Studies Committee or Graduate Studies Committee receives the EOI and draft agreement and endorses partnership. |
| 3. Agreement signed | - Deputy Vice-Chancellor (Education) approves inter-institutional credit sharing arrangement.  
- Vice-Chancellor or Deputy-Vice Chancellor (Education) signs the Dual Degree Agreement with partner University. |
| 4. Final approval committee process | - Full course proposal and business case provided to CCPC for review and endorsement.  
- CCPC provides course proposal and business case to the University Executive.  
- University Executive reviews and recommends the approval of the course to the Academic Board (via relevant committee).  
- Undergraduate Studies Committee or Graduate Studies Committee recommends to the Academic Board that a new course is introduced.  
- Academic Board recommends to Senate that the new dual degree is approved.  
- Senate approves new course.  
- Dual Degree to be registered on CRICOS. |
| 5. Promote to students | - Once a dual degree is in place, the arrangement can be promoted to current and prospective students at each institution.  
- GSRM and Marcomms to advise on promotion of the new Dual Degree. |
### Figure 2: Proposed process for establishing new Inbound and Outbound Dual Degree Pathway Agreements (Type 2 and Type 3)

<table>
<thead>
<tr>
<th>STEP</th>
<th>DETAILS</th>
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</table>
| 1. Complete a Proposal | - Faculty or School identifies desired partner institution and partner institution degree(s).  
- An “Agreement Sponsor” at the Faculty or School prepares a “Proposal to Negotiate” which sets out the details of the proposed arrangement, including underlying strategy, resource requirements, benefits to university. This should also include market analysis to detail projected student demand and the potential cohort.  
- Proposal to include credit matching table(s) between Sydney and partner institution degree(s).  
- Agreement Sponsor to obtain approval of Dean for Proposal.  
- Signed Proposals are submitted to the International Agreements Manager / Dual Degree Coordinator (new role) for review and feedback.  
- DVC (Education) portfolio approves the proposed arrangement at the Proposal stage.  
- As a quality assurance step, signed Proposals are recorded on Records Online so that prior to any renewal of an agreement, the outcomes of the agreement can be evaluated against the stated objectives and desired outcomes outlined in the Proposal. |
| 2. Negotiate agreement | - International Agreements Manager / Dual Degree Coordinator (new role) to prepare a draft agreement for review by the agreement sponsor. (Note: The preference is to use USYD template documents as the base document for any proposed agreement. However, if circumstances require, a partner’s preferred document may be used as long as USYD can make any appropriate amendments to bring it in line with our legal or procedural requirements).  
- The draft agreement will be shared with the partner for its review and comment.  
- Any proposed amendments to agreement by institutional partner will be considered with input from the Office of General Counsel.  
- As part of the negotiations, the institutions need to agree upon how proposed Dual Degree arrangement will be managed and operationalised (e.g. what is application process and timeline? How are students to be identified in SydneyStudent? How will the program be marketed?). |
| 3. Arrange formal approvals | - Pathway Agreement proposal is provided to CCPC for endorsement.  
- Deputy-Vice Chancellor (Education) approves credit-sharing arrangements per existing delegations of authority and signs pathway agreement. |
| 4. Promote to students | - Once a dual degree is in place, the arrangement can be promoted to current and prospective students at each institution.  
- GSRM and Marcomms to advise on promoting Dual Degree arrangement. |
**Figure 3: Proposed process for establishing Joint and Dual PhDs (Type 4)**

<table>
<thead>
<tr>
<th>STEP</th>
<th>DETAILS</th>
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</thead>
</table>
| 1. Identify desired Joint PhD partner institutions | - USYD to identify desired partners with whom there is significant overlapping areas of research.  
- Dual PhDs need to be able to support a sustainable and balanced two-way flow of students over (at least) a 5 to 10 year period.  
- Alternatively, where this is impractical, the Joint/Dual PhD must align with an alternative strategic imperative (e.g. diversification of the international PhD cohort) (note: tuition cannot be waived at USYD unless inbound matches outbound mobility).  
- From 2019, the priority will be to seek to establish Joint/Dual PhDs linked with OGE’s ‘priority partners’ in Tier 1. |
| 2. Negotiate Joint PhD partnership | - Engage with partner institution to negotiate the overall framework of the Dual PhD, which will be formalised in what USYD will call a Principal Dual PhD Agreement (alternatively, USYD can seek to include framework of Dual PhD into the MOUs / Collaboration Agreements entered into with OGE’s priority partners).  
- As far as possible, Joint PhD Partnerships should be entered into on a university-wide basis.  
- As part of the negotiations:  
  - The parties need to confirm what will be awarded to successful students (e.g. for joint PhDs a co-badged testamur issued by the University of Sydney; for dual PhDs, a jointly awarded degree with two separate testamurs).  
  - The parties should work on establishing a simple and clear pathway for students to participate in the program. Any required student paperwork should be simple and scalable.  
  - USYD should obtain and review copies of rules / procedures that will apply to USYD students being jointly supervised by the partner and / or submitting a PhD for examination by the partner.  
  - USYD’s preference is that (as far as possible) the Principal Dual PhD Agreement addresses:  
    - the reciprocity requirement  
    - Intellectual property  
    - The tuition fee structure  
    - The principle that a student will only be examined once  
    - The principle that students need to separately enrol at both institutions, and will be subject to admissions requirements of each  
    - ESOS language  
    - Indemnity / liability language |
| 3. Arrange formal approvals | - Principal Dual PhD Agreement and partner’s examination rules procedures submitted to Higher Degree by Research Examinations Sub-Committee for consideration and approval.  
- Principal Dual PhD Agreement submitted to CCPC for consideration of strategic alignment and resourcing implications, and for a recommendation to be made to the University Executive.  
- University Executive to endorse the agreement for signature by the Deputy Vice-Chancellor (Education).  
- Deputy Vice-Chancellor (Education) to sign the agreement. |
| 4. Promote to students | - Once a Principal Joint/Dual PhD Agreement is in place, the partnership can be promoted to students / potential students at each institution.  
- For compliance with the Higher Education Support Act 2003 (Cth) and if it is the intention to ‘waive’ fees at Sydney, there needs to be a balanced reciprocity of inbound and outbound students with a partner institution over the term of the Agreement. Otherwise, tuition fees must be charged. |
5. Facilitate student participation

- To participate in the Joint or Dual PhD Program, students need to submit a PhD application via Sydney Student (there are established PhD degree codes).
- Prior to being able to receive an Unconditional Offer, each student, and appropriate representatives from each institution will need to have signed a document called a ‘Student Dual PhD Agreement’ (currently called a ‘Student Cotutelle Agreement’) that addresses issues relevant to the individual student’s candidature. The document confirms: (1) student name, (2) supervisors, (3) key dates, (4) research area, (5) which institution receives tuition fees (and which one waives tuition fees) (6) language of thesis, (7) Which institution conduct the examination.
- Director, Graduate Research signs the Student Dual PhD Agreement on behalf of the USYD.

Figure 4: Proposed process for establishing Student PhDs Agreements

<table>
<thead>
<tr>
<th>STEP</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check that Principal Dual PhD Agreement exists</td>
<td>- Is there a Principal Dual PhD Agreement in place that covers the proposed student’s study area?</td>
</tr>
</tbody>
</table>
| 2. Confirm support for student | - Is it proposed that USYD will waive fees for the student? (If so, USYD will need to ensure that there isn’t an existing inbound imbalance).  
- Supervisor completes a proposal for the student, confirming desire to supervise, research area.  
- Proposal signed by Dean (or Associate Dean Research Education). |
| 3. Negotiate Dual PhD partnership | - Draft Student PhD Agreement is prepared by Dual Degree Coordinator (new role).  
- Dual Degree Coordinator (new role) engages with partner institution to negotiate the Student PhD Agreement |
| 4. Arrange formal approvals | - Student PhD Agreement signed by student, and delegated authority at University of Sydney (Director Graduate Research) and partner university. |
| 5. Facilitate student participation | - Dual Degree Coordinator (new role) provides signed Student PhD Agreement to Admissions.  
- Student to apply to both universities for entry into Dual PhD program.  
Once the Student PhD Agreement has been signed, and the student has satisfied all admissions requirements, USYD can issue an unconditional offer. |
New Dual Degree and Joint PhD Policy

To support the shift to a consistent ‘dual’ and ‘joint’ messaging for coursework and research degrees respectively, it is proposed that a new Dual Degree Policy is introduced which covers all courses offered in partnership with another institution. To achieve this, the Cotutelle Scheme Policy would need to be rescinded and replaced with a new policy that better clarifies existing arrangements, fills policy gaps, ensures strategic alignment of partnerships, and reflects the dual degree committee and approval process outlined above.

Existing Arrangements

The Cotutelle Scheme Policy was established in 1999 in response to an initiative of the French Government to establish and develop partnerships between French and other research institutions. The policy’s application has since broadened beyond its original inspiration, with half of the University’s existing Cotutelle arrangements with non-French universities. Upon reviewing the arrangements currently established in the policy it becomes apparent that there are a variety of issues that need to be addressed, with the current format of the policy not sufficient to cover a potential broadening of provisions surrounding joint PhDs or to cover non-research dual degrees.

Firstly, the Cotutelle Scheme Policy is not established in the current format of University policies. This is not merely an aesthetic issue, but results in the omission of key policy information and inclusion of gratuitous contextual clauses. For instance, the policy does not contain a definitions section, and as such, is without a clear definition of what a Cotutelle is beyond a context clause which states that ‘[i]n February 1998, Senate approved amendments to the PhD resolutions providing for the establishment of cotutelle agreements whereby, if the necessary conditions for joint candidature had been met, a candidate for the degree of Doctor of Philosophy could also receive a doctorate from another University in respect of that candidature, each testamur acknowledging the circumstances under which the award was made.’ Aside from the HDR Rule 2011 determining that resolutions cannot be created for the PhD (clause 1.4(1)), meeting ‘the necessary conditions for joint candidature’ is not clearly delineated in the policy. The only clause that gives guidance for completing the unique candidature arrangements of a Cotutelle is 2.3.4, which states that a thesis should be written ‘in either English or the language of instruction at the other participating institution, with an abstract provided in the other language’. Moreover, the document has to be read in full to determine what the definition of a ‘Cotutelle’ is, and even then it becomes rather opaque given the various background clauses (such as references to the role of the French Government in establishing these degrees in clause 1.2).

The policy also contains references to documents that no longer exist, such as the Guidelines for Inter-Institutional Agreements 1997. Whereas relevant policies, such as the Educational Services Agreements Policy 2017, are not linked to the Cotutelle Scheme Policy. From an operational perspective this is problematic as OGE research agreements that include international education provisions are provided to the DVC (Education) portfolio to assess the alignment potential in accordance with the principles of the Educational Services Agreement Policy 2017, however this policy does not contain clauses pertaining to Cotutelle agreements. This is further compounded by the Cotutelle Scheme Policy not providing direction for the relevant assessors on the educational, research, or strategic alignment of potential agreements.

The Cotutelle Scheme Policy is limited in its current scope, applying only to Cotutelle arrangements, without reference to any other potential form of inter-institutional research degree arrangements, partnership levels, or dual coursework degrees. Indeed, this policy is the only existing University policy that focuses on dual and joint degrees, although there are disparate references to various degree arrangements and Cotutelles throughout the University’s policy and procedural documents. Given the format and intent of the policy to only cover Cotutelle agreements, inserting new provisions into the existing policy is not a feasible
policy option, with a new policy required if all degree partnership types are to be covered in a single and easily identifiable document. For a policy rewrite to be conducted, agreement on the type and strategic alignment of these degrees would need to be achieved, with relevant scaffolding in place that delineates the types of degree and partnerships available.

**New Policy — Dual Degree and Joint PhD Policy**

The Working Group recommends that the Cotutelle Scheme Policy is rescinded and replaced with a Dual Degree and Joint PhD Policy that incorporates the relevant provisions regarding joint PhDs and formalises new clauses pertaining to undergraduate and graduate coursework dual degrees. As such, this policy would cover not only research-based joint degrees, but also dual coursework degrees offered in partnership with another university. This will provide a clear and up-to-date policy framework for the University’s dual degree programs.

Outside of the preliminary and universally-applicable sections, the Dual Degree and Joint PhD Policy would be separated into two main parts (Part x: Coursework, Part y: Research). The new policy will cover the approval processes for dual degrees and Principal Joint/Dual PhD Agreements, strategic alignment, academic quality, and the types of and limits on educational/research agreements with University partners. The policy would also reflect the definitions provided earlier in this paper.

It is proposed that the administrator of the new policy is the Chair of the Academic Board. This provides continuity given the Chair is the delegated authority over the Cotutelle Scheme Policy, while reflecting the University-wide nature of the dual degree and joint PhD arrangements. As such, the new policy will encourage such arrangements to be concluded at an institution-to-institution level, rather than between faculties.

Additionally, the policy would ensure dual degree agreements are not entered into or removed unless: the relevant delegate established in the Delegations of Authority (Administrative Functions) Rule has approved the agreement; the delegate considers whether the partnership aligns with the University’s global engagement strategy; the agreement is consistent with the University’s obligations under the Higher Education Standards Framework; and the agreement complies with the terms of other relevant University policies and procedures, including the Educational Services Agreements Policy and Intellectual Property Policy.