NOTICE OF MEETING

Meeting 2017/8 of the Undergraduate Studies Committee will be held at 10 am on Tuesday 7 November in the Senate Room, Quadrangle. The agenda for the meeting is attached.

Glenys Eddy
Committee Officer

AGENDA

1 WELCOME AND APOLOGIES

2 PROCEDURAL MATTERS

2.1 Minutes of Meeting 2017/7 (19 September 2017)

2.2 Actions Arising

3 STANDING ITEMS

3.1 Report of the Chair

3.2 Report of the Academic Board meeting 10 October 2017

4 ITEMS FOR APPROVAL

Major Course Proposals

4.1 Education Portfolio: Curriculum Framework for a Research-Pathway Masters degree and Vertically-Integrated Masters degrees

Respect is a core value of the Academic Board
4.2 **Faculty of Arts and Social Sciences**: Bachelor of Arts/Master of Teaching  
Melissa Hardie  
attached

4.3 **Faculty of Arts and Social Sciences**: Bachelor of Arts/Bachelor of Education  
Melissa Hardie  
attached

4.4 **Faculty of Science**: Bachelor of Science (Exercise and Sport)  
Patrice Rey  
attached

4.5 **Faculty of Science**: Bachelor of Science/Master of Mathematics  
Patrice Rey  
attached

**Minor Course Proposals**

4.6 **Conservatorium of Music**: Bachelor of Music (Composition)  
James Humberstone  
attached

4.7 **Faculty of Engineering and IT**: Bachelor of Engineering Honours  
Alan Fekete  
attached

4.8 **Faculty of Science**: Bachelor of Psychology  
Patrice Rey  
attached

5 **STRATEGIC ITEMS**

5.1 **Education Portfolio**: Assessment: A University-Wide approach  
Peter McCallum  
attached

5.2 **Education Portfolio**: Bachelor of Science (Exercise and Sport) proposal review  
Peter McCallum  
attached

6 **OTHER BUSINESS**

6.1 Any Other Business  
Chair

Next meeting: Tuesday, 6 February 2018, 10.00am to 12.00pm.  
Senate Room, Quadrangle

**Undergraduate Studies Committee**

**Terms of Reference**

**Purpose**

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

**Terms of Reference**

1. To monitor issues relating to quality in relation to undergraduate award courses, and to make recommendations to the Academic Board as detailed below.
2. To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate studies in the University, including the pattern of undergraduate courses in the University.
3. To make recommendations to the Academic Board in relation to proposals to introduce new undergraduate award courses and amendments to existing undergraduate award courses.
4. To make recommendations to the Academic Board regarding requirements to be satisfied by candidates for the award of a degree, diploma or certificate.
5. To act for the Academic Board in determining procedures for the consideration, and deadline for submission of proposals for new and amended undergraduate award programs and courses in consultation with the Course Profiles Steering Committee.
6. To contribute to the development of the University’s strategic objectives in relation to undergraduate study and to formulate, recommend to the Academic Board, and regularly review resolutions, policy and procedures supporting those strategic objectives.
7. To receive reports from, and provide advice to, the Deputy Vice Chancellor (Education) and, where appropriate the Deputy Vice Chancellor (International) on quality assurance and other matters relating to undergraduate study.
8. To obtain information or reports from any faculty, school or department, the Library or other academic unit on academic matters relating to undergraduate studies.
9. To ensure proper communication channels are established with other committees of the Academic Board and SEG to promote cross-referencing and discussion of matters concerning undergraduate students.
10. To determine the terms and conditions of undergraduate awards, scholarships and prizes established within the University.
11. To receive annual reports on the awarding of Honours and the University Medal from Faculties
12. To provide regular reports on its activities under its terms of reference to the Academic Board.
13. To consider and report on any matter referred to it by the Academic Board, or its committees, the Senior Executive Group or the Vice Chancellor.
UNDERGRADUATE STUDIES COMMITTEE
10:00am – 12:00pm, Tuesday 19 September 2017
Senate Room, Quadrangle

Members Present: Associate Professor Wendy Davis (Chair); Isabella Brook (President of the SRC); Dr Stephen Carter (Pharmacy); Dr Lisa Conlon (Nursing and Midwifery); Professor Alan Fekete (Engineering and Information Technologies); Dr Kelly Freebody (for Dr Wayne Cotton, Education and Social Work); Associate Professor Jamie Glister (Law); Dr Mark Halaki (Health Sciences); Dr Melissa Hardie (Arts and Social Sciences); Dr Tina Hinton (Medicine); Dr James Humberstone (Sydney Conservatorium of Music); Dr Adrienne Keane (for Dr Dagmar Reinhardt, Architecture, Design and Planning); Associate Professor Tony Masters (Chair of the Academic Board); Dr Gary Muscatello (Veterinary Science); Dr Juliette Overland (Business).

Attendees: Dr Matthew Charet (Executive Officer to Academic Board); Dr Glenys Eddy (Committee Officer), Edwina Grose (Student Administration Services); Associate Professor Peter McCallum (DVC Education Portfolio); Associate Professor Deborah O’Mara (Medicine); Professor Pauline Ross (Associate Dean Education, Science); Kate Small (Quality Assurance Manager, Office of the Provost).

Apologies: Associate Professor Tina Bell (Agriculture, Food and Natural Resources); Dr Wayne Cotton (Education and Social Work); Dr Kimberly Mathieu Coulton (Dentistry); Anne Fernandez (Deputy Registrar Nominee); Associate Professor Tim Wilkinson (Chair, Admissions Committee).

2017/05

UNCONFIRMED MINUTES

1 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting and thanked those representing absent colleagues for their contribution. The Chair noted that Dr Juliette Overland will represent the Faculty of Business for the remainder of 2017. Dr Adrienne Keane was replacing Dr Dagmar Reinhardt and Dr Kelly Freebody was replacing Dr Wayne Cotton for this meeting.

Resolution UGSC2017/5-1
The Undergraduate Studies Committee resolved to note that apologies have been received from the members above and that they be excused for their absence.

2 PROCEDURAL MATTERS

2.1 Minutes of Meeting 2017/4 (1 August 2017)

Resolution UGSC2017/5-2
The Undergraduate Studies Committee resolved that the minutes of meeting 2017/4 on 1 August 2017 be confirmed as a true record of that meeting.

2.2 Actions Arising

Resolution UGSC2017/5-3
The Undergraduate Studies Committee resolved to note that there were no outstanding actions from the previous meeting.
3 STANDING ITEMS

3.1 Report of the Chair

The Chair noted that all minor course amendments on the agenda had a proposed implementation date of 2018. However, for those without prior agreement from the Academic Model Team for a 2018 implementation, the implementation date would be 2019.

As Item 4.2, Dalyell Stream Compendium, was for noting, the Chair sought the Meeting’s approval to discuss it under Item 5: For Noting, as Item 5.3, to which the Committee agreed.

Resolution UGSC2017/5-4

The Undergraduate Studies Committee resolved to note the report of the Chair.

3.2 Report of the Academic Board meeting 29 August 2017

The Chair provided a brief report on the Academic Board meeting of the 29th of August 2017, in the absence of the Academic Board Chair. The Board had discussed the proposal for the new Academic Board committee structure to be implemented for 2018. The Chair commented that the suggestion to merge the Undergraduate and Graduate Studies committees from the report of the review of the Board would likely not be feasible given the work of the two committees, and reported that one or two extra committees might be formed.

Resolution UGSC2017/5-5

The Undergraduate Studies Committee resolved to note the report of the Academic Board meeting of the 29th of August 2017.

4 ITEMS FOR APPROVAL

Major Course Proposals

4.1 DVCE Portfolio: Course Review Template

Kate Small presented the proposal for the Course Review Template to the Committee. TEQSA’s forthcoming audit will review the University’s course management approval process. Whilst previously the undergraduate curriculum has been reviewed on a longer cycle, the proposed template will facilitate the University’s compliance with the Higher Education Standards Framework, with implementation of the required seven-year review cycle. The intention is to also review majors every seven years. The template will also be suitable for curriculum submissions to the Academic Board.

Professor Fekete expressed discomfort with the description of membership and structure of the review panels, specifically, that the Panel is to be chaired by a member of the faculty or university school which is the subject of the review, maintaining that this should be an independent chair as is the practice elsewhere. Where problems occur, the chair is critical for finding a solution. It was noted that it is incumbent on the faculties to select the chair, and given the large number of courses for review, the implementation of recommendations occurs more effectively when the chair is a senior academic from the faculty.

Whilst agreeing that the professional/generalist divide might need differently structured panels, Professor Fekete also queried the differentiation between the membership for undergraduate and postgraduate reviews. It was stated that broader scope in the panel was required for the new undergraduate curriculum.

Professor Fekete considered that, whilst most of the template’s detail fits the purpose of quality assurance, he expressed concern that this might be confused with a second purpose of strategic
thinking, and recommended that the aim of quality assurance was made clear in the template, and to this end, requested that Section 8.2, SWOT Analysis, be removed from the template.

The Chair of the Academic Board observed that the reporting of the review process outcomes does not necessarily affect the curriculum change process, which is the faculty’s responsibility, although the former process could involve some strategic review, initiating some reflection on the course and informing constant improvement.

It was suggested that the statement, “must identify strengths and weaknesses” might be better phrased as, “has the review identified strengths and weaknesses?” Kate Small agreed to incorporate some suggested changes of language into the template, to make it possible for the chair to be external, and to amend the document for submission to Academic Board.

The Committee endorsed the proposal for submission to the Academic Board.

**Resolution UGSC2017/5-6**

*The Undergraduate Studies Committee recommended that the Academic Board approve the proposal for a university-wide course review process and course review template.*

### 4.2 DVCE Portfolio: Dalyell Stream Compendium

This item was discussed as Item 5.3, below.

**Minor Course Proposals**

### 4.3 Conservatorium of Music: Bachelor of Music

Dr Humberstone presented the proposal to the Committee, which consisted of updates to a group of six unit of study collections within the new Bachelor of Music degree for students to undertake minors in: Indigenous Music, Ethnomusicology, Creative Music, Digital Music and Media, Performance and Ensembles, and Performance Science. Corrections had included credit point totals and clarifications of other details, such as availability. The Chair requested that the Conservatorium rephrase “minimum level of achievement” in the tables, suggesting “required units of study”, to which Dr Humberstone agreed. These minors will not for available in in the shared pool, but might be available to BA students in the future.

The proposal was endorsed for a 2018 implementation.

**Resolution UGSC2017/5-7**

*The Undergraduate Studies Committee recommended that the Academic Board:*

1. approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music; and
2. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

### 4.4 Arts and Social Sciences: Bachelor of Arts/Doctor of Medicine

Dr Hardie informed the Committee that the proposed updates were amendments to the Dalyell stream and the correction of typos. It was noted that reference to the Academic Dishonesty Policy 2015 needs correction. The Academic Board Executive Officer advised the Committee that he will execute all such needed corrections for the 2018 Faculty Handbooks. Dr Hardie agreed to delete item 15 (2), Transitional Arrangements, as the Chair maintained that it rendered that strike-through the statement unnecessary.

The proposal was endorsed for a 2018 implementation.

**Resolution UGSC2017/5-8**

*The Undergraduate Studies Committee recommended that the Academic Board:*
1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts/Doctor of Medicine; and
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

4.5 Faculty of Dentistry: Bachelor of Oral Health

Dr Coulton informed the Committee that proposed amendments to the course resolutions consisted of rephrasing some sections for clarity in order to ensure consistency between all of Dentistry’s course resolutions. Dr Coulton agreed to the recommendation that the “Requirements for Assessment” make reference to the Dentistry Faculty Provisions for Assessment.

The proposal was endorsed for a 2018 implementation.

Resolution UGSC2017/5-9
The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Dentistry to amend the Bachelor of Oral Health; and
2. approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2018.

4.6 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours

Professor Fekete presented the proposal to the Committee, recounting that, when the definition of the major was introduced into policy, Engineering and IT were granted a period of grace to revise their majors over time. With the development of the new curriculum, it became necessary to fit new majors to the new requirements for majors. The restructuring of the Faculty’s majors will involve necessary changes to the policy definitions, as the stream functions in Engineering and IT in the manner of a major in other disciplines, and their majors do not give depth in the discipline in the same way as in other faculties. These majors will not be available in the shared pool. It was noted that the Degree Advisory Working Group has agreed that a major should develop expertise in a coherent areas of study, must be characterized by a set of learning outcomes, and develop the graduate qualities.

Associate Professor Valix noted that the two proposed majors, Process Intensification and Water and Environment, capitalize on the strategic aim of aligning teaching and research within the Faculty, preparing students for postgraduate studies, and enhancing their learning in these fields.

The majors will be implemented in 2019, by prior agreement. It was stated that including these in the 2018 Handbook was not possible because it could mislead students about the availability of these majors. The proposal was endorsed for a 2019 implementation. The Transitional Provisions in the Bachelor of Engineering Honours course resolutions will need updating to reflect that the resolutions will take affect from 1 January 2019.

Resolution UGSC2017/5-10
The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours;
2. approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2019; and
3. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2019.

4.7 Sydney Medical School: Bachelor of Medicine/Bachelor of Surgery

Associate Professor O’Mara informed the Committee that changes to language and terminology were needed to ensure that the resolutions were clear and consistent with University nomenclature. Associate Professor McCallum questioned whether the current legislation being considered by the Senate might affect the future of the MBBS, noting the current uncertainty around the availability of
Commonwealth Supported places (CSPs) in the future. It was noted that OGC had provided advice on the resolutions.

The proposal was endorsed for a 2018 implementation.

Resolution UGSC2017/5-11
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from Sydney Medical School to amend the Bachelor of Medicine and Bachelor of Surgery; and
2. approve the amendment of Course Resolutions arising from the proposal, with effect from 1 January 2018.

4.8 Faculty of Nursing and Midwifery: Bachelor of Nursing (Post-Registration)

Dr Conlon advised the Committee that, whilst the Bachelor of Nursing (Post-Registration), an off-shore program delivered in Singapore, is administered by the Singapore Institute of Management, the University of Sydney performs the teaching and maintains responsibility for the degree’s conformity to the higher education standards. As the degree allows students to earn a bachelor’s degrees after a certificate or diploma, amendments were proposed to the course resolutions to provide clarity around the course structure and allowable credit limits on admission.

The proposal was endorsed for a 2018 implementation.

Resolution UGSC2017/5-12
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Post-registration);
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
3. approve the amendment to the unit of study table arising from the proposal, with effect from 1 January 2018.

4.9 Faculty of Nursing and Midwifery: Bachelor of Nursing (Advanced Studies)

According to the progression requirements outlined in the unit of study table, two units of study, NURS1002 and NURS1004, are not listed as co-requisites, but are listed for different years of study. Full-time students can complete them simultaneously, but part-time students must complete them sequentially. With the discovery by the Faculty that some part-time students were completing the units simultaneously and completing their degree without adequate clinical preparation, the descriptions of the units’ course associations were reviewed, with the aim of stating that part-time students must take NURS1004 before attempting NURS1002.

The Chair suggested making both units prerequisites for the Clinical Placement unit, noting that this would not necessarily prevent them from being completed in the wrong order. The Committee approved, in principle, the use of different rules for the part-time and full-time tables. But as the unit association rules are a function of the unit in SITS, they cannot differ between the two tables. The proposal was endorsed in principle for a 2018 implementation, with the caveat that the Faculty find a solution for creating different unit associations for full-time and part-time students.

Resolution UGSC2017/5-13
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Advanced Studies); and
2. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

4.10 Faculty of Nursing and Midwifery: Bachelor of Nursing (Honours)
This course resolution amendment consisted of amending the unit codes for the honours units used to determine a candidate’s final honours mark, in Section 7 (2) of the resolutions.

The proposal was endorsed for a 2018 implementation.

**Resolution UGSC2017/5-14**
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Honours); and
2. approve the amendment to the course resolutions arising from the proposal, with effect from 1 January 2018.

### 4.11 Faculty of Pharmacy: Bachelor of Pharmacy; Bachelor of Pharmacy and Management

Dr Carter stated that changes were required to the progression rules in the course resolutions to allow students to progress to year 3 pharmacy units before successfully completing all lower year units, to prevent forced suspension of studies for international students who fail units, due to student visa restrictions. Pharmacy wishes to amend the course resolutions to allow students to enrol in new units and the units they failed simultaneously.

Dr Overland noted some corrections to the Bachelor of Pharmacy and Management necessitated by changes to Business units of study. BUSS1040, described as compulsory for the Bachelor of Commerce, should be deleted from table. Two units indicated as offered in semester 1 in the submission, WORK 1004 and WORK2205, will now be offered in semester 2.

Professor Ross, observing that the degree table contained the mainstream Human Biology unit only, suggested that Pharmacy consider allowing its students to enrol in the Special Studies and Advanced versions of the unit. Dr Carter was willing to accommodate this, providing that the units would facilitate the learning outcomes of the Pharmacy degrees. Dr Carter and Professors Ross agreed to discuss this after the meeting.

The Committee endorsed the proposal for a 2018 implementation, subject to the semester of offer being corrected for WORK1004 and WORK2205, and to the correction of BIOL units, if required.

**Resolution UGSC2017/5-15**
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Pharmacy to amend the Bachelor of Pharmacy and the Bachelor of Pharmacy and Management;
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
3. approve the amendment to the tables of units of study arising from the proposal, with effect from 1 January 2018.

### 4.12 Faculty of Science: Bachelor of Science: Table 2 Geoarcheology Major

Professor Ross reported that the two students still enrolled in the Geoarcheology major need to be accommodated in order to graduate. The proposal was endorsed for a 2018 implementation.

**Resolution UGSC2017/5-16**
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science; and
2. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

### 4.13 Faculty of Science: Bachelor of Science; Bachelor of Science (Advanced); Bachelor of Science (Advanced Mathematics); Bachelor of Science (Honours); Bachelor of Science (Honours) (Advanced); Bachelor of Science (Honours) (Advanced Mathematics); Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Medical Science; Bachelor of Liberal
Arts and Science; Bachelor of Science/Bachelor of Arts; Bachelor of Science/Bachelor of Laws

Edwina Grose confirmed that the Applied Medical Science unit details had already been entered into the system, with the only the table to be completed. The proposal was endorsed for a 2018 implementation.

Resolution UGSC2017/5-17
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Science (Advanced); Bachelor of Science (Advanced Mathematics); Bachelor of Science (Honours); Bachelor of Science (Honours) (Advanced); Bachelor of Science (Honours) (Advanced Mathematics); Bachelor of Medical Science; Bachelor of Liberal Arts and Science; Bachelor of Science/Bachelor of Arts; Bachelor of Science/Bachelor of Laws; and
2. approve the amendment to the tables of units of study arising from the proposal, with effect from 1 January 2018.

4.14 Faculty of Science: Bachelor of Science/Doctor of Medicine

The purpose of the proposal was to update the admission requirements to ensure that the course resolutions reflected current admission practices. The Chair suggested that Clause 15 (2) under Transitional Provisions be deleted.

Associate Professor McCallum observed that, whilst the BSc/DM allows the student to complete a program, the BA/DM does not, and suggested that FASS reconsider this. Referring to clause 5 (3) under Admission to Candidature, Dr Carter enquired about the stipulation that once a student has accepted an offer, they cannot defer. The Chair suggested that deferring might interfere with an annual admission quota.

Conditional upon the unit of study code PHSI2X07 being corrected to PHSI2X05 (under Requirements for Award, 6 (3) (v)) and the deletion of clause 15 (2), the proposal was endorsed for a 2018 implementation.

Resolution UGSC2017/5-18
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Medicine; and
2. approve the amendment to the course resolutions arising from the proposal, with effect from 1 January 2018.

4.15 Faculty of Science: Bachelor of Science/Doctor of Dental Medicine

As with the proposal above, the purpose of this proposal was to update the admission requirements to ensure that the course resolutions reflected current admission practices. During discussion the use of the word “results” in 5(3) of the resolutions was initially thought to be too vague, and clarification was needed as to whether this referred to the ATAR or the result of the written and oral assessment. The meeting considered that the “results of application process” was about the outcome of 5(2).

It was noted that the prohibition on deferment may refer to applications from non-recent school-leavers; those who have left school within two years of the date of application. The meeting decided that the accuracy of the statement at 5(3) needed to be checked, and that who was responsible for admissions decisions needed to be clarified.

The Committee endorsed the proposal for a 2018 implementation, subject to the following corrections:
Under Section 5. Admission to Candidature: in 5 (3) the use of the word “results” was thought to be too vague, and whether this referred to the ATAR or the result of the written and oral assessment. This needs to be clarified and the phrase amended accordingly.

Under Section 6. Requirements for Award: Professor Ross reported that the correct BIOL codes under 6(3)(v) should be Human Biology, to be corrected from 1XX3 to the new code 1XX8, and 1XX7, so that the phrase will contain these two codes only.

Under Section 15. Transitional Provisions: clause 15 (2) is to be deleted.

Resolution UGSC2017/5-19
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Dental Medicine; and
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

5 ITEMS FOR NOTING

5.1 DVC Education Portfolio: Education Integrity Trend Report, Semester 1 2017

Associate Professor McCallum reported that a focus on academic honesty has seen a decrease in the number of reported cases of academic dishonesty since 2016. Some trends regarding year of study remain, with most cases involving students in their first or second year of study. There are indications that early interventions might be having a positive effect. There is still over-representation of international students, who comprise 58% of reported cases. However, the re-offending rate is no higher for international than for domestic students. The new online version of the quoting, paraphrasing, and summarizing workshop is hoped to provide a good first reference for students. The policy review working party will report back to the Committee with suggestions for policy change in the future.

Resolution UGSC2017/5-20
The Undergraduate Studies Committee noted the Educational Integrity Trend Report, Semester 1, 2017.

5.2 Faculty of Arts and Social Sciences: FASS Dalyell Stream Units

The Chair reported the purpose of the paper as to inform the Committee of changes to the names of FASS Dalyell stream units of study.

Resolution UGSC2017/5-21
The Undergraduate Studies Committee noted the name changes for FASS2100 and FASS2200 within the Dalyell stream in Table S.

5.3 DVCE Portfolio: Dalyell Stream Compendium

Associate Professor McCallum explained that the compendium parallel paper summarizes the design of the Dalyell stream, including stream features.

Dr Overland observed that the illustrative course structures on page 8 of the paper do not match the structure for Commerce. She agreed to send Edwina Grose a copy of the model for Commerce.

In discussion, questions were raised concerning the place of mentoring-style activities and the concept of cohort, as it applies to the Dalyell stream. It was commented that the concept might lose sharpness for the later years in the four-year degrees where students from several years might study together, and with the concept of Year 3 being about transition to industry, which will have
little appeal for those focussed on further study. Associate Professor McCallum considered the concept of cohort important for the Dalyell stream, stating that the benefits for a cross-disciplinary cohort are those of studying and working with other talented students.

Edwina Grose confirmed that Table D, which has been created for Dalyell students, will be visible to them in Sydney Student, but invisible to other students.

**Resolution UGSC2017/5-22**
The Undergraduate Studies Committee noted the compendium paper, summarising the design of the Dalyell stream and format of components.

### 6 OTHER BUSINESS

**6.1 Any Other Business**

There being no other business, the meeting closed at 11.34 am.

Next meeting – 10:00am-12:00pm, Tuesday 7 November 2017,

Senate Room, Quadrangle
RECOMMENDATION

That the Undergraduate Studies Committee note the report of the Academic Board meeting held on 10 October 2017.

REPORT OF ACADEMIC BOARD MEETING

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 26 September 2017; and

- endorsed the proposal to establish a University-wide course review process and endorsed the Course Review Template, as presented, with effect from 1 January 2018;
- approved the amendment of the Learning and Teaching Policy 2015 and the Learning and Teaching Procedures 2016 and adopt the amended Policy and Procedures; approved the amendment of the Student Placement Policy and adopt the amended Policy; invited the Vice Chancellor to approve the Educational Services Agreements Policy 2017 and recommended the adoption of the amended Policy; and invited the Vice Chancellor to rescind the Agreements for Educational Services Policy 2011 and the Agreements for Educational Services Procedures 2011;
- approved the amendment of the Assessment Procedures 2011, as presented, and approved the adoption of the amended policy, with effect from 23 October 2017 (for Semester 2 examinations);
- approved the amendment of the Resolutions of the Faculty of Nursing and Midwifery, as presented, with effect from 1 January 2018;
- approved the amendment of the Resolutions of the Faculty of Pharmacy, as presented, with effect from 1 January 2018;
- approved the amendment of the Resolutions of the Faculty of Science, as presented, with effect from 1 January 2018;
- noted the consultation drafts of the Recordkeeping Policy 2017 and Privacy Policy 2017;
- noted the Educational Integrity Trend Report, Semester 1, 2017; and
- noted the Education Key Performance Indicators 2016 Performance and 2017 Targets, as presented.

Items related to the Admissions Committee
The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on 26 September 2017; and

- approved the amendment of the Governance Instruments Assumed Knowledge and Special Entry Requirements and Flexible Entry to reflect the degree profile approved for 2018; and
- approved the proposal to make available direct entry into undergraduate award courses for select students who graduate with the Vietnamese High School Graduation Certificate (Bang Tot Ngiep Trung hoc Pho thong) obtained from a high school for gifted students (trường THPT chuyên), with the necessary GPA, and update the University’s admissions criteria to reflect this proposal, with immediate effect.

Items related to the Graduate Studies Committee
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 19 September 2017 and:
Non-Confidential

- approved the proposal from the University of Sydney Business School to amend the Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce and approved the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January, 2018;
- approved the proposal from the Sydney Conservatorium of Music to amend the Doctor of Musical Arts and approved the amendment of course resolutions arising from this proposal, as presented, with immediate effect;
- approved the proposal from the Faculty of Dentistry to amend the Doctor of Clinical Dentistry and approved the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Dentistry to amend the Doctor of Dental Medicine and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology and the Master of Information Technology Management and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2018;
- approved the proposal from the Sydney Law School to amend the Master of Environmental Law, Graduate Diploma in Environmental Law, Master of Health Law and Graduate Diploma in Health Law and approved the amendment of Elective Units of Study Tables arising from this proposal, with effect from 1 January 2018;
- approved the proposal from Sydney Medical School to amend the Doctor of Medicine and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2018;
- approved the proposal from Sydney Nursing School to amend the Master of Advanced Nursing Practice, Master of Cancer & Haematology Nursing, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Primary Health Care Nursing and embedded Graduate Diplomas and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Pharmacy to amend the Graduate Certificate in Pharmacy Practice and approved the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Dental Medicine and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Medicine and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Master of Clinical Psychology/Doctor of Philosophy and approved the amendment of tables of units of study arising from this proposal, with effect from 1 January 2018;
- recommend that Senate approved the proposal from the Faculty of Science to amend the Resolutions of the Senate for degrees, diplomas and certificates of the Faculty of Science, with effect from 1 January 2018; and
- endorsed the proposed set of PhD Graduate Qualities.

Items related to the Undergraduate Studies Committee
The Academic Board noted the report from the meeting of the Undergraduate Studies Committee held on 19 September 2017 and:
- approved the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music and approved the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts/Doctor of Medicine and approved the amendment to the Course Resolutions arising from the proposal, as amended, with effect from 1 January 2018;
- approved the proposal from the Faculty of Dentistry to amend the Bachelor of Oral Health and approved the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2018;
Non-Confidential

- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours and approved the amendment to the Course Resolutions and the table of units of study arising from the proposal, with effect from 1 January 2019;
- approved the proposal from Sydney Medical School to amend the Bachelor of Medicine and Bachelor of Surgery and approved the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Post-Registration) and approved the amendment to the Course Resolutions and the table of units of study arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Advanced Studies) and approved the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Honours) and approved the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Pharmacy to amend the Bachelor of Pharmacy and the Bachelor of Pharmacy and Management and approved the amendment to the Course Resolutions and the tables of units of study arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science and approved the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics), Bachelor of Science (Honours), Bachelor of Science/Honours (Advanced), Bachelor of Science/Honours (Advanced Mathematics), Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Medical Science, Bachelor of Liberal Arts and Science, Bachelor of Science/Bachelor of Arts, and Bachelor of Science/Bachelor of Laws and approved the amendment to the tables of units of study arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Medicine and approved the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
- approved the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Dental Medicine and approved the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

Other matters
The Academic Board also:
- approved changes to 2017 membership of the Board and its committees;
- noted an amended 2018 meeting schedule;
- noted presentations by student members on the USyd Student Experience;
- noted the Report of the Chair and the verbal report from the Vice-Chancellor and Principal;
- considered draft committee architectures for the Academic Board, in anticipation of discussion and adoption of a committee architecture for 2018 at the November 2017 meeting of the Academic Board;
- received an update on TEQSA re-registration;
- endorsed the proposal from the Faculty of Arts and Social Sciences to amend the Resolutions of the Senate relating to the Degrees, diplomas and certificates of the Faculty of Arts and Social Sciences and agreed to recommend that Senate approved the proposed amendments, with effect from 1 January 2018; and
- approved the 2018 Academic Calendars for the Sydney Conservatorium of Music, Faculty of Dentistry and Faculty of Science.

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<table>
<thead>
<tr>
<th>Author</th>
<th>Peter McCallum, Director, Education Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Pip Pattison, Deputy Vice Chancellor (Education)</td>
</tr>
<tr>
<td>Paper title</td>
<td>CURRICULUM FRAMEWORK FOR A RESEARCH-PATHWAY MASTERS DEGREE AND VERTICALLY-INTEGRATED MASTERS DEGREES</td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek endorsement for a curriculum framework for a research-pathway Masters degree (proposed name ‘Master of Advanced Studies’), and a curriculum framework for vertically-integrated research-pathway and professional/specialist Bachelor/Masters degrees.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee:

1. endorse the proposed curriculum framework for a research-pathway Masters degree;
2. note the name Master of Advanced Studies ([discipline]) for the research-pathway Masters degree;
3. endorse the proposed curriculum framework for vertically-integrated research-pathway and professional/specialist Bachelor/Master combined degrees; and
4. endorse the proposed changes to the Coursework Policy to include the curriculum framework for a research-pathway Masters degree and vertically integrated Bachelor/Masters degrees (Attachment 2).

EXECUTIVE SUMMARY

This paper outlines a curriculum framework for a research-pathway Masters degree and for the vertically integrated Bachelor/Masters degrees (VIMs), and recommends associated changes to the Coursework Policy 2014 (Attachment 2). The curriculum framework has been revised in response to feedback from the University’s committees, and in response to indications that the distribution of postgraduate Commonwealth Supported Places (CSPs) might be reconfigured to become a merit-based scholarship scheme for students. The possibility of this change was signalled by the introduction of the Higher Education Support Legislation Amendment (A More Sustainable, Responsive and Transparent Higher Education System) Bill 2017 (the Bill) and subsequent discussions with the Department of Education and Training held during September and October 2017.

Although the Bill was not supported when considered by the Senate on October 18 2017, there remains a possibility that the CSP scholarship scheme could go ahead. As the details of the scheme are not known, this paper proposes fast-tracking the development of the standalone research-pathway degree to 2019. It also proposes maintaining flexibility about the entry pathway into the VIMs degrees, so as to allow the University to respond to any changes to the availability of CSPs for postgraduate students as a result of future action from the Government. At the moment, the proposed admission pathway is via transfer at the end of the second year of the Bachelor degree, rather than admission straight from school. This change will also address prior concerns of the Curriculum and Course Planning Committee (CCPC) regarding degree profile. If the CSP scholarship scheme does not go ahead for 2019, the commencement date for the standalone research-pathway degree will be reconsidered.

The Undergraduate Studies Committee is also asked to note a single-name approach for the research-pathway Masters, the Master of Advanced Studies, which would enable agility in responding to market and simplicity of profile, including across vertically-integrated and standalone forms. This is contrary to the marginal preference shown for multiple, discipline-based names in the market research. However, that marginal preference appears outweighed by the benefits of a single name, particularly in light of uncertainty over the Government’s proposed changes.
The Strategic Plan (Initiative 4.1 and 4.2) sets out plans to establish a new curriculum framework (Initiative 4.1), new vertically integrated degree pathways for careers requiring specialist professional training will (Initiative 4.2) and a new 72-credit point research Masters degree (Initiative 2.1). The University of Sydney Coursework Policy 2014 sets out the curriculum framework for coursework degrees at the University of Sydney. It is proposed that the Coursework Policy 2014 be amended to include the curriculum framework for a research-pathway Masters degree and vertically integrated Bachelor/Master degrees (Attachment 2) as set out in the University of Sydney 2016-2020 Strategic Plan (Strategic Plan), the Next Steps discussion paper (April 2016), developed and endorsed by the Degree Advisory Working Group (meeting 8 June 2017).

Both the research-pathway and professional/specialist VIMs models are designed to ensure increasing levels of challenge at the senior levels of combined degrees, while allowing for appropriate development of breadth and depth within a minimal timeframe. Although degrees of this type are currently defined as undergraduate degrees and therefore can be undertaken by domestic students on a CSP basis, the proposed Bill sought to redefine them as postgraduate awards. Under this new definition, VIMs would be available on a CSP basis only to those students who successfully secure a postgraduate (PG) CSP scholarship under a newly proposed scholarship scheme that will replace PG CSP allocations to specific university courses.

The place of these two pathways in the degree profile is captured in the following graphic (see also figure 1, page 33 of the Strategic Plan).
ISSUES

Postgraduate CSP scholarship scheme

The new definition of postgraduate in the Bill would have given effect to the proposal included in the Budget to allocate postgraduate CSP places via a centralised scholarship scheme based on merit. Although the Bill was not supported, there is a possibility that the intended postgraduate CSP scholarship scheme will be. The details of the scheme are unavailable. However, the Department of Education and Training has indicated that students entering into a CSP place in a Bachelor degree may be able to gain access to a postgraduate CSP scholarship for the Masters component of a vertically integrated combined or double degree by applying at the end of the second year of the Bachelor degree and transferring into the combined or double degree. The University is currently making representations that some CSP scholarships be available for vertically-integrated combined degrees and double degrees on the basis of an ATAR. The Government has not yet indicated how it will proceed on this matter.

The proposal to restrict entry to transferring students addresses the concerns regarding degree profile that were raised at the 26 June 2017 CCPC meeting at which this proposal was originally considered. It is proposed that entry be restricted to Dalyell students who would be offered the option of enrolling in a VIM after accepting a Dalyell place, and to students who transfer to Dalyell on the basis of achieving a threshold Annual Average Mark (AAM). These courses would, therefore, not be listed as separate UAC entry points, but optional entry to selected VIMs would be listed among the other advantages granted by the Dalyell stream. The model proposed here would not apply to existing Bachelor/Master combinations.

Resolution of the points at which CSP scholarships may be awarded will influence the admission pathways into the stand-alone research-pathway Masters, and the VIMs degrees for both research-pathway and professional programs. The University’s current approach is predicated on the assumption that places in VIMs can be applied for at the end of second year and at the end of the completed degree. This would create a viable funding situation for a VIM by transfer, for both professional and research-pathway degrees, and for a stand-alone research-pathway Masters degree. Adjustments will be made on the basis of further developments.

It is also proposed that the University fast-track the introduction of a standalone research-pathway Masters degree. Indications from the Department suggest that the Government is open to including research-pathway coursework Masters degrees in the postgraduate CSP scholarship scheme. This is in-line with the Minister’s previous support for the findings of the ACOLA Review of Australia’s Research Training System (2016), which recommended flexibility in funding structures to allow universities to develop flexible pathways to HDR training. A curriculum framework is now included here for a stand-alone research track coursework Masters degree.

Nomenclature

Discussion during 2016 identified a preference for specialist titles for the Masters component in the case of specialist/professional integrated bachelor/masters combined degrees. In the case of the research-pathway Masters a University-wide nomenclature has some advantages:

- faster approval time allowing for agility in responding to market changes;
- consistency and easier external recognition for students moving on to take a PhD at another institution;
- profile simplicity;
- a common name would avoid confusion of the research-pathway Masters (which would be by coursework) with existing Masters degrees by research.

Market research was undertaken testing the names:

- Master of Advanced Studies ([Discipline]);

The research indicated a small preference for the second title, but did not provide evidence that the title would influence a student’s decision to enrol. Since the conclusion of this research, the potential of the government’s current proposed changes to increase the attractiveness of the standalone Masters of Advanced Studies
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degree for domestic students has become clear. Together with the increased simplicity of degree profiles and management of course proposals that would result from a single name for the research-pathway degree, this likely makes the benefits of a single name outweigh the slight preference for the multiple names.

Coursework Policy 2014 changes

The Coursework Policy 2014 contains the curriculum framework for the University’s degrees. Attachment 2 sets out proposed amendments to the Coursework Policy to capture the framework outlined in this paper and in Attachment 1. The changes are:

- Part 1, Section 5:
  - Change to definition of combined degree adding reference to vertically integrated degrees
  - Change to definition of Masters degree adding ‘research-pathway masters’
  - Definition of ‘specialisation’ adding specialisation for research-pathway Masters degrees
  - Definition of ‘vertically integrated degree’ added.

- Part 17, Section 87A:
  - Definition of research-pathway Masters degrees added.

- Part 17, Section 91:
  - Addition of sections 91A, B, and C setting out the curriculum framework for VIMs.

The amendments to the Coursework Policy 2014 also include changes recommended by the Policy Unit as a result of changes to Delegations and the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

PROPOSED CURRICULUM FRAMEWORK

For the standalone research-pathway Masters, the Master of Advanced Studies (discipline), the framework would be:

The viability for domestic students would be contingent on the availability of CSP scholarships. However, the degree may be attractive to International Students and could be developed as a separate entry point alongside the vertically integrated Bachelor/Master vertically integrated combined degrees.

- a 96 credit point Coursework Masters degree;
- admission on the basis of a completed Bachelor Degree with WAM of 65 or higher;
- up to 24 points of credit can be given for advanced (3000-level) Bachelor study in a cognate area
- a Specialisation including:
  - a research project of 24-36 credit points;
  - coursework developing advanced knowledge and research skills at 4000 and 5000 level and above.
- a minimum of 72 credit points, including any Masters core units at 4000 level or higher;
- a minimum of 36 credit points in total must be at 5000-level;
- at least 6 and no more than 12 credit points at 5000 level in the Open Learning Environment;
- governance of the stand-alone degree through the Board of Interdisciplinary Studies, with governance, management and delivery of Masters Specialisation by the faculty offering the specialisation.

The models proposed (Attachment 1) for VIMs are for combined degrees built on 144 credit point Bachelor degrees. Discussion have taken place with faculties offering 192 credit point Bachelor degrees to determine interest and develop potential models for those programs and this model has been allowed for in the curriculum framework in the Coursework Policy (Attachment 2).

For 144 credit point Bachelor degrees, the curriculum framework for the professional/specialist combined degree and the research-pathway combined degree have a number of similarities, but differ over the project requirement (the former requiring a 12 – 36 5000 level capstone which may be a research or other capstone experience, the latter requiring a 24 – 36 credit point research project at 4000 level and above). The curriculum frameworks are described below.
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For the research-pathway integrated Bachelor/Master combined degrees, the framework would be:

- designed for high-achieving students with an ATAR of 98+, with equity equivalents and comparable transfer pathways at the end of second year;
- admission to Dalyell students only (depending on outcome of government action). Students achieving an AAM threshold of 75 would be able to transfer to the vertically integrated combined degree at the end of the second year. This would enable students to apply for a CSP scholarship and transfer if successful. Students could also transfer without a CSP scholarship if they met the threshold. Depending on the outcome of government action, admission may also be possible with CSP scholarship on the basis of an ATAR;
- for 144 credit point Bachelor degrees, a 216 credit point combined bachelor/master degree:
  - a Bachelor degree of 144 credit points;
  - a Master of Advanced Studies ([discipline]) degree of 96 credit points (though effectively 72 credit points with cross-crediting); the Masters specialisation to build on a discipline studied to major level or higher in the Bachelor degree;
  - 24 credit points cross-credited between the Bachelor and Master degree;
  - a Specialisation including:
    - a research project of 24-36 credit points;
    - coursework developing advanced knowledge and research skills at 4000 and 5000 level and above.
  - a minimum of 72 credit points, including any Masters core units at 4000 level or higher;
  - a minimum of 36 credit points at 5000 level;
  - at least 6 and no more than 12 credit points at 5000 level in the Open Learning Environment in addition to the Open Learning Environment units required in the Bachelor degree;
- for 192 credit point Bachelor degrees, a 240 credit point combined bachelor/master degree:
  - a Bachelor degree of 192 credit points;
  - a Master of Advanced Studies ([discipline]) degree of 96 credit points (though effectively 48 credit points with cross-crediting); the Masters specialisation to build on a discipline studied to major level or higher in the Bachelor degree;
  - 48 credit points cross-credited between the Bachelor and Master degree;
  - a Specialisation including:
    - a research project of 24-36 credit points;
    - coursework developing advanced knowledge and research skills at 4000 and 5000 level and above.
  - a minimum of 72 credit points, including any Masters core units at 4000 level or higher;
  - a minimum of 36 credit points at 5000 level;
  - at least 6 and no more than 12 credit points at 5000 level in the Open Learning Environment in addition to the Open Learning Environment units required in the Bachelor degree;
- a single set of Bachelor/Master resolutions would be created. Faculties that wished to offer the program would develop a curriculum for the Masters specialisation (pre-requisite major, 4000 and 5000 level units, core and research project) and submit to the Academic Board as an amendment to the University-wide degree resolutions (thus creating a shorter, more agile approval process);
- the Masters specialisation would be built upon a major not a specific degree, enabling students to pursue masters level specialisation in a major taken from the shared pool as well as from a Table A major from their home degree;
- the combined degree must achieve learning outcomes of at least AQF level 9, should develop the (proposed) graduate qualities for PhD students (including through the Open Learning Environment).

For specialist/professional integrated Bachelor/Master combined degrees, the framework would be:

- designed for high-achieving students with an ATAR of 98+ or at a level to be determined, with equity equivalents and comparable transfer pathways at the end of first and second year;
- admission to Dalyell students only (depending on outcome of government action). Students achieving an AAM threshold of 75 would also be able to transfer to the vertically integrated combined degree at the end of second year. Depending on the outcome of government action, admission may also be possible with CSP scholarship on the basis of an ATAR;
- for 144 credit point Bachelor degrees, a 216 credit point combined Bachelor/Master degree:
  - a Bachelor degree of 144 credit points;
  - a Masters degree in a cognate discipline to one of the majors of 96 credit points (effectively 72 with cross-crediting);
  - 24 credit points cross-credited between the Bachelor and Master degree;
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- a minimum of 72 credit points, including any masters core units at 4000 level or higher;
- a minimum of 36 credit points at 5000 level;
- a 5000-level capstone project of at least 12 and no more than 36 credit points;
- at least 6 and no more than 12 credit points at 5000 level in the Open Learning Environment in addition to the Open Learning Environment units required in the Bachelor degree;

- for 192 credit point Bachelor degrees, a 240 credit point combined Bachelor/Master degree:
  - a Bachelor degree of 192 credit points;
  - a Masters degree in a cognate discipline to one of the majors of 96 credit points (effectively 48 with cross-crediting);
  - 48 credit points cross-credited between the Bachelor and Master degree;
  - a minimum of 72 credit points, including any masters core units at 4000 level or higher;
  - a minimum of 36 credit points at 5000 level;
  - a 5000-level capstone project of at least 12 and no more than 36 credit points;
  - at least 6 and no more than 12 credit points at 5000 level in the Open Learning Environment in addition to the Open Learning Environment units required in the Bachelor degree;

- the title of the combined degree would combine the bachelor title (with specialisation) and a discipline specific Master title: e.g. Bachelor of Arts (Economics)/Master of Economics;
- the approval process would be that each combined Bachelor/Master specialist coursework degree would develop a curriculum based on the framework and submit a course proposal with separate resolutions to the Academic Board;
- the degree must achieve learning outcomes of at least AQF level 9 and provide specialist or professional education in the designated field (including through the Open Learning Environment).

CONSULTATION

In April 2016, the discussion paper, Next Steps set out a rationale and framework for vertically integrated bachelor masters degrees for both professional/specialist and research track pathways and these were developed into the discussion paper, Vertically Integrated Bachelor/Masters degrees (Attachment 1). Changes since last version are highlighted. The meeting schedule for the approval of the curriculum framework and amendments to the Coursework Policy 2014 is:

- CCPC: 23 October 2017
- UE: 2 November 2017
- UE Ed: 6 November 2017
- USC and PSC: 7 November 2017
- ASPC: 14 November 2017

IMPLEMENTATION

Following agreement and approval of framework and policy amendments, degree proposals for the research track integrated Bachelor/Master combined degree will be developed in the second half of 2017 and the first half of 2018 for commencement in 2020. If thought feasible by faculties, development of the standalone research-pathway Masters degrees will proceed on the same timeline but for commencement in 2019.

Pending evaluation of market research faculties will develop proposals for professional/specialist integrated bachelor/masters combined degrees in the second half of the year for commencement in 2020. Proposals should include options for 2018 commencing Bachelor students who meet the required standard to transfer into the program in 2020 or 2021.

ATTACHMENTS

Attachment 1 - Vertically Integrated Bachelor/Masters degrees. Changes since last version are highlighted. 
Attachment 2 - University of Sydney Coursework Policy 2014: Policy amendments to incorporate curriculum framework for research-pathway Masters degree and vertically integrated research-pathway and professional/specialist Bachelor/Master combined degrees.
Vertically integrated Bachelor/Master degrees
29 September 2017

Background

The University’s 2016-2020 Strategic Plan\(^1\) envisages vertically integrated Masters degrees for three purposes:

- To provide Masters level learning outcomes in a professional field by replacing double undergraduate degrees involving a professional qualification with vertically integrated Bachelor/Master options of approximately the same length;
- To provide an accelerated pathway to training for a specialist field requiring Masters level preparation; and
- To provide an accelerated and enriched pathway via a research-track coursework Master’s that will serve as the University’s preferred preparation for a PhD.

In the case of professional pathways via double degrees, the vertically integrated Masters (VIM) model is attractive because it offers Masters level professional learning outcomes with no or limited increase in degree length. For specialist fields, students likewise gain greater depth of learning in their field together with the broader benefits of the University’s new curriculum framework, and again, this can be achieved in minimum time. Importantly, in both cases, the vertical model ensures that students are increasingly challenged each year, and build on advancing knowledge and skills to attain deeper and more advanced learning outcomes, increasing the likelihood of a successful transition to the next stage of their careers. Since the VIM form offers higher level outcomes for no or minimal increase to degree length compared to an existing double Bachelor degree, it also optimises the educational value of double degrees to students and the community.

For research pathways, the vertically integrated model offers a type of ‘super-Honours’ experience, supporting an expanded program of coursework to advance knowledge in a student’s chosen field and build the broader skills that are now seen as essential for a successful research career. In the latter case, the VIM model also supports a substantial experiential component in the form of a research project, and can be designed to enable completion in 216 credit points (4.5 EFTSL) which, with a manageable level of acceleration, can be completed in 4 calendar years. The additional preparation for the PhD afforded by this Master’s pathway should also ensure higher PhD completion rates and free up space within the PhD itself for realization of the aspirations for industry engagement in PhD programs set out in the Watt and ACOLA review reports.

CSP Places in Vertically Integrated Masters programs

The availability of CSP places for vertically integrated masters programs is considered by the University community as vital to their success. The University therefore sought advice about CSP availability from the Commonwealth Department of Education and Training in July 2016 and noted that it was seeking to develop vertically integrated Masters degrees in three specific circumstances:

- in the case of some specific professional programs, to replace existing Bachelor/professional Bachelor double degree combinations by integrated Bachelor/professional Masters double degree combinations;
- to offer high achieving students accelerated access to research-track Masters coursework programs and hence provide an optimal pathway to the PhD and a career founded on research excellence; and
- to offer high achieving students accelerated access to specialist Masters coursework programs and hence outstanding depth of disciplinary learning, breadth of skills and perspective, and fast access to a specialist career

\(^1\) See pages 24, 36 of the 2016-2020 Strategic Plan
The Department has since confirmed that, under current legislation, all such programs would fall under the demand driven system and that CSP places would therefore be available.\(^2\)

**Accelerated structure**

In the April 2016 *Next Steps Update* paper, a possible structure for an accelerated 216 credit point vertically integrated Bachelor/Master program that could be completed in 4 calendar years was proposed. Table 1 below sets out an illustrative course structure for a VIM that could serve as a research pathway, modified here from the Next Steps paper version to allow between 12 and 48 credit points of research project work at Master’s (that is, 4000- and 5000-level) and between 24 and 60 credit points of coursework at the same level. It is assumed in this model that the field of the Master’s program is cognate with one of the undergraduate majors completed in the Bachelors degree and it is therefore appropriate to conceptualise the full stand-alone Master’s degree as a 96 credit point degree with 24 credit points credited to Bachelor level study in the cognate major.

**Table 1. Illustrative course structure for an accelerated 216cp Bachelor/Master degree\(^*\)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Core/Elective</th>
<th>Core/elective</th>
<th>OLE</th>
<th>Elective</th>
<th>Minor</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Major 1 (project)</td>
<td>Major 1 (interdisc.)</td>
<td>AdvCW</td>
<td>AdvCW</td>
<td>AdvCW</td>
<td>Elective / Major 2</td>
<td>Elective / Major 2</td>
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<td>Minor</td>
</tr>
<tr>
<td>4</td>
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<td>Project</td>
<td>Project / AdvCW</td>
<td>Project / AdvCW</td>
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<td>Project / AdvCW</td>
<td>Project / AdvCW</td>
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<td></td>
</tr>
</tbody>
</table>

*The nine right-most columns indicate units of study; Core= degree core if required; AdvCW = 4000- or 5000-level coursework units; OLE = Open Learning Environment units.

The structure shown in Table 1 affords completion of a major as well as 72 credit points of Masters (4000 and 5000) level course and project work. It also includes an extra 6cp of study in each year; this requirement could be completed in the summer semester and would be offered to all students in the accelerated program. Students who have completed at least 48 credit points with a WAM of 75 or more could be offered the opportunity to transfer laterally into the program. A progression requirement could also be set for students to remain in the program: for example a WAM of at least 65 could be required. The requirements for the Masters degree could be as set out in Table 2.

**Table 2. Coursework Master’s degree requirements**

| Course requirements for a Masters degree | The degree comprises 72-96 credit points of which at least 72 credit points should be completed at level 4000 or higher including:
|                                            | • the degree’s core units offered at 4000-level or higher
|                                            | • elective units at 4000-level or higher
|                                            | • a minimum of 36 credit points in total at 5000-level
|                                            | • a 5000-level capstone project of at least 12 and no more than 48 credit points
|                                            | The degree must meet the requirements of an AQF level 9 degree |

**A non-accelerated structure**

A non-accelerated version of the course would also be available; an illustrative course structure is shown in Table 3.

\(^2\) This aspect of the legislation is not proposed to change in the draft legislative changes proposed following the May 2017 Federal Budget.
Table 3. Illustrative course structure for vertically integrated 216cp Bachelor/Master degree undertaken at a standard rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Core/Elective</th>
<th>Core/Elective</th>
<th>Core/Elective</th>
<th>OLE</th>
<th>Minor</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Major 1</td>
<td>Major 1</td>
<td>Core/Elective</td>
<td>Major 1</td>
<td>Core/Elective</td>
<td>OLE</td>
<td>Minor</td>
<td>Minor</td>
</tr>
<tr>
<td>Year 2</td>
<td>Project/ AdvCW</td>
<td>Project/ AdvCW</td>
<td>Project/ AdvCW</td>
<td>Major 1</td>
<td>AdvCW</td>
<td>AdvCW</td>
<td>Elective</td>
<td>Minor</td>
</tr>
<tr>
<td>Year 3</td>
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<td>Project/ AdvCW</td>
<td>Project/ AdvCW</td>
<td>AdvCW</td>
<td>Elective</td>
<td>Major 2</td>
<td>Elective/ Major 2</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
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<td>Project</td>
<td>Project</td>
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<td>Project/ AdvCW</td>
<td>Elective/ Major 2</td>
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<tr>
<td>Year 5</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>Project/ AdvCW</td>
<td>Project/ AdvCW</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The eight right-most columns indicate units of study; Core= degree core if required; AdvCW = 4000- or 5000-level coursework units; OLE = Open Learning Environment units.

What do we mean by ‘integrated’?

An integrated combined degree program is one offered as a single combined course of study. Both degrees are awarded on completion of the entire program of study, and there is a substantial level (e.g. 24-48 credit points) of cross-crediting from each of the constituent degrees to the other. The combined program is vertical when the degree constituents sit at different AQF levels (e.g. Bachelor/Master or Master/PhD) and horizontal when the degree constituents are at the same level (e.g. Bachelor/Bachelor or Master/Master).

For the purposes of the Higher Education Support Act 2003, an integrated combined degree program that includes a Bachelor degree is an undergraduate course of study and therefore eligible for CSP funding.

Admission

Legislation currently before the Australian Senate concerning the definition of “postgraduate” and the allocation of CSP places in postgraduate courses (including, according to the proposed definition, vertically integrated combined degrees) would have an impact on viable admission pathways into this degree. Details of the legislation and the CSP scholarship scheme are yet to be clarified although preliminary discussion has provided information on current thinking. The current suggestion is based on the premise that:

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3 The relevant definitions are:

course of study means:

(a) an enabling course; or
(b) a single course leading to a higher education award; or
(c) a course recognised by the higher education provider at which the course is undertaken as a combined or double course leading to 1 or more higher education awards;

enabling course means a course of instruction provided to a person for the purpose of enabling the person to undertake a course leading to a higher education award, but does not include:

(a) a course leading to a higher education award; or
(b) any course that the Minister determines is not an enabling course for the purposes of this Act.

undergraduate course of study means a course of study that is neither an enabling course nor a postgraduate course of study.

postgraduate course of study means a course of study that:

(a) leads to one or more of the following higher education awards:

(i) a graduate diploma;
(ii) a graduate certificate;
(iii) a master’s degree;
(iv) a doctoral degree; and
(b) does not lead to any other higher education award.
• The Government will allocate CSP places in postgraduate degrees according to a centrally administered merit based system of CSP scholarships;

• CSP scholarships will be available for research track degrees, professional degrees and for the Master component of vertically integrated Bachelor/Master degrees (by transfer);

• Allocation of CSP scholarships will be made on the basis of undergraduate results to the end of 2nd year (for students wishing to transfer to a vertically integrated Bachelor Masters program from a single Bachelor degree), and on the basis of completed Bachelor degrees.

(The University has also suggested consideration be given to awarding on entry to a vertically integrated Bachelor Master degree on the basis of an ATAR but this is not part of this proposal.)

Adjustments will be made in the light of changing circumstances.

Admission to vertically integrated professional and research track combined Bachelor/Master degrees would be by transfer at the end of second year on the basis of having achieved a WAM of at least 75 over the first 96 credit points. Students would have the chance to apply for a CSP scholarship and know the outcome of that application before applying. The accelerated research track and professional master programs for high achieving students would be offered to commencing Dalyell students only.

Admission to the stand alone research track masters would be made on the basis of a completed tertiary degree and require a credit average.

A proposed research-track coursework Masters degree

Using the broad approach above it is proposed to create a new research-track coursework Masters degree that can be vertically integrated with a Bachelor degree and offered in an accelerated or non-accelerated form according to the structures proposed in Tables 4 and 5 below.

The core requirements of the Masters degree would be:
• a 96 credit point degree;
• up to 24 points of credit can be given for advanced (3000-level) Bachelor study in a cognate area;
• a research project of 24-48 credit points is required;
• advanced (4000- or 5000-level) coursework of 24-36 credit points is also required;
• a minimum of 36 credit points in total must be at 5000-level.

Table 4. Illustrative course structure for an accelerated 216cp research-track Bachelor/Master degree*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Core/Elective</th>
<th>Core/elective</th>
<th>OLE</th>
<th>Elective</th>
<th>Minor</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Major 1</td>
<td>Major 1</td>
<td>Major 1</td>
<td>Core/Elective</td>
<td>Core/elective</td>
<td>OLE</td>
<td>Elective</td>
<td>Minor</td>
<td>Minor</td>
</tr>
<tr>
<td>Year 3</td>
<td>Major 1 (project)</td>
<td>Major 1 (Interdisc)</td>
<td>AdvCW</td>
<td>AdvCW</td>
<td>AdvCW</td>
<td>Elective</td>
<td>Elective</td>
<td>Minor</td>
<td>Minor</td>
</tr>
<tr>
<td>Year 4</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>AdvCW</td>
</tr>
</tbody>
</table>

*The nine right-most columns indicate units of study; Core = degree core if required; AdvCW = 4000- or 5000-level coursework units; OLE = Open Learning Environment units.
Table 5. Illustrative course structure for vertically integrated research-track 216cp
Bachelor/Master degree undertaken at a standard rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Core/Elective</th>
<th>Core/Elective</th>
<th>Core/Elective</th>
<th>OLE</th>
<th>Minor</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Major 1</td>
<td>Major 1</td>
<td>Major 1</td>
<td>Core/Elective</td>
<td>Elective</td>
<td>OLE</td>
<td>Minor</td>
<td>Minor</td>
</tr>
<tr>
<td>3</td>
<td>Major 1</td>
<td>Major 1</td>
<td>Major 1</td>
<td>AdvCW</td>
<td>Elective</td>
<td>Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>AdvCW</td>
<td>Elective/Major 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Project/AdvCW</td>
<td>Project/AdvCW</td>
<td>Project/AdvCW</td>
<td>Project/AdvCW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The eight right-most columns indicate units of study; Core= degree core if required; AdvCW = 4000- or 5000-level coursework units; OLE = Open Learning Environment units.

It is also proposed that up to 12 credit points could come from a pool of OLE units intended to provide broader skills for research and research track students (e.g., modules in research methods, data analysis, advanced communication skills).

Nomenclature of the research-track coursework Masters degree

The name of the degree has been the subject of market research. Following earlier discussion at CCPC and UE Education, the market research tested two naming options:

- Bachelor/Master of Advanced Studies ([discipline]).
- A suite consisting of Bachelor of Arts/Master of Arts([discipline] Honours), Bachelor of Commerce/Master of Commerce ([discipline] Honours), Bachelor of Science/Master of Science([discipline] Honours).

The research indicated a small preference for the second title though the research did not provide evidence that the title would influence a student’s decision to enrol. It was noted that the reputation of the Master of Advanced Studies and the Bachelor of Advanced Studies would reinforce each other and that the benefits for agility of approval for faculties would be considerable.

A University-wide single name Master of Advanced Studies ([discipline]) has advantages:

- faster approval time and improved capacity to respond to respond at an institutional level to developments arising from the ACOLA and WATT reviews;
- consistency and easier external recognition for students moving on to take a PhD in another institution;
- profile simplicity;
- consistency with Bachelor/Bachelor of Advanced Studies for combined undergraduate degrees;
- avoidance of confusion with existing masters degrees by research.
COURSEWORK POLICY 2014

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

Dated: 3 December 2014

Last amended: 18 September 2017 [insert date] (administrative amendment only)

Signature:

Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

This is the Coursework Policy 2014.

2 Commencement

This Policy commences on the day after the day on which it is registered.

3 Statement of intent

This Policy governs all coursework award courses leading to the following qualifications:

(a) Diplomas;
(b) Advanced Diplomas;
(c) Bachelor Degrees;
(d) Bachelor Honours Degrees;
(e) Graduate Certificates;
(f) Graduate Diplomas; and

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(g) Masters Degrees.

Note: These are the only coursework qualifications awarded or conferred by the University. See clause 1.3(2) of the Coursework Rule.

Note: ‘Masters Degrees’ includes the following exceptions endorsed under the Issuance Policy of the Australian Qualifications Framework (AQF) relating to AQF level 9 qualifications that contain the word ‘doctor’ rather than ‘master’ in their title: Juris Doctor, Doctor of Dental Medicine, Doctor of Medicine and Doctor of Veterinary Medicine.

4 Application

(1) Except to the extent that a contrary intention is expressed:

(a) this policy applies to:

(i) staff, affiliates, students and applicants for coursework award courses; and

(ii) non-award students, exchange students and study abroad students enrolled in a unit of study at the University;

(b) it is a condition of each student’s admission to candidature that the student complies with his or her obligations under this policy.

(2) Authorities and responsibilities set out in this policy are also defined in the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016

5 Definitions

(1) In this policy:

academic adviser means an academic employee nominated by the Dean of a faculty or the Head of School and Dean of a University school to provide advice on student progression matters.

academic progression register means the record of all students whose academic progression is being monitored by a faculty in accordance with this policy.

academic progression requirements means the requirements for academic progression in an award course, set out in faculty resolutions, award course resolutions or this policy.

academic transcript means a written statement setting out a student’s academic record at the University.

admission means admission to candidature in a coursework award course at the University.

advanced standing means acknowledgement by the University of relevant prior academic achievement or relevant experience, usually in the form of a reduced volume of learning, or credit points that count towards the requirements of an award course.

appended honours means a course that leads to an award of a degree with honours where the honours component is undertaken after the
course student has met the course requirements for the degree (without honours).

applicant means an applicant for admission to a coursework award course at the University.

assessment means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.

Associate Dean means the Associate Dean of a faculty or a University school with responsibility for coursework award courses at the relevant level, or the deputy chairperson of a board of studies or a person appointed by the Dean to have responsibility for coursework award courses at the relevant level.

Australian Tertiary Admissions Rank (ATAR) for an applicant, means:
- the applicant's rank in relation to the applicant’s secondary cohort, as provided to the University by UAC; or
- the applicant's results in a school leaving examination in another State, Territory or country, converted to an ATAR equivalent, as provided to the University by UAC.

ATAR cut off for a course, means the ATAR fixed by the relevant faculty as the minimum ATAR that an applicant must achieve to be eligible for admission to the course, unless the applicant is eligible for admission to the course through an educational access scheme.

Australian citizen has the meaning it has under the Australian Citizenship Act 2007 (Cth).

Australian Qualifications Framework (AQF) means the national framework for recognition and endorsement of education qualifications.

authentic assessment means assessment tasks that relate the application of knowledge to problems, skills and performances that are found in general or disciplinary practices or professional contexts. It includes but is not limited to projects, investigations and report writing.

award course means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate.

award course resolutions means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate.

Note: See clause 2.3 of the Coursework Rule.
Bachelor degree means an undergraduate degree that:

- achieves at least the outcome specified for level seven of the AQF;
- is a program of liberal, professional or specialist learning and education; and
- builds on prior secondary or tertiary study.

The University offers two types of Bachelor degrees:

- Liberal Studies Bachelor Degrees; and
- Professional or Specialist Bachelor Degrees

Note: See clause 83A.

Bachelor of Advanced Studies means the Bachelor degree available as a combined degree with all Liberal Studies and specified Professional or Specialist Bachelor degree, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is a Liberal Studies Bachelor Degree.

Note: See clause 83C.

barrier unit of study means a unit of study that the faculty has determined must be passed before a student is permitted to progress.

candidature means the period during which a student is eligible to enrol in units of study in a coursework award course at the University.

capstone experience means a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation, and intellectual and professional growth.

census date means the date on which a student’s enrolment in a unit of study becomes final.

combined degree course means a combination of two degree programs structured to enable students to count a specified number of credit points towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course and vertically integrated combined degree.

Commonwealth supported place means a place in an award course in respect of which the student and the Commonwealth government both contribute towards the cost of the student’s education.
compulsory unit of study means a unit of study that must be completed before the award of a degree, but which does not constitute a barrier unit of study.

course means a planned and structured sequence of learning and teaching primarily aimed at the acquisition of knowledge, skills and understanding.

course requirements means the requirements for an award course set out in any relevant faculty resolutions and the award course resolutions.

coursework award course means a course approved by the Academic Board and endorsed by the Senate, that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, and graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.

Coursework Rule means the University of Sydney (Coursework) Rule 2014.

credit means advanced standing based on previous attainment in another award course at the University or at another institution, or in a non-award course approved by the Academic Board. The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit.

credit point means a measure of value indicating the contribution that each unit of study provides towards meeting award course completion requirements, stated as a total credit point value.

criteria means statements that identify the key characteristics or qualities of student performance in an assessment task.

cross-credited unit of study means a unit of study that, on completion, is credited towards the requirements of two awards, or two component parts of a combined award.

cross-institutional study means enrolment by a student in a unit or units of study at another university or institution.

Dean means:
- in relation to a faculty, the Dean of the relevant faculty;
- in relation to a University school, the Head of School and Dean of the relevant University school

Note: see University of Sydney (Governance of Faculties and University Schools) Rule 2016

delegate means an officer, employee or committee of the University to whom Senate has made a delegation of power.

department means an academic disciplinary grouping established within a
disability has the meaning prescribed in Section 4 of the *Disability Discrimination Act 1992 (Cth)*. At the date of this policy the definition is:

> disability, in relation to a person, means:
> 
> (a) total or partial loss of the person’s bodily or mental functions; or
> (b) total or partial loss of a part of the body; or
> (c) the presence in the body of organisms causing disease or illness; or
> (d) the presence in the body of organisms capable of causing disease or illness; or
> (e) the malfunction, malformation or disfigurement of a part of the person’s body; or
> (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
> (g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

(a) presently exists; or
(b) previously existed but no longer exists; or
(c) may exist in the future (including because of a genetic predisposition to that disability); or
(d) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

domestic applicant means an applicant who is:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

domestic student means a student who is:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-credit for units of study between the qualifications. A single testamur or separate testamurs may be issued.
educational access scheme means an entry scheme approved by the Academic Board in accordance Part 7 of this policy.

embedded program means a sequence of linked courses in closely related academic or professional areas that:

- allows for consequential and incrementally higher levels of academic achievement;
- specifies in the award course resolutions conditions for transfer from one linked award to a higher linked award; and
- allows credit points for a unit of study to count towards more than one of the linked awards.

enrolment means enrolment in a coursework award course at the University. A person is not enrolled until the person has completed, to the satisfaction of the University, all requirements for enrolment or re-enrolment in the award course concerned.

exchange student means a person who is:

- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study at an overseas institution with which the University has an exchange agreement; and
- enrolled in one or more units of study at the University.

exemption means an exemption given by a faculty to a student from the requirement to complete parts of the prescribed work for a particular unit of study within a course, including attendance at prescribed lectures, seminars, tutorials and practical work.

faculty means a faculty, University school or a board of studies as established in each case by its constitution and in this policy refers to the faculty, or faculties or University schools responsible for the relevant award course.

Note: see University of Sydney (Governance of Faculties and University Schools) Rule 2016

feedback means information provided to students on the quality of their learning in relation to an assessment activity, which forms the basis of improved student learning.

flexible entry scheme means an entry scheme for Australian recent school leavers, approved by the Academic Board in accordance with clause 26 of this Policy.

Graduate Certificate means an advanced program of study that builds on prior undergraduate study or, where approved by the faculty, prior experience that is considered by the faculty to demonstrate the required knowledge and aptitude.

Graduate Diploma means an advanced program of study that builds on either or both of prior undergraduate or postgraduate study.
graduate qualities means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. At the date of this policy, for undergraduate award courses, Part 2 of Learning and Teaching Policy 2015 details these as:

(a) depth of disciplinary expertise;
(b) broader skills:
   (i) critical thinking and problem solving;
   (ii) oral and written communication;
   (iii) information and digital literacy;
   (iv) inventiveness;
(c) cultural competence;
(d) interdisciplinary effectiveness;
(e) an integrated professional, ethical and personal identity;
(f) influence.

group work means a formally established project to be carried out by a number of students working together that results in a single piece of assessment or a number of associated pieces of assessment.

Higher School Certificate (HSC) means a Higher School Certificate granted by the NSW Board of Studies under the Education Act 1990.

International English Language Testing System (IELTS) means the test jointly administered by British Council, IDP Education Pty Ltd and the University of Cambridge.

integrated honours course means a course that leads to the award of a degree with honours that is not an appended honours course. The honours component of the course is integrated within the overall course without extending the time for completion of the course.

international applicant means an applicant who is not:
- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

International Baccalaureate means the diploma awarded to a person who successfully completes the International Baccalaureate program, developed and administered by the International Baccalaureate Organisation.

international student means a student who is not:
- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.
learning outcomes means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, award course, or other curriculum component.

Liberal Studies Bachelor Degree means a degree of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.

Note: See clause 83B.

major means a defined sequence of units of study taken by a student which develops depth of expertise in a field of study.

Note: See Part 3 of the Learning and Teaching Policy 2015

Masters degree by coursework means a program of advanced learning and professional training that builds on undergraduate study, achieves at least the learning outcomes specified for level 9 of the AQF and normally leads to a capstone experience. The University offers three types of Masters degree by coursework:

- **Advanced Learning Masters**: a minimum one year full-time advanced study course that builds on prior undergraduate study in the same discipline or in a relevant discipline;
- **Professional Masters degree**: a Masters degree that prepares the student for accreditation or recognition in a specific profession, building either on prior undergraduate study in the discipline or on undergraduate study in another appropriate discipline;
- **Research pathway Masters Degree**: a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy;
- **Masters Degree (Extended)**: a Professional Masters Degree of extended duration, typically three or four years full-time. The degree of Doctor of Dental Medicine, Juris Doctor, Doctor of Medicine and Doctor of Veterinary Medicine are referred to in the AQF as ‘Masters Degree (Extended)’.

minor means a defined sequence of units of study taken by a student which develops expertise in a field of study.

Note: See Part 3 of the Learning and Teaching Policy 2015

misadventure means an unforeseen accident, mishap or personal misfortune.

moderation means the process by which the validity and reliability of assessment marks are verified.

non-award student means a person who is not admitted to an award course at the University, and who is not an exchange student or study abroad
student, but is enrolled in a unit of study at the University.

**non-specific credit** means a ‘block credit’ for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.

**New Zealand Qualifications framework (NZQF)** means the New Zealand national framework for recognition and endorsement of education qualifications.

**open learning environment** means a shared pool of units of study which are:

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

**postgraduate award course** means an award course leading to the award of a Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally, a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

**principal examiner** means the designated person responsible for the assignment of final marks and grades in a unit of study.

**Professional or Specialist Bachelor Degree** means a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.

**Note:** See clause 83C.

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

**Note:** See Part 3 of the Learning and Teaching Policy 2015

**program co-ordinator/director** means the designated person responsible at a program, major or degree level for managing the curriculum and providing coordination and advice to staff and students.

**progression profile** means the record of all relevant documentation relating to a student’s academic progression, including correspondence and interview records.

**progression rate** means the rate at which a student accrues credit in their award course over a defined period, measured as a credit point progression rate and a unit of study progression rate.

**progression requirements** means the requirements for academic progression set out in the faculty resolutions, award course resolutions and this Policy.
recent school leaver means a person who completed the HSC or equivalent in the year immediately prior to admission or proposed admission to an award course, or who completed their HSC in the year immediately prior to that if the person has not undertaken any tertiary study.

Registrar means the Deputy Vice-Chancellor (Registrar)

semester average mark means the average mark obtained by a student for all units of study attempted in a semester, weighted according to credit point value.

simple extension means an informal arrangement between a student and a unit of study co-ordinator to permit late submission of work, as provided in clause 66A of this policy.

special admission program means a flexible entry scheme or an educational access scheme approved by the Academic Board and listed in Part 7 of this policy.

specialisation Has the meaning given in the Learning and Teaching Policy 2015 which, at the time of approval was:

the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor Degree or postgraduate degree

or:

the research specialisation developed in a research pathway Masters or vertically integrated degree

specific credit means the recognition of previously completed studies as directly equivalent to specific units of study.

Staying on Track information session means an information session held intensively, for a full week in each semester, to assist students who are failing to meet academic progression requirements.

Staying on Track survey means a self-reflective survey designed to assist students to identify why they are having difficulties meeting academic progression requirements.

stream means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree.

student means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.
study abroad student  means a person who is:

- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study at an overseas institution with which the University does not have an exchange agreement; and
- enrolled in units of study at the University.

Summer School  means the intensive teaching period (split into three separate sessions) between December and January of each year, in which students may elect to undertake one or more units of study.

Technical and Further Education college (TAFE)  means a college operated by TAFE NSW.

testamur  means a certificate or award provided to a graduate, usually at a graduation ceremony.

Test of English as a Foreign Language (TOEFL)  means the test administered by Educational Testing Service or its licensees.

Unit of Study Coordinator  means the academic staff member with overall responsibility for the planning and delivery of a unit of study.

Universities Admission Centre (UAC)  means the Universities Admissions Centre (NSW & ACT) Pty Limited, which processes applications for admission to most undergraduate courses at the University of Sydney and other participating institutions.

university  means a body that is established as a university or recognised as a university, by or under a law of the Commonwealth or a State or Territory, and meets nationally agreed criteria for a university.

University  means the University of Sydney, established under the University of Sydney Act 1989.

undergraduate award course  means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma or Bachelor degree or Bachelor (Honours) degree.

undergraduate degree  means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcomes specified for AQF level 7.

unit of study  means the smallest stand-alone component of an award course that is recordable on a student’s transcript. Units of study have an integer credit point value, normally six credit points, except where approved by the Academic Board.

Note:  See also Part 3 of the Learning and Teaching Policy 2015
vertically integrated combined degree means a combined degree across two adjacent AQF levels, for example, Bachelor/Masters, or Masters/Doctorate.

waiver means an exemption given by a faculty to a student from the requirement to complete a prescribed unit of study.

Winter School means the intensive teaching period in July of each year, in which students may elect to undertake one or more units of study.

working day means a day on which the University is usually open for business. This does not include any Saturday, Sunday, public holiday or any day designated as part of the University’s Christmas shutdown period.

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

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

PART 2 ADMISSION TO AWARD COURSES

6 Quotas

On the recommendation of the Dean, the Registrar may determine:

(a) the maximum number of applicants who may be admitted to a specified award course in a specified academic year;

(b) the maximum number of applicants who may be admitted to a specified award course under a special admission program in a specified academic year;

(c) the maximum number of students who may enrol in a specified unit of study in a specified academic year; and

(d) the maximum number of continuing students who may enrol in a specified unit of study in a specified academic year.

7 Admission by Dean

Note: The Dean is responsible for the admission of candidates to courses within their faculty. See clause 2.5 of the Coursework Rule and Part 8 of this Policy.

(1) Subject to and in accordance with the Coursework Rule and this Policy, the Dean Program Director of a faculty may permit any person to enrol as a non-award student in a specified unit of study within that Faculty.

(2) Subject to anti-discrimination legislation, the Dean may decline to admit an applicant, or to offer to admit an applicant, to an award course if, in the opinion of the Dean, appropriate and satisfactory provision cannot be made for the applicant.
8 General requirements

A person is eligible for admission to an award course only if:

(a) the person meets the requirements in the Coursework Rule, this Policy and the relevant award course resolutions for admission to the award course;

(b) the person has not made a material misrepresentation in applying for admission to the award course; and

(c) if the person is an international applicant who will study in Australia, the person holds a visa enabling them to undertake courses of study in Australia.

9 Admission and candidature

(1) The admissions process commences when an applicant accepts the University’s offer of admission to an award course.

(2) A person is admitted to candidature on the date on which he or she completes the admissions process.

(a) Domestic students are admitted to candidature on the date of their first enrolment.

(b) International students are admitted to candidature on the date on which they:

(i) complete their acceptance online, or complete their acceptance of offer form;

(ii) pay the applicable fees to the University; and

(iii) enrol for the first time.

(3) Enrolment may be deferred in accordance with clause 38 of this Policy.

(4) Candidature ceases when an award is conferred or candidature is otherwise terminated by the University.

PART 3 ELIGIBILITY FOR ADMISSION TO UNDERGRADUATE COURSES

10 Domestic applicants – secondary studies

(1) To be eligible for admission to candidature in an undergraduate award course on the basis of secondary studies, a domestic applicant must have successfully completed:

(a) a NSW Higher School Certificate examination, leading to the calculation of an ATAR, in accordance with procedures prescribed by the NSW Vice-Chancellor’s Conference from time to time;

(b) a State or Territory leaving examination considered by the Academic Board to be equivalent to the HSC; or
(c) any other school leaving examination, provided that the program of study and the standard of the examination are considered by the Academic Board to be equivalent to the program and the standard required of candidates for the HSC.

(2) The University will convert interstate or overseas school-leaving results in the manner determined by the Academic Board from time to time.

Note: The University will convert interstate and New Zealand results in accordance with the Interstate Transfer Index endorsed by the New South Wales Vice-Chancellors’ Conference.

(3) The University will use the better of either the most recent ATAR or any other accepted secondary qualification.

(4) If, following any offer of admission, the results of an applicant are found to be incorrect, the University:

(a) if the applicant achieved a higher ATAR or equivalent than originally awarded, will endeavour to admit the applicant to the award course to which the correct ATAR or equivalent would have earned admission;

(b) if the applicant achieved a lower ATAR or equivalent than originally awarded:

(i) reserves its right to withdraw its offer of admission at any time within the first four weeks of the student’s first semester; and

(ii) will endeavour to admit the applicant to a course for which the applicant would have qualified with the lower ATAR.

(5) No offer of admission to an award course will be made or withdrawn pursuant to subclause (4) without the approval of the Dean of the relevant faculty, who will report the offer or withdrawal to the Registrar as soon as possible thereafter.

Note: In giving his or her approval for subclause (5), the Dean Registrar will take into account whether it is too late in the year for the student to commence studies in a new course effectively.

11 Domestic applicants – tertiary studies

(1) To be eligible for admission to candidature in an undergraduate award course on the basis of tertiary studies, a domestic applicant must have successfully completed the equivalent of at least one full-time year of tertiary study at Bachelor level or higher.

Note: For subclause (1), one full-time year of tertiary study means 48 credit points of study at the University, or the part-time equivalent.

(2) Subject to the award course resolutions, consideration will be given to the applicant’s record of both tertiary and secondary studies, with the better of either record being used to determine their eligibility for admission.

(3) Where the applicant does not have recognised secondary qualifications, only the tertiary record will be considered.

(4) Where the applicant has made more than one attempt at tertiary study, only the best attempt at tertiary study will be considered.

(5) Subject to clause 81, an applicant who:
(a) has been excluded from a diploma or degree program for failure to meet progression requirements; and
(b) following the exclusion, passes at least one semester of study at degree level; or
(c) provides to the Associate Dean a satisfactory explanation of the circumstances for the exclusion;

is eligible for admission on the basis of tertiary studies.

(6) Subject to clause 81, an applicant who:

(a) has a record of failure and exclusion from tertiary study; and
(b) believes that his or her studies have been affected by circumstances beyond his or her control;

may apply for special consideration for admission by the relevant faculty.

Note: For information on the Special Consideration for Admission Scheme see clause 34.

Note: Clause 81 deals with applications for readmission to a course following exclusion from the same course due to failure to meet progression requirements.

12 Domestic applicants – other qualifications

To be eligible for admission to candidature in an undergraduate award course on the basis of other qualifications, a domestic applicant must have successfully completed:

(a) a preparation program approved by the Academic Board in accordance with clause 15 that was commenced by the applicant as an international student;
(b) the Diploma of Tertiary Preparation offered through the University’s Centre for Continuing Education provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;
(c) an AQF diploma that provides appropriate academic preparation approved by the faculty provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;
(d) another preparation program determined by the Academic Board to have a program of study and standard required of applicants equivalent to the HSC; or
(e) some other form of prior learning approved by the Academic Board.

12A Domestic applicants – transitional provisions

(1) A domestic applicant who commenced an AQF diploma between 1 January and 25 March 2015 is eligible for admission to candidature in an award course on the basis of that diploma.

(2) Other applicants with an AQF diploma completed during 2015 are eligible for admission to candidature in an award course on the basis of that diploma only with
approval of the Chair of the Admissions Committee, the Chair of the Academic Board and the Deputy Vice-Chancellor (Registrar).

13 International applicants

(1) To be eligible for admission to candidature in an undergraduate award course, an international applicant must have:
   (a) met one or more of the requirements for admission to an undergraduate award course in clauses 10-12 above; or
   (b) successfully completed a preparation program approved by the Academic Board in accordance with clause 15.

(2) Subject to approval by the Academic Board, international applicants may be admitted on the basis of forecast scores.

(3) International applicants, other than exchange students, will be considered for admission on a fee-paying basis only. Local student quotas will not apply.

14 Domestic and international applicants – special entry requirements

(1) Faculties may, with the approval of the Academic Board, impose special entry requirements.

(2) Domestic and international applicants for admission to an undergraduate award course must meet any special entry requirements approved by the Academic Board and prescribed in the award course resolutions.

15 Approved preparation programs

(1) The preparation programs approved by the Academic Board for international students are:
   (a) foundation programs offered by public higher education providers in Australia who are authorised to self-accredit their courses under the AQF;
   (b) foundation programs offered by public higher education providers in New Zealand who are authorised to self-accredit their courses under the New Zealand Qualifications Framework; and
   (c) the Advanced International Certificate of Education, University of Cambridge.

(2) The Academic Board may approve foundation and preparation programs offered by private higher education providers in Australia and New Zealand for international students, provided that:
   (a) the courses offered in Australia are accredited under the AQF at Certificate IV level or above; and
   (b) the courses offered in New Zealand are accredited under the NZQF at Certificate IV level or above.
(3) The Academic Board may approve foundation and preparation programs offered by overseas higher education providers for international students on a case-by-case basis.

(4) The preparation program approved by the Academic Board for domestic students is the Diploma of Tertiary Preparation offered through the University's Centre for Continuing Education (see also clause 12(b) above).

(5) Unless otherwise specified in a particular course resolution, admission standards for foundation and preparation programs that are recognised for admission by the Academic Board will be set in accordance with the relevant UAC schedule.

PART 4 ELIGIBILITY FOR ADMISSION TO POSTGRADUATE COURSES

16 Graduate Certificate

To be eligible for admission to a Graduate Certificate, an applicant must:

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the Dean Program Director; or
(b) have a Bachelor degree or higher award from another university or institution that the Dean Program Director determines to be equivalent to a degree or award mentioned in subclause (a); and
(c) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

17 Graduate Diploma

To be eligible for admission to a Graduate Diploma, an applicant must:

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the Dean Program Director;
(b) have a Graduate Certificate from the University in a relevant discipline, as determined by the Dean Program Director;
(c) have a Bachelor degree or higher award from another university or institution that the Dean Program Director determines to be equivalent to a degree, award or certificate mentioned in subclause (a) or (b); or
(d) if the applicant does not satisfy subclauses (a) - (c), have completed the requirements for an award course leading to:
   (i) an embedded graduate certificate in the appropriate discipline at the University, as determined by the Dean Program Director; or
   (ii) a program at another tertiary institution that the Dean Program Director determines to be the equivalent of such a course;

without graduating from the course; and
(e) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

18 Masters Degree (Advanced Learning Masters degree)

To be eligible for admission to an Advanced Learning Masters degree, an applicant must:

(a) have a Masters degree, a Graduate Diploma, a Bachelor degree (Honours), or a Bachelor degree (Pass) with a credit average, from the University in a relevant discipline, as determined by the Dean Program Director;

(b) have a degree, diploma or award from another university or institution that the Dean Program Director determines to be equivalent to a degree or diploma mentioned in subclause (a); or

(c) if the applicant does not satisfy subclauses (a) or (b), have completed:

(i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the Dean Program Director; or

(ii) a program at another tertiary education institution, being a program that the Dean Program Director determines to be the equivalent of an embedded course mentioned in subclause (i);

without graduating from the course; and

(d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

19 Masters degree (Professional Masters degree)

To be eligible for admission to a Professional Masters degree, an applicant must:

(a) have a Masters degree, a Bachelor degree, or a Graduate Diploma from the University in a relevant discipline, as determined by the Dean Program Director;

(b) have a degree from another university or institution that the Dean Program Director determines to be equivalent to a degree or award mentioned in subclause (a); or

(c) if the applicant does not satisfy subclause (a) or (b), have completed:

(i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the Dean Program Director; or

(ii) a program at another tertiary education institution that the Dean Program Director determines to be the equivalent of an embedded course mentioned in subclause (i);

without graduating from the course; and
(d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

Note: The Masters Degree (Extended) is a form of Professional Masters degree – see the definition of Masters degree by coursework.

20 Exemption from eligibility requirements in exceptional circumstances

(1) Subject to subclause (2) below, a Dean may, in writing, grant an exemption from the eligibility requirements in clauses 16, 17 and 19 for an applicant for admission to:
   (a) a Graduate Certificate;
   (b) a Graduate Diploma; or
   (c) a Professional Masters degree.

(2) A Dean may only grant an exemption from the eligibility requirements in clauses 16, 17 and 19 if satisfied that the applicant:
   (a) has qualifications and experience equivalent to those eligibility requirements; and
   (b) has provided evidence of experience and achievement sufficient to demonstrate mastery of the subject matter and graduate qualities equivalent to those gained by applicants who meet the eligibility requirements.

Note: For subclause (2)(b), evidence of experience and achievement could be provided through publications or authorship of official documents.

PART 5 ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

21 All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to an undergraduate award course.

(2) Subject to this Part, any applicant for admission to an undergraduate award course whose first language is not English, must have:
   (a) an Australian educational qualification; or
   (b) a record of satisfactory achievement in secondary or tertiary studies:
      (i) in an English speaking country; or
      (ii) in which the language of instruction was English; or
   (c) satisfactorily completed an appropriate course at the University’s Centre for English Teaching; or
   (d) within two years of the date on which the applicant will commence the course, achieved:
(i) an IELTS overall band score of 6.5, with at least 6.0 in each band;

(ii) a paper based TOEFL score of 550 plus a Test of Written English (TWE) score of 4.5;

(iii) an internet based TOEFL score of 79 plus a score of 23 for Writing and 22 for Reading, Speaking and Listening;

(iv) a Pearson Test of English (Academic) (PTE) score of 58;

(v) a Cambridge English: Advanced (CAE) score of 58; or

(e) within the past two years, achieved an International Baccalaureate diploma having, as part of the studies for that diploma, successfully completed:

(i) English A1 at Higher or Standard Level, or A: Literature;

(ii) English A2 at Higher or Standard Level, or A: Language and Literature;

(iii) English B at Higher Level with Grade 4 or more; or

(iv) English B at Standard Level with Grade 5 or more.

(3) An applicant for admission to an undergraduate award course in a faculty that has set English language requirements above the minimum requirements set out in subclause (2) must meet the faculty’s requirements as approved by the Academic Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

(4) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary or tertiary studies in accordance with subclause (2)(b) must have completed either:

(a) senior secondary study; or

(b) at least one year of full-time university study;

in which the language of instruction was English.

(5) Where an applicant has provided insufficient evidence of current English competency relevant to a particular award course, a faculty may require the applicant to undergo further assessment of either or both of written or spoken English.

(6) A faculty requires an applicant to undergo a further assessment for the purposes of subclause (5) above will report the circumstances and the form of the assessment to the Registrar as soon as possible thereafter.

(7) The Head of School and Dean of the Sydney College of the Arts may, on application and at his or her discretion, admit to the Bachelor of Visual Arts an applicant who has achieved an IELTS overall band score of 6.0.

(8) The Head of School and Dean of the Sydney Conservatorium of Music may, on application and at his or her discretion, admit to the Diploma of Music an applicant who has achieved an IELTS overall band score of 6.0.

(9) If the Academic Board has prescribed qualifications accepted as proof of English language proficiency for applicants who have undertaken study in specified countries, an applicant who holds the prescribed qualifications will be considered
by the Faculty Associate Dean to have met the minimum English language requirements for all undergraduate courses.

**Note:** A conversion table for English Language Skills Tests is available on the Academic Board standards website.

**22 International applicants whose first language is not English**

Where an international applicant:

(a) is required by the Commonwealth government to provide IELTS or TOEFL results in order to obtain a student visa; and

(b) does not have a record of satisfactory achievement in secondary or tertiary studies in an English speaking country;

the University will use the IELTS or TOEFL results as the primary tool for assessing whether the applicant has satisfied English language requirements.

**PART 6 ENGLISH LANGUAGE REQUIREMENTS – POSTGRADUATE COURSES**

**23 All applicants whose first language is not English**

(1) All applicants whose first language is not English must meet the University's English language requirements to be eligible for admission to a postgraduate award course.

(2) Subject to this Part, any applicant for admission to a postgraduate award course whose first language is not English, must have:

(a) in the five years prior to their application, successfully completed tertiary studies in which the language of the institution, instruction, examination and assessment was English; or

(b) in the two years prior to their application, successfully completed an appropriate course at the University's Centre for English Teaching, with results at a standard required for the award course that the applicant is applying for; or

(c) in the two years prior to their application, achieved:

(i) an IELTS overall band score of 6.5 with a minimum of 6.0 in each band; or

(ii) a paper based TOEFL score of 577 plus a Test of Written English (TWE) score of 4.5; or

(iii) an internet based TOEFL (IBT) score of 90 plus a minimum score of 23 for Writing and 22 for Reading, Speaking and Listening; or

(iv) a Pearson Test of English (Academic) (PTE) score of 61; or

(v) a Cambridge English: Advanced (CAE) score of 58.

(3) An applicant for admission to a postgraduate award course in a faculty that has set English language requirements above the minimum requirements set out in
subclause (2) must meet the faculty’s requirements as approved by the Academic Board.

24 Exemption from English language requirements in certain circumstances

(1) The Dean may, in writing, grant an exemption from the English language requirements for admission to a postgraduate course if:
   (a) the applicant has an IELTS score and:
       (i) the overall or average band score is no more than 0.5 below the overall or average band score otherwise required by this Policy; and
       (ii) any individual band score is no more than 1.0 below the individual band score otherwise required by this Policy; or
   (b) the applicant has a score on another test permitted by this Policy and the applicant’s score was no more than a corresponding amount below the score otherwise required by this Policy; and
   (c) the Dean is satisfied that the applicant has enough competence in written and spoken English to complete the course successfully.

(2) The Chair of the Graduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause (1)(a) or (b), as they apply in a particular case.

(3) In considering whether an applicant has enough competence in written and spoken English to complete the course successfully, the Dean:
   (a) must take into account any advice of the Head of Department relevant Associate Dean; and
   (b) may consider any other relevant matter, including:
       (i) the applicant’s ability to communicate in an academic environment;
       (ii) whether the applicant has been known to the faculty for at least two years;
       (iii) any appropriate work experience that the applicant has had in an English language environment; and
       (iv) any oral discussions between faculty members and the applicant.

(4) The Dean must record in writing on the student file any approval to waive English language requirements, including:
   (a) the proof of proficiency in English provided by the applicant; and
   (b) the reasons, in accordance with this Policy, that the Dean approved the waiver.
PART 7  SPECIAL ADMISSION PROGRAMS

25 Application for a special admission program

(1) While eligibility for admission to the University is based on academic merit, the University recognises that, for many reasons, some domestic applicants are unable to demonstrate their full potential for success at tertiary level study through the normal qualifying processes. The University has established flexible entry schemes and educational access schemes to assist these domestic applicants to gain admission to undergraduate courses.

(2) Special admission programs may be faculty or course specific and must be approved by the Academic Board. All approved special admission programs must be set out in the relevant faculty resolutions or award course resolutions.

(3) Domestic applicants may apply for admission under more than one flexible entry scheme and educational access scheme, provided that their ATAR or equivalent lies within the approved eligibility band for each scheme. Except for Conditional Early Offers Schemes, the Cadigal Program and the Future Leaders Scheme, no such applicant will be admitted to a course if his or her ATAR or equivalent is more than five rank points below the relevant cut-off for the course. For the Future Leaders Scheme, no applicant will be admitted to a course if his or her ATAR is below the Minimum Eligibility Score for that course.

(4) Despite anything in this Part, flexible entry schemes and educational access schemes are subject to any quota set in accordance with clause 6 of this Policy.

26 Flexible entry schemes

(1) The Academic Board may by resolution, on the recommendation of a faculty, establish or amend a flexible entry scheme for an undergraduate award course.

(2) A flexible entry scheme must set a flexible entry band for ATARs, and otherwise be consistent with this clause.

(3) Flexible entry schemes for specified courses are available to domestic applicants who:

   (a) are eligible Australian recent school leavers, including applicants who hold an International Baccalaureate;

   (b) have an ATAR or ATAR equivalent that lies below the ATAR cut-off for that course; and

   (c) do not have a tertiary record.

(4) Flexible entry schemes comprise two components:

   (a) a flexible entry ATAR band, lying between the ATAR cut-off and a lower limit that is not more than 5 rank points below the ATAR cut-off; and

   (b) a flexible entry criterion or criteria, selected from the list approved by the Academic Board in clause 26(5), that allows admission of eligible applicants whose ATAR lies within the flexible entry band.

(5) The Academic Board approved flexible entry criteria are:
(a) satisfactory performance in the HSC, or HSC equivalent, in subjects relevant to the course;
(b) satisfactory performance in extra-curricular academic activities relevant to the course;

Note: For subclause (5)(b), extra-curricular activities might, for example, include Science Olympiads.

(c) aptitude for the award course, demonstrated by:
   (i) relevant work or other experience;
   (ii) submission of a portfolio; or
   (iii) submission of a statement of interest in the course.

Note: For subclause (5)(c), faculties may use written submissions, interviews or other methods to obtain information about aptitude.

(6) A flexible entry scheme in force at the commencement of this Policy continues in force. It may be terminated by resolution of the Academic Board, but must not be amended if the scheme, as amended, would be inconsistent with this clause.

26A Future Leaders Scheme

(1) The University recognises that appointment to certain school leadership roles indicates abilities in a student, beyond those identified by their ATAR, that are also relevant to the university environment. In recognition of this, school leaders may be admitted to a course with an ATAR below that required for normal admission to that course.

(2) The Future Leaders Scheme is available, for specified courses, to domestic and international applicants who:
   (a) are eligible current school leavers attending a secondary school registered with the relevant state or territory Department of Education, including applicants who hold an International Baccalaureate;
   (b) are nominated by their school principal or nominee as dux or captain of the school;
   (c) have an ATAR or ATAR equivalent that lies between the previous year’s ATAR cut-off for that course and a lower limit determined by the faculty for that course; and;
   (d) meet all other applicable course entry requirements.

27 Broadway Scheme

(1) The purpose of the Broadway Scheme is to help domestic applicants who have experienced educational disadvantage to gain admission to undergraduate award courses.

(2) Domestic applicants who are eligible for admission under the Broadway Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.
(3) The Broadway Scheme is available to domestic applicants who:

(a) have successfully completed Year 12 or equivalent interstate or overseas secondary education (including at a high school or a technical and further education college, or an equivalent education institution); and

(b) have suffered:
   (i) long-term educational disadvantage; or
   (ii) severe disadvantage during the final two years of their secondary education.

(4) The Broadway Scheme is not available to applicants who have a record of tertiary study.

(5) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:

(a) whether the home environment or conditions for study for the applicant were adverse;

(b) any chronic illness, disability or personal trauma, the applicant suffered;

(c) whether the applicant’s schooling or family life has been disrupted;

(d) whether the applicant has English language difficulties;

(e) whether the applicant’s family responsibilities are or were excessive;

(f) any financial hardship affecting the applicant;

(g) whether the applicant was in a remote or isolated location;

(h) whether the applicant has suffered physical or psychological abuse.

28 Cadigal Program

(1) The purpose of the Cadigal Program is to address the educational disadvantage experienced by Aboriginal and Torres Strait Islander people, by facilitating and supporting their participation in University courses. It comprises:

(a) provision of preparatory studies for Aboriginal or Torres Strait Islanders who want to undertake degree courses at the University;

(b) provision for reduced academic eligibility requirements for admission to courses for Aboriginal or Torres Strait Islander applicants;

(c) provision for a reduced first year load for Aboriginal or Torres Strait Islander students; and

(d) a continuing support program for Aboriginal and Torres Strait Islander students.

(2) The Cadigal Program involves a commitment by the University that up to 5% of student places will be available to Aboriginal or Torres Strait Islander applicants.

(3) The Cadigal Program is available to applicants of Aboriginal or Torres Strait Islander descent.

(4) An applicant will be taken to be of Aboriginal or Torres Strait Islander descent only if he or she complies with the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015.
(5) Selection of applicants for admission under the Cadigal Program will be on the basis of application and academic assessment.

(6) The Associate Dean of a faculty may admit an applicant to an undergraduate award course under the Cadigal Program only if:

(a) where the applicant will be under 21 years old on 31 March in the academic year after the year in which the application is made:

(i) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Cadigal Program; or

(ii) the applicant has demonstrated to the satisfaction of the Associate Dean his or her capacity to succeed in coursework at a university level;

(b) where the applicant will be over 21 years old on 31 March in the academic year after the year in which the application is made:

(i) the applicant has successfully completed a tertiary education preparation course that the Associate Dean determines to be relevant to the course;

(ii) the applicant has successfully completed, or has partly completed, an accredited course at diploma level or above; or

(iii) the applicant has demonstrated to the satisfaction of the Associate Dean his or her capacity to succeed in coursework at a university level.

(7) An Associate Dean may, for a maximum period of one year, place requirements and restrictions on the enrolment of a student who is offered admission to an undergraduate award course under the Cadigal Program, including:

(a) requiring a student to complete a unit or units of study within a specified time;

(b) prohibiting enrolment by the student in a unit or units of study;

(c) restricting the maximum unit of study load in which a student can enrol.

Note: For subclause 6(a)(i): the minimum ATAR will be lower than that required for mainstream entry.

29 Conditional Early Offers Schemes

(1) The purpose of a Conditional Early Offers Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students with academic promise who have suffered educational disadvantage and would benefit from additional support and early engagement with the University.

(2) The Associate Dean of a faculty may, under a Conditional Early Offers Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course at the end of Year 10, or during year 11 or 12.

(3) The Associate Dean of a faculty may admit a domestic applicant to candidature in an undergraduate award course under the Conditional Early Offers Scheme only if:
(a) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Conditional Early Offers Scheme; and

(b) the student maintains the level of academic performance demonstrated in accordance with subclause (5) below.

(4) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:

(a) whether the home environment or conditions for study for the applicant were adverse;

(b) any chronic illness, disability or personal trauma, the applicant suffered;

(c) whether the applicant’s schooling or family life has been disrupted;

(d) whether the applicant has English language difficulties;

(e) whether the applicant’s family responsibilities are or were excessive;

(f) any financial hardship affecting the applicant;

(g) whether the applicant was in a remote or isolated location;

(h) whether the applicant has suffered physical or psychological abuse.

(5) For the purposes of determining whether an applicant has demonstrated early academic promise, the Associate Dean may, with the approval of the Academic Board, consider:

(a) evidence provided by the Principal of the applicant’s school;

(b) performance in the Record of School Achievement;

(c) performance in a test approved by the Academic Board;

(d) other measures of promise approved by the Academic Board, including an interview or portfolio.

Note: For subclause 3(a): the minimum ATAR will be lower than that required for mainstream entry.

30 Principal's Recommendation Conditional Offer Scheme (E12)

(1) The purpose of the Principal’s Recommendation Conditional Offer Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students from low socio-economic backgrounds who are motivated and demonstrate potential to successfully undertake studies at the University.

(2) The Associate Dean of a faculty may, under the Principal’s Recommendation Conditional Offer Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course before the end of Year 12.

(3) Domestic applicants are eligible for the Principal’s Recommendation Conditional Offer Scheme if:

(a) they have a written recommendation from their Principal; and

(b) they are completing their HSC in the year immediately prior to the year in which admission to an undergraduate award course at the University is sought; and
(c) they attend a school that is identified by the State or Commonwealth government as disadvantaged: or
(d) they are from a low socio-economic status background, as determined by the Academic Board from time to time.

(4) For their application for admission under the Principal’s Recommendation Conditional Offer Scheme to be considered, applicants must complete the application form, including a statement of motivation demonstrating:
(a) their interest in and motivation for applying for one of the undergraduate award courses offered by the University; and
(b) their reasons for applying to the University.

(5) Applicants may be required to attend an interview.

(6) Applicants will be assessed against the following criteria:
(a) demonstrated interest in and motivation for the course of study;
(b) ability to set and meet long term goals;
(c) undertaking any prerequisite subjects;
(d) likelihood of meeting the required ATAR cut off score and succeeding in their studies at the University; and
(e) demonstrated leadership or citizenship skills.

(7) An assessment panel with at least two representatives from each participating faculty will evaluate all applications against the eligibility and selection criteria, and make a recommendation to the relevant Associate Dean.

(8) On receipt of a recommendation from the assessment panel, the Associate Dean may authorise a conditional offer of admission to an award course to be made to an applicant.

(9) The Associate Dean may admit an applicant to an undergraduate award course under the Principal’s Recommendation Conditional Offer Scheme only if the applicant has an ATAR of equal to or higher than the rank specified by the faculty for admission to the award course under the Scheme.

(10) Applicants who are admitted under the Principal’s Recommendation Conditional Offer Scheme will receive academic and other support.

Note: For subclause (9): the minimum ATAR will be lower than that required for mainstream entry.

31 Mature Age Applicants Scheme

(1) The purpose of the Mature Age Applicants Scheme is to help domestic applicants who are over 21 years of age, and who would not normally meet the academic eligibility requirements, to gain admission to undergraduate courses.

(2) The Dean of the relevant faculty may determine that the Mature Age Applicants Scheme does not apply to a specified undergraduate course.

(3) Domestic applicants who are eligible for admission under the Mature Age Applicants Scheme are permitted to compete for admission, provided that they meet the minimum level of academic merit set by the faculty for the relevant undergraduate award course.
(4) Applicants are eligible for admission under the Mature Age Applicants Scheme if:

(a) they are at least 21 years old on 1 March of the year of admission to the University;

(b) they do not have an ATAR or equivalent that would enable them to compete for mainstream admission;

(c) they have not completed at least one year of study (or part-time equivalent) in a Bachelor degree or higher level qualification at a recognised tertiary institution; and

(d) they have, within the previous two years, completed one of the following approved preparation courses:

   (i) a preparation course offered by the University’s Centre for Continuing Education;

   (ii) the Tertiary Preparation Certificate Course offered at a NSW TAFE college;

   (iii) an HSC that does not lead to an ATAR;

   (iv) the Open Foundation Course or NEWSTEP Program offered by the University of Newcastle;

   (v) the University Preparation Program offered by the University of New South Wales; or

(e) for admission to the Bachelor of Nursing, they have completed enrolled nursing qualifications; or

(f) they have completed an AQF Diploma or Advanced Diploma at a recognised tertiary institution that satisfied the University’s requirements for admission, or at least one year of study (or part-time equivalent) in an approved Associate Diploma or Diploma at a recognised tertiary institution that satisfied the University’s requirements for admission.

(5) Faculties Deans will determine the minimum level of academic merit required for admission to an undergraduate course under the Mature Age Applicants Scheme.

(6) Applicants may be required to:

(a) attend an interview;

(b) provide a work portfolio; or

(c) successfully complete a practical examination.

(7) When deciding whether to make an offer of admission under the Mature Age Applicants Scheme, the Associate Dean may take into account:

(a) the applicant’s personal qualities;

(b) whether the applicant is likely to complete the course successfully;

(c) the applicant’s work experience;

(d) any relevant TAFE or AQF courses successfully completed by the applicant.

(8) Levels of assumed knowledge specified for each award course or equivalent are normally considered as prerequisites for applicants for admission through the Mature Age Applicants Scheme.
32 Elite Athletes or Performers Scheme

(1) The training that elite athletes and performers have to undertake, and their competitive and performance commitments, can detrimentally affect their secondary school studies. The purpose of the Elite Athletes and Performers Scheme is to address that detriment.

(2) Domestic applicants who are eligible for admission under the Elite Athletes and Performers Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.

(3) The Elite Athletes and Performers Scheme is available to domestic applicants who:
   (a) have been assessed by the Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, as being elite; and
   (b) can demonstrate that their sporting or performance commitments have impeded their HSC performance.

(4) For their application for admission under the Elite Athletes and Performers Scheme to be considered, applicants must complete and submit an application form prior to the last day of business in October of each year.

(5) The Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, will assess whether an applicant is an elite athlete or performer, normally prior to the publication of HSC results.

(6) The Elite Athletes Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite athlete, and will seek advice about each applicant from referees and appropriate experts.

(7) The Elite Performers Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite performer, and will seek advice about each applicant from referees and appropriate experts.

(8) The Elite Athletes and Performers Selection Committee will review assessments made by the Elite Athletes Assessment Panel and the Elite Performers Assessment Panel.

(9) Where the Elite Athletes and Performers Selection Committee endorses an assessment of an applicant, the Committee will forward the application to the relevant faculty for consideration.

34 Special Consideration for Admission Scheme

(1) The purpose of the Special Consideration for Admission Scheme is to help applicants who have experienced serious disadvantage during secondary study, or a previous attempt at tertiary study, to gain admission to undergraduate courses.

(2) Applicants who are eligible for admission under the Special Consideration for Admission Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the relevant cut-off for the award course.

(3) The Special Consideration for Admission Scheme is available to applicants who:
   (a) have successfully completed Year 12 or equivalent secondary education (including at a high school or a technical and further education college, or an equivalent educational institution); or
(b) have a record of previous tertiary study; and
(c) have suffered serious disadvantage during the course of those studies.

PART 8 ADMISSION DECISIONS AND OFFERS

35 Basis for admission decisions

(1) Admission decisions must be made in accordance with the Coursework Rule and this policy.
(2) Subject to this policy, when deciding whether to make an offer of admission to an award course to an applicant, the Dean must adopt the principle that offers are to be made on the basis of the applicant’s academic merit.
(3) For admission to undergraduate award courses, applicants’ academic merit is to be measured principally by their secondary or tertiary results.
(4) The University may make more than one round of offers to applicants for an award course. The ATAR cut off points may be different for different rounds of offers.

Note: See also clause 2.5 of the Coursework Rule and clause 7 of this Policy.

36 Conditional offers

(1) An offer of admission to an award course may be made subject to specified conditions.
(2) Examples of conditions that might be imposed include conditions relating to:
   (a) health screening of the applicant;
   (b) criminal record checks;
   (c) child protection checks;
   (d) verification of the applicant’s academic record;
   (e) visa requirements;
   (f) English language requirements; and
   (g) completion of prior study.

37 Accepting an offer

(1) An offer of admission to an award course can be accepted only in the manner described in the offer.
(2) An applicant is not considered to be admitted to an award course at the University until he or she has completed, to the satisfaction of the University, all requirements for enrolment in the course.
(3) An applicant who has accepted an offer of admission to an undergraduate award course and, prior to commencing that course, wishes to transfer to a different award course, may apply for and be admitted to the new course, provided that:
(a) the applicant has met the minimum admission requirements for the new course at a standard equal to or higher than applicants who were offered admission to the course in the main round of offers made by the UAC;
(b) a place is available in the course;
(c) all available places are offered on the basis of merit; and
(d) the offer is made and accepted before the commencement of teaching in the new course.

PART 9  DEFERRAL

38 Deferred admission by commencing undergraduate applicants

(1) An applicant offered a place in an award course may defer admission to that course, but only as provided in this Part.
(2) The University may permit an applicant to defer admission provided that the offer of admission has not lapsed or been withdrawn by the University due to the applicant's actions prior or subsequent to the offer being made.
(3) Subject to subclause (4) below, the maximum period of deferral is one year.
(4) The Associate Dean of the relevant faculty may extend the period of deferral for an individual applicant to a maximum of two years.
(5) Applicants who are offered a place in an undergraduate award course at the Sydney Conservatorium of Music must undertake a further satisfactory audition prior to admission.
(6) The Associate Dean of the relevant faculty may decline to allow deferral for a particular course.

PART 10  CHANGE OF RESIDENCY

39 International applicants and students changing from international to domestic status

(1) If an international undergraduate applicant changes from international to domestic status prior to enrolling in his or her course and:
   (a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;
the applicant will be transferred to a Commonwealth supported place.
(2) If an international undergraduate applicant changes from international to domestic status prior to enrolling in his or her course and either or both of the requirements in subclauses 39(1)(a) and (b) are not met, the applicant's offer of admission will be cancelled and withdrawn.
(3) If an international undergraduate student changes from international to domestic status prior to the census date for his or her course and:
   (a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;
the applicant will be transferred to a Commonwealth supported place.

(4) If an international undergraduate student changes from international to domestic status prior to the census date for his or her course and either or both of the requirements in clauses 39(3)(a) and (b) are not met, the applicant will be transferred to a domestic fee-paying place.

(5) If an international undergraduate student changes from international to domestic status after the census date for his or her course and:
   (a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;
the applicant will continue as an international fee paying student for that semester and transfer to a Commonwealth supported place in the subsequent semester.

(6) If an international undergraduate student changes from international to domestic status after the census date for his or her course and either or both of the requirements in clauses 39(5)(a) and (b) are not met, the applicant will continue as an international fee paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.

(7) Subject to this clause, if an international postgraduate applicant changes from international to domestic status prior to enrolling in his or her course, the applicant will be transferred to a domestic fee-paying place.

(8) If an international postgraduate student changes from international to domestic status before the census date for his or her course, the student will be transferred to a domestic fee-paying place.

(9) If an international postgraduate student changes from international to domestic status after the census date for his or her course, the student will continue as an international fee paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.

(10) International students who are transferred to a domestic fee-paying place are permitted to compete for any available Commonwealth supported places in subsequent semesters.

(11) International applicants for the Doctor of Medicine will not be transferred to a domestic fee-paying place in accordance with subclause (7).

PART 11 RECOGNITION OF PRIOR LEARNING

40 Forms of recognition of prior learning

(1) The University recognises that students commence courses with different levels, areas and forms of prior learning.
The University may recognise prior learning by granting:

(a) credit, which may take the form of:
   (i) specific credit;
   (ii) non-specific credit;
   (iii) reduced volume of learning for an award course; or

(b) a waiver of a requirement to undertake a compulsory or a pre-requisite unit of study.

41 Specific credit, non-specific credit and reduced volume of learning

(1) Specific credit is the recognition of previously completed studies as directly equivalent to specific units of study offered by the University.

(2) Subject to this Policy and the award course resolutions, specific credit may be granted for a unit of study where there is a substantial overlap of skills, knowledge and experience at a level deemed by the Associate Dean to be equivalent to a specific University of Sydney unit of study.

(3) Non-specific credit is ‘block credit’ given for a specified number of credit points at a particular level, in accordance with the award course resolutions. These credit points may be in a particular subject area but are not linked to a specific unit of study.

(4) Reduced volume of learning is a reduction in the number of credit points required for a student to complete his or her award course, in recognition of the student’s:
   (a) level and subject area of qualifications completed prior to admission; or
   (b) equivalent professional experience.

Note: An example of specific credit is credit given for Physics 1 [PHYS1001] at the University of Sydney for Physics 1 undertaken at the University of Adelaide.

Note: Examples of non-specific credit are: the University of Sydney does not teach Russian but a student may be granted credit for a full first year of study in Russian undertaken at the University of New South Wales, as 12 junior credit points; a student may be granted 48 junior credit points for the first year of an Arts degree completed at another Australian university.

Note: Where possible, the University will assess credit before making an offer of admission. Where possible, the University will make an offer of credit to an applicant concurrently with his or her offer of admission. If accepted, credit offered to an applicant prior to enrolment will be granted at the time he or she is admitted to the award course. See the Coursework Credit Procedures 2015.

42 Awarding specific credit and non-specific credit for previous studies

(1) An Associate Dean may, in accordance with this Policy, the faculty resolutions and the award course resolutions, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:
(a) in another award course at the University;
(b) in an award course at another Australian tertiary institution;
(c) at a recognised overseas tertiary institution;
(d) in an accredited higher education course offered by a registered private provider;
(e) in a course offered by the Vocational Education and Training Sector;
(f) in another award program approved by the Dean following an evaluation process; or
(g) in a non-award program approved by the Academic Board.

(2) Factors to be taken into account by an Associate Dean when evaluating a program for the purposes of subclause (1) include:

(a) the general educational practices and standards of the institution or system;
(b) the objectives of the particular course and the methods adopted to achieve those objectives;
(c) the duration of the course;
(d) the breadth, depth and balance of the course material;
(e) the methods of assessment in the course;
(f) the teaching staff conducting the course, including the numbers of teachers, and their professional qualifications, experience and educational expertise; and
(g) the accommodation and facilities offered to students undertaking the course, including equipment, library, laboratories, workshops and other instructional or research resources.

(3) Entry to the University’s courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.

(4) Credit will not be granted:

(a) for units of study completed more than:
   (i) 10 years ago; or
   (ii) if the faculty resolutions prescribe a shorter period, the prescribed period;

   prior to admission to candidature in the course that the credit is applied to;

(b) for units of study in an uncompleted course, unless the student provides evidence that he or she has abandoned credit in respect of that course;

(c) except with the permission of the Associate Dean, for units of study undertaken at another tertiary institution from which the student has been excluded;

(d) except with the permission of the Associate Dean, for units of study or non-specific credit listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or
(e) except with the permission of the Associate Dean, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.

(5) When granting credit, an Associate Dean may impose requirements on a student with respect to:

(a) progression to more advanced units of study within a particular course; and

(b) time limits for completion of the course.

(6) Regardless of any credit granted, a student must meet any pre-requisite or co-requisite requirements for an award course, unless the unit of study co-ordinator gives the student a waiver for those requirements.

(7) Regardless of any credit granted, a student must achieve and demonstrate the learning outcomes for the award course.

Note: See clause 46 regarding waivers.

43 Awarding reduced volume of learning

(1) An Associate Dean/Program Director may, in accordance with this Policy and the award course resolutions, and on request by a student, approve a reduction in the volume of learning required for the student to complete his or her award course, in recognition of:

(a) a prior qualification in the same discipline as the award course;

(b) a prior qualification in a cognate discipline deemed by the Associate Dean/Program Director to provide comparable preparation to subclause (a);

(c) relevant professional experience deemed by the Associate Dean/Program Director to provide comparable preparation to subclause (a); or

(d) a prior qualification in an appropriate discipline at AQF level 8 or above.

(2) Factors to be taken into account by an Associate Dean for the purposes of subclause (1) include:

(a) the factors set out in subclause 42(2) above;

(b) whether the student’s experience is documented;

(c) whether any documentation provided by the student demonstrates skills, knowledge or understanding that are equivalent to those that would be gained in relevant University studies.

(3) The onus will be on the student to provide appropriate documentation or other evidence.

(4) Reduced volume of learning will not be granted, except with the permission of the Associate Dean/Program Director:

(a) where the reduced volume of learning was previously listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or

(b) to reinstate reduced volume of learning that has previously been rescinded, on request by the student in accordance with clause 43B.
43A Accepting and declining offers of specific credit, non-specific credit and reduced volume of learning

(1) The University may make offers to grant specific credit, non-specific credit and reduced volume of learning prior to enrolment or during candidature.

(2) An applicant or student must accept or decline (in whole or in part) any offer of credit made by the University:
   (a) prior to enrolment, on or before the date of his or her first enrolment in the award course for which credit is being offered;
   (b) during candidature, within twelve months of the date of the offer of credit.

(3) If an applicant or student does not accept or decline the offer of credit within the timeframe specified in subclause (2), the credit will not be processed and the University will regard the offer as having lapsed.

(4) The University may vary any offer to grant credit made to an applicant prior to enrolment, if the Dean/Associate Dean has authorised a period of deferral of greater than one year.

Note: See clause 38 regarding deferral.

43B Rescinding specific credit, non-specific credit and reduced volume of learning

(1) An Associate Dean/Program Director may, in accordance with this policy and the award course resolutions, and on request by a student, rescind any specific credit, non-specific credit or reduced volume of learning previously granted to the student in accordance with this policy.

(2) Except with the permission of the Associate Dean/Program Director, once any specific credit, non-specific credit or reduced volume of learning has been rescinded in accordance with this clause, a student may not seek to have it reinstated.

44 Limits on credit and reduced volume of learning

(1) Subject to this clause, and notwithstanding any credit or reduced volume of learning granted in order to qualify for an award:
   (a) an undergraduate student must complete a minimum of:
      (i) one year (or part-time equivalent) of the award course at the University; and
      (ii) 48 credit points of the award course at the University;
   (b) a postgraduate student must complete at least 50 per cent of the course requirements at the University; and
   (c) a student enrolled in a Masters degree must complete a minimum of 48 credit points of postgraduate study (including any postgraduate study at another university) in order to qualify for the award.
The Associate Dean may vary the requirements in subclause (1) where the work was completed:

(a) as part of an embedded program at the University;
(b) as part of another award course undertaken at the University; or
(c) as part of an award course approved by the University as part of an approved conjoint venture with another institution.

Except with the approval of the Academic Board at course level, credit granted on the basis of work completed at an institution other than a university will not exceed one third of the course requirements.

Except as provided for in subclause (6), credit towards postgraduate awards will not be granted for undergraduate units of study.

Except as provided for in subclause (6), credit towards postgraduate awards will not be granted for previously completed postgraduate awards, except in the case of awards:

(a) in an embedded program at the University; or
(b) in a program completed at another university or institution deemed by the relevant Associate Dean to be the equivalent of a University of Sydney embedded program.

Despite subclauses (4) and (5), an Associate Dean may grant credit in the form of a reduced volume of learning in recognition of completed undergraduate and postgraduate award courses in accordance with clause 43 and the award course resolutions.

An Associate Dean or Program Director may grant a graduate a limited amount of credit for a completed undergraduate course. Subject to this policy and the award course resolutions, a graduate who is admitted to candidature for the degree of Bachelor with credit for units of study in the completed course must complete a minimum of two years (or part-time equivalent) in the award course, unless additional credit from an uncompleted course or courses has also been granted.

Note: The provisions for granting credit in an award course offered as part of an approved conjoint venture are prescribed in the award course resolutions and the relevant faculty resolutions.

Credit in embedded programs, including embedded honours

Note: Faculties have authority to establish embedded programs in closely related academic or professional areas, to establish incrementally higher levels of attainment at Graduate Certificate, Graduate Diploma and Masters level. Faculties may specify in the award course resolutions or faculty resolutions conditions for transfer from one award in the embedded program to another.

Students enrolled in an embedded program who have met the conditions for, and elect to, transfer to a longer award course in that embedded program:

(a) may transfer their enrolment to the longer award course; and
(b) will receive credit for all of the units of study completed in the shorter award course, provided that the units of study are approved as a requirement for the longer award course; and
(c) will not be permitted to graduate from the shorter award course.
(2) Subject to the relevant course requirements, graduates of a course in an embedded program who subsequently become candidates for a longer award course in the same embedded program may be granted credit for units of study completed in the shorter award course.

(3) Students enrolled in an embedded program who have completed the requirements for any award course in that embedded program may elect to discontinue their enrolment and graduate from that award course.

(4) A student who has met the requirements for a Bachelor degree at pass level may, subject to the award course resolutions:
   (a) receive credit for completed units of study; and
   (b) enrol in the same Bachelor degree award course at honours level.

   Note: For information on admission to a Bachelor degree award course at honours level, see clause 93.

46 Awarding waivers

(1) An Associate Dean or Program Director may, having regard to a student’s previous learning or experience, waive the requirement that the student undertake a compulsory unit of study.

(2) A unit of study co-ordinator or Program Director may waive the requirement that a student meet a prerequisite requirement or a co-requisite requirement for a unit of study.

(3) A waiver given under subclause (1) or (2) may be subject to conditions set out in the waiver.

   Note: For subclause (1): as the student will not have passed the compulsory unit of study, the student will have to make up the credit points by undertaking other units of study.

PART 12 ENROLMENT IN ANDUNDERTAKING UNITS OF STUDY

47 Units of study

(1) In this Part, ‘table of units’ means a table of the units of study, as set out in the award course resolutions.

(2) Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.

(3) A student must pass a unit of study to acquire the credit points for that unit of study.

(4) The total number of credit points required for completion of an award course, including a combined degree or double degree course, is specified in the Senate resolutions and the award course resolutions.
(5) Subject to this Policy, a student completes a unit of study if the student:

(a) participates in the learning experiences for the unit of study;
(b) meets the standards required by the University for academic honesty;
(c) meets all examination, assessment and attendance requirements for the unit of study; and
(d) demonstrates learning outcomes for the unit of study to a standard equivalent to a pass level or higher.

(6) An Associate Dean Program Director may, subject to the award course resolutions and with the approval of the Associate Dean Program Director in the faculty in which the unit of study is offered, permit a student to enrol in and obtain credit for a unit of study that is not listed in the table of units for the course.

48 Students must enrol in units of study

(1) Subject to this Policy, each student must, for each semester, enrol in units of study offered in his or her award course.

(2) The enrolments must be consistent with the requirements of this policy, the faculty resolutions and the award course resolutions.

Note: See also Part 13.

49 Assumed knowledge

(1) The University assumes that students enrolling in some first year units of study have successfully acquired a certain level of knowledge, expressed in terms of program studies and performance achieved in the HSC or equivalent.

(2) The Academic Board may, on the recommendation of the relevant faculty, specify assumed knowledge and recommended study areas for undergraduate courses.

(3) Students who have not acquired the assumed knowledge may enrol in any unit of study in their award course, but should undertake any recommended supplementary work before the unit of study commences.

Note: For the current list of assumed knowledge and recommended study areas for undergraduate courses, see the Academic Board standards website.

50 Prerequisite and co-requisite requirements

(1) Faculties may determine prerequisite and co-requisite requirements for enrolment in a unit of study.

(2) Subject to subclause 46(2), a student may not enrol in a unit of study unless he or she has met the prerequisite requirements for the unit of study.

(3) Subject to subclause 46(2), a student may not enrol in a unit of study for which there is a co-requisite requirement unless he or she also enrolls in or has already completed the co-requisite unit of study.

Note: For details of prerequisite and co-requisite requirements for courses, see the relevant faculty handbook.
51 Enrolment restrictions

(1) Except with the permission of the Associate Dean or in accordance with the award course resolutions, a student may not:

(a) enrol in a unit of study that he or she has already completed towards the requirements for an award course;
(b) enrol in any unit of study that overlaps substantially in content with a unit of study that has already been completed by the student, or for which credit or a waiver or exemption has been granted;
(c) enrol in units of study additional to award course requirements;
(d) enrol in units of study with a total credit point value exceeding:
   (i) for enrolments in any one semester – 30 credit points;
   (ii) for enrolments in the Summer School – 12 credit points;
   (iii) for enrolments in the Winter School – six credit points; or
(e) enrol in a prohibited unit of study.

Note: The award course resolutions may prescribe a lower credit point value limit.
Note: The Associate Dean will specify prohibited units of study in the table of units.

(2) A student who is permitted, in accordance with subclause (1)(a), to re-enrol in a unit of study may receive a higher or lower grade, but not additional credit points.

52 Repeating a unit of study

(1) Unless granted an exemption by the Associate Dean/Unit of Study Coordinator, a student who repeats a unit of study must:

(a) participate in the learning experiences provided for the unit of study; and
(b) meet all the examination, assessment and attendance requirements for the unit of study.

(2) Except with the permission of the Associate Dean/Unit of Study Coordinator, a student who presents for reassessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study.

53 Concurrent enrolment

(1) A student may not enrol in more than one award course at any level, except:

(a) with the permission of the relevant Associate Deans; or
(b) as part of an approved combined degree or double degree program.

Note: This includes courses offered by other institutions.

(2) The same unit of study cannot be counted towards the requirements for two different courses, except:

(a) for combined degrees;
(b) for the purpose of satisfying prerequisite, co-requisite and admission requirements; and

(c) where a student is permitted to enrol in two postgraduate programs simultaneously, faculties may allow a maximum of two units of study to be cross-credited towards requirements for a maximum of two degrees as set out in clause 90.

54 Cross-institutional study

(1) A student may, with the permission of the Associate Dean/Program Director, enrol in a unit or units of study at another university or institution and have those units of study credited to the student’s award course.

(2) The Associate Program Director/Dean may impose conditions on any cross-institutional study approved in accordance with subclause (1).

55 Attendance

(1) A faculty may specify the attendance and participation requirements for its courses and units of study.

(2) A student enrolled in a unit of study must comply with the requirements set out in the faculty resolutions, award course resolutions or unit of study outline about undertaking the unit of study, including on matters such as:

(a) attendance at and participation in lectures, seminars and tutorials; and

(b) participation in practical work.

(3) An Associate Dean/Program Director may specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or award course.

(4) An Associate Dean/Unit of Study Coordinator may, having regard to the student’s previous studies, exempt a student from a requirement mentioned in subclause (1).

PART 13 DISCONTINUATION AND SUSPENSION OF ENROLMENT

56 Discontinuation of enrolment

(1) Subject to this clause, a student may discontinue his or her enrolment in an award course or in one or more units of study.

(2) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of discontinuation, unless he or she produces evidence that there was good reason why the application could not be made at an earlier time.

(3) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:

(a) the Associate Dean granted prior permission to re-enrol; or
(b) the student is later re-selected for admission to the course.

(4) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with subclause (2).

(5) A student who discontinues enrolment in a unit of study is to be awarded a grade set out in Schedule 1.

57 Suspension of enrolment by student

(1) Subject to restrictions imposed by the Education Services for Overseas Students Act 2000 on student visa holders, a student in a course may suspend his or her enrolment in a course:

(a) for a maximum period of one year; or

(b) with the approval of the Associate Dean, for a maximum period of two years.

(2) The suspension must be notified to the University in a manner approved or accepted by the faculty.

(3) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course. Those requirements apply to the student despite anything to the contrary in the award course resolutions.

58 Suspension and termination of candidature for failure to enrol

(1) If a student is not enrolled in any unit of study by the last of the census dates for that semester, and the student has not discontinued or suspended enrolment, the student's candidature is automatically suspended.

(2) If a student's candidature is automatically suspended, then, despite any contrary provision in this Policy, the procedures for the student to re-enrol in the course are to be as the faculty Associate Dean determines.

(3) If a student fails to re-enrol in that and the subsequent semester, his or her candidature will be automatically terminated.

59 Return to candidature

(1) If a student returns to candidature after a discontinuation or suspension, the course requirements in force at the time of the student's return to candidature apply to the student's candidature.

(2) Despite subclause (1), the Associate Dean may, in writing, modify the application of the course requirements in a particular case.
PART 14 ASSESSMENT

60 Statement of intent

(1) The purpose of this Part is to:
   (a) set out the principles that underpin the University's approach to assessment;
   (b) support students’ development and progressive demonstration of graduate qualities as defined in the Learning and Teaching Policy 2015;
   (c) inform curriculum and teaching quality assurance programs; and
   (d) underpin accountability for achievement of graduate outcomes.

(2) Assessments should be designed to provide feedback on performance or to establish that students have achieved an adequate standard to proceed or to graduate.

(3) This part applies to any coursework unit of study undertaken by a higher degree by research student.

61 Assessment principles and their implementation

(1) The following principles apply to assessment at the University.
   (a) Assessment practices must advance student learning.
   (b) Assessment practices must be communicated clearly to students and staff.
   (c) Assessment practices must be valid and fair.
   (d) Assessment practices must be continuously improved and updated.

(2) The University’s assessment principles will be implemented in accordance with the implementation statements set out in this policy.

(3) The procedures for operation of the implementation statements are set out in the Assessment Procedures 2011.

62 Principle 1 - Assessment practices must advance student learning

This principle requires that:

(1) Assessment practices align with goals, context, learning activities and learning outcomes.

(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.

(3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.

(4) Constructive, timely and respectful feedback develops students’ skills of self and peer evaluation and guides the development of future student work.
63 Principle 2 - Assessment practices must be communicated clearly to students and staff

This principle requires that:

(1) Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.

(2) Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.

(3) Procedures exist to ensure that all staff involved in teaching a unit of study share a common understanding of assessment practices.

(4) The process of marking and of combining individual task marks is explicitly explained in the unit outline.

64 Principle 3 - Assessment practices must be valid and fair

This principle requires that:

(1) Assessment tasks are authentic and appropriate to disciplinary and or professional context.

(2) Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria with which students actively engage.

(3) Students’ assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.

(4) Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.

65 Principle 4 - Assessment practices must be continuously improved and updated

This principle requires that:

(1) Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.

(2) Assessments are regularly updated to ensure alignment with program learning outcomes or graduate qualities.

(3) Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

Note: A student does not have a right to a merits review by the Student Appeals Body under the University of Sydney (Student Appeals against Academic Decisions) Rule 2006, and cannot appeal against an academic decision on the ground that the student believes that the academic decision was made in a manner that was inconsistent with the Assessment Principles.
66 Common result grades

(1) The University will award common result grades as set out in Schedule 1.

(2) The grades of high distinction, distinction and credit indicate work of a standard higher than that required for a pass.

(3) A student who completes a unit of study for which only a pass or fail result is available will be recorded as having satisfied requirements.

66A Simple extensions

(1) A unit of study co-ordinator, who is satisfied that it is appropriate to do so, may permit a student to submit a non-examination task up to two working days after the due date with no penalty.

(2) Such permission is an informal arrangement between the unit of study co-ordinator and the student which does not:
   (a) affect the student’s entitlement to apply for special consideration under this policy;
   (b) alter any time limits or other requirements relating to applications for special consideration; or
   (c) constitute an academic decision for the purposes of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

Note: Any faculty resolution or local provision forbidding the granting of simple extensions is inconsistent with this policy.

67 Special consideration due to illness, injury or misadventure

(1) Generally, an illness, injury or misadventure will be taken into account when considering a student’s performance in a course or unit of study.

(2) Special consideration is provided in circumstances where well-attested illness, injury or misadventure occurs during a semester or at the time of an examination. It is an academic judgement which depends on the nature of the illness, misadventure or injury and its impact in relation to assessment or examination.

(3) Students who bear a primary carer responsibility toward another person at the time of an assessment may also apply for special consideration on the basis of illness, injury or misadventure on the part of the person for whom they care if their ability to prepare for or perform the assessment is adversely affected.

(4) Special consideration is also available to non-award students.

(5) Students who are granted special consideration must nonetheless be required to demonstrate achievement of designated learning outcomes.

(6) Rescinded.

(7) A student who is reasonably capable of attempting an examination should do so, despite any accompanying application for special consideration.

(8) All requests for special consideration must be genuine and made in good faith.
   (a) Attempts to use special consideration as a means of gaining an unfair advantage in an assessment must be rejected.
(b) Making a request for special consideration that is not genuine or in good faith may lead to disciplinary action against a student.

(9) A request for special consideration does not guarantee that the request will be granted.

(10) Special consideration must not be granted for:

(a) balancing workloads from other units of study, disciplines or faculties;
(b) information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by the student; or
(c) jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided in accordance with this policy.

(11) Special consideration granted to one or more students should not disadvantage other students.

68 Students with a disability

(1) Students with a permanent or temporary disability who have registered with the University’s Disability Services, and have satisfied the University’s requirements for supporting documentation, may be eligible for reasonable adjustments and or accessible examination and assessment arrangements.

Note: See the University’s Disability Services website.

(2) Disability Services will determine the student’s eligibility for adjustments and inform the student and faculty of the required reasonable adjustments.

(3) Students wishing to apply for accessible examination and assessment conditions must make their application through Disability Services within specified timeframes.

(4) Accessible examination and assessment conditions include, but are not limited to:

(a) extra time for reading, writing, resting or toilet breaks;
(b) use of a scribe;
(c) examination papers in alternative formats;
(d) use of assistive technology;
(e) ergonomic furniture;
(f) using a designated room and experienced supervisors;
(g) using a separate room with a scribe or assistive technology;
(h) rescheduling and or spacing of examinations into the deferred examination period.

69 Special arrangements for assessments

(1) The relevant delegate may make special arrangements available to any student who is unable to meet assessment requirements or attend examinations because of one or more of the following:
(a) essential religious commitments or essential beliefs (including cultural and ceremonial commitments);
(b) compulsory legal absence (such as jury duty or court summons);
(c) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation;
(d) birth or adoption of a child;
(e) Australian defence force or emergency service commitments (including Army Reserve);
(f) the relevant delegate forms the view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demand.

(2) The relevant delegate may make special arrangements for a student who is unable to meet assessment requirements or attend examinations for any other reason that is beyond the student’s reasonable control, at the delegate’s own discretion, on a case-by-case basis.

(3) Special arrangements are intended to support the University’s commitment to flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved.

70 Responsibilities for implementation of this Part

(1) The Academic Board is responsible for:
   (a) ensuring that assessment practices comply with this policy; and
   (b) ensuring that assessment practices and procedures are monitored and reviewed at the level of faculties in accordance with this policy, and that changes to assessment practices are made where appropriate as a consequence of such review.

(2) The Registrar is responsible for:
   (a) overseeing the release of results to students; and
   (b) overseeing the conduct of examinations.

(3) Deans and Associate Deans are responsible for:
   (a) ensuring that this policy is contextualised and implemented in all programs and units for which the faculty is responsible;
   (b) ensuring that faculty practices and standards in relation to assessment are consistent with this policy and any associated procedures; and
   (c) appointing a responsible head where the teaching of a unit of study is shared by more than one department.

(4) Heads of Departments and or Heads of Schools and or Deputy Heads of Schools are responsible for:
   (a) ensuring that this policy is contextualised and implemented in all programs and units for which the academic unit is responsible;
   (b)(a) appointing principal examiners; and
(c)(b) appointing program co-ordinators/directors.

(5) Program co-ordinators directors are responsible for:

(a) developing and overseeing an assessment strategy for the students’ program or major that is consistent with this policy and any associated procedures;
(b) fostering a whole of program or major approach to assessment;
(c) ensuring program or major learning outcomes and standards are made clear to students;
(d) monitoring overall assessment loads for both staff and students;
(e) ensuring program or major learning outcomes are assessed at appropriate points throughout the degree;
(f) ensuring that assessment tasks reflect increasing levels of complexity across the program or major; and
(g) facilitating and promoting opportunities for professional development of assessment practice for all staff teaching a program, with particular emphasis on new and less experienced teachers.

(6) Unit co-ordinators and or principal examiners are responsible for:

(a) developing and implementing an assessment strategy which is consistent with this policy and any associated procedures;
(b) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;
(c) ensuring that assessment requirements for a unit are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and
(d) monitoring and reflecting on student assessment outcomes and student survey data to make changes to the assessment strategy for the unit in light of the review, as appropriate.

(7) Unit lecturers and tutors are responsible for:

(a) assessing student work fairly, consistently and in a timely manner;
(b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and
(c) advising students in relation to expectations relevant to specific assessment tasks.

(8) Students are responsible for:

(a) actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task, ensuring their work is authentic and their own (whether individual or group work) and handing work in on time;
(b) actively engaging in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);
(c) actively engaging with and acting on feedback provided;
(d) providing constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys or student representation on committees); and

(e) becoming familiar with University policy and faculty procedures and acting in accordance with those policy and procedures.

**PART 15 PROGRESSION**

**71 Progression requirements**

**Note:** A student enrolled in an award course must meet the progression requirements and all the course requirements for an award course within the time limits for the course.

See Part 4 of the *Coursework Rule*.

Subject to this Policy, a faculty will prescribe in the faculty resolutions or the award course resolutions the progression requirements for coursework award courses in that faculty.

**72 Statement of intent**

(1) The University is committed to early identification and support of students who are not meeting progression requirements, and may therefore be at risk of exclusion from their award course.

(2) *Faculties Associate Deans* will assist and promote the progression of students who are not meeting progression requirements by:

(a) regularly and effectively advising students of progression requirements;

(b) identifying and alerting students who are not meeting progression requirements;

(c) providing assistance to students who are not meeting progression requirements; and

(d) tracking the progress of students after they are identified as not meeting progression requirements.

(3) *Faculties Associate Deans* will ensure that they have clear and transparent internal processes for handling students who are not meeting progression requirements, consistent with this policy.

**73 Monitoring progression**

(1) *Faculties Associate Deans* will monitor each student’s progression, including through reports generated by the student record keeping system.

(2) When monitoring each student’s progression, the *faculty Associate Dean* may take into account:

(a) whether the student has attended compulsory teaching and assessment components of a unit of study;
(b) whether the student has over-enrolled in an attempt to catch up on failed units of study; and
(c) whether there are significant variations in the student’s academic performance.

(3) Where the attendance record of a student is deemed by the faculty Associate Dean to be unsatisfactory, that information will be recorded in the student record keeping system.

74 Progression profile

(1) Faculties Associate Deans will establish and maintain a progression profile for each student who is identified as not meeting academic progression requirements.
(2) The progression profile will include all documents relating to a student’s academic progression, including correspondence and interview records.
(3) The progression profile will be attached to the student’s file.

75 Triggers for identifying students who are not meeting academic progression requirements

(1) At the end of each semester, each faculty Associate Dean will identify the students in courses offered by the faculty who are not meeting academic progression requirements.
(2) A student will be identified as not meeting academic progression requirements in a semester if:
   (a) the student received a Fail, Discontinued - Fail or Absent Fail grade in more than 50% of the total credit points allocated to the units of study in which they were enrolled for the semester;
   (b) the student’s semester average mark was less than 50;
   (c) the award course resolutions stipulate that:
       (i) an average mark above 50 is required in order to remain enrolled in an award course or stream; and
       (ii) alternative enrolment is available; and
       the student’s average mark for all the units of study in which they were enrolled for the semester was less than the required average mark;
   (d) the student failed one or more barrier units of study, compulsory units of study, field work, clinical work, practicum or other professional experience specified in the award course resolutions;
   (e) the student has failed twice to pass the same unit of study (excluding Summer School and Winter School units of study);
   (f) the student’s attendance record during the semester was unsatisfactory; or
   (g) the student is unable to complete their award course within the maximum time limit, while carrying a normal student load.
76 Stage 1 - Students identified for the first time as not meeting academic progression requirements

(1) The faculty Associate Dean will send all students identified as not meeting academic progression requirements for the first time a letter and a self-reflective Staying on Track survey.

(2) The letter will advise each student:
   (a) that they have been identified as not meeting academic progression requirements;
   (b) why they have been identified as not meeting academic progression requirements;
   (c) that they are advised to:
      (i) complete a Staying on Track survey; and
      (ii) attend a Staying on Track information session;
   (d) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile; and
   (e) where the student is enrolled in an award course whose normal full-time duration is two years or less, that:
      (i) if they fail to meet progression requirements in the following semester, they may be asked to show good cause why they should be permitted to re-enrol in the award course; and
      (ii) they are recommended to consult an academic adviser in their faculty.

(3) Faculties Associate Deans may require students to consult an academic adviser.

(4) The Staying on Track survey will:
   (a) assist students to identify why they are having difficulties meeting academic progression requirements;
   (b) advise students to avail themselves of, and include details of, student support services available at the University, including:
      (i) the Counselling Service;
      (ii) the Learning Centre;
      (iii) the University Health Service; and
      (iv) the student representative bodies.

(5) The Staying on Track information session will:
   (a) provide information on study skills; and
   (b) introduce students to the student support services in subclause (4) (b).

Note: See clause 78 for information on the show cause process.

77 Stage 2 - Students at risk of being asked to show good cause

(1) Students who:
(a) are enrolled in an award course whose normal full-time duration is two years or less; and

(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;

will be asked to show good cause why they should be permitted to re-enrol in the award course.

(2) Students who:

(a) are enrolled in an award course whose normal full-time duration is more than two years; and

(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 82;

will be sent a warning letter and a Staying on Track survey by the faculty Associate Dean.

(3) The letter will advise each student:

(a) that they have been identified as not meeting academic progression requirements;

(b) why they have been identified as not meeting academic progression requirements;

(c) that they are advised to:

   (i) complete a Staying on Track survey; and

   (ii) attend a Staying on Track information session, if they have not already done so;

(d) that they are required to consult an academic adviser in their faculty; and

(e) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile.

(4) The Staying on Track survey will:

(a) assist students to identify and explain why they are having difficulties meeting academic progression requirements; and

(b) require students to consult with their year adviser or Associate Dean, who will ask them to provide information about any support services or other remedial action the student has taken since they were first identified as not meeting academic progression requirements.

(5) The faculty Associate Dean will record whether the student has consulted an academic adviser.

Note: The Associate Dean will take into account whether a student has consulted an academic adviser when determining whether a student has shown good cause for the purposes of clause 78.
Stage 3 - Being asked to show good cause

(1) The relevant Associate Dean may require a student who has not met the progression requirements or other standards set out in applicable faculty local provisions to show good cause why he or she should be allowed to re-enrol.

(2) For the purposes of this policy, ‘good cause’ means:
   (a) circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure; and
   (b) reasonable prospects of meeting progression requirements in the following semester.

(3) Students will be asked to show good cause where:
   (a) they are enrolled in an award course whose normal full-time duration is two years or less, and they have been identified as not meeting progression requirements for that award course twice, without an intervening period of satisfactory progress as prescribed in clause 82;
   (b) they are enrolled in an award course whose normal full-time duration is more than two years, and they have been identified as not meeting progression requirements for that award course three times, without an intervening period of satisfactory progress as prescribed in clause 82; or
   (c) they have twice failed the same compulsory or barrier unit of study, field work, clinical work, practicum or other professional experience.

(4) A student may be asked to show good cause more than once.

(5) A student who is asked to show good cause will be invited to provide written reasons why they should be permitted to re-enrol in their award course.

(6) A student’s response to a request to show good cause should:
   (a) outline the circumstances that have negatively affected the student’s study performance;
   (b) explain the specific effects or impacts of those circumstances;
   (c) outline the steps that the student has taken, or will take in the future, to address each of those circumstances, with a view to ensuring that they will not negatively affect the student’s study performance in the future;
   (d) if the student has previously been asked to show good cause, explain whether previously identified factors affecting their study performance have recurred, including reasons why previous strategies to address those factors have been ineffective; and
   (e) attach any relevant documentary evidence.

(7) In all cases the onus is on the student to provide the Associate Dean with satisfactory evidence to establish good cause.

(8) The Associate Dean will provide reasons for his or her decision, which will be recorded on the student’s progression profile.

Note: Documentary evidence for subclause (6)(e) may include medical certificates, police reports, statutory declarations or academic transcripts. The Associate Dean may take into account relevant aspects of a student’s record in other courses or units of study.
study within the University, and relevant aspects of academic studies at other institutions, provided that the student presents this information to the Associate Dean.

**Note:** A response to a request to show good cause is not a substitute for a special consideration or special arrangement application, which should be lodged as appropriate in accordance with this policy.

79 **Permission to re-enrol**

(1) The Associate Dean will permit a student who has shown good cause to re-enrol.

(2) Subject to clause 82, a student who is permitted to re-enrol will remain at Stage 3 of the process outlined in this Part.

80 **Actions that may be taken where a student does not show good cause**

(1) Where a student has not shown good cause why he or she should be allowed to re-enrol, the Associate Dean may:

(a) exclude the student from the relevant course; or

(b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:

(i) passing a unit or units of study within a specified time;

(ii) exclusion from a unit or units of study; and

(iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.

(2) The Associate Dean may not exclude a student who subsequently does not meet any restrictions on enrolment imposed under subclause (1)(b) without allowing the student a further opportunity to show good cause.

**Note:** For information on student appeals against decisions made by a Associate Dean under this clause, see the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*.

81 **Applying for re-admission after exclusion for failure to meet progression requirements**

(1) A person who has been excluded from an award course may apply for re-admission to the award course after at least two years.

(2) Re-admission will not be permitted without the approval of the Associate Dean.

(3) With the written approval of the Associate Dean, a person who is re-admitted to his or her award course may be given credit for any work completed elsewhere in the University or at another institution during a period of exclusion.

**Note:** For information on student appeals against decisions made by an Associate Dean under this clause, see the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*. 
82 Reversion

(1) Where a student previously identified as not meeting academic progression requirements meets progression requirements for two consecutive semesters, his or her name will be removed from the academic progression register.

(2) If, having been removed from the academic progression register, a student who has previously been identified as not meeting academic progression requirements fails again to meet progression requirements, he or she will be regarded as being at Stage 1 of the process outlined in this Part. These students may, at the faculty’s Associate Dean’s discretion, be required to consult an academic adviser about their progress.

PART 16 SHOW GOOD CAUSE FOLLOWING FAILURE, DISCONTINUATION OR EXCLUSION

83 Show good cause following failure, discontinuation or exclusion

(1) The Associate Dean may require a student to show good cause why he or she should be permitted to re-enrol in a unit of study that he or she has failed or discontinued more than once, whether that unit of study was failed or discontinued when the student was enrolled in an award course offered by the current faculty or by another faculty.

(2) The Associate Dean may require a student who:

(a) has had his or her candidature in an award course at the University, or at another institution, terminated due to failure or discontinuation; and

(b) has subsequently been admitted or re-admitted to an award course at the University;

to show good cause why he or she should be permitted to re-enrol in a year of candidature or a unit of study that he or she has failed or discontinued in the year immediately following the admission or re-admission.

(3) Where a student has not shown good cause why he or she should be allowed to re-enrol, the Associate Dean may:

(a) exclude the student from the relevant course; or

(b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:

(i) completion of a unit or units of study within a specified time;

(ii) exclusion from a unit or units of study; and

(iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.
The Associate Dean may not exclude a student who subsequently does not meet any conditions on enrolment imposed under subclause (3)(b) without allowing the student a further opportunity to show good cause.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

PART 17 AWARD COURSE REQUIREMENTS

Note: To qualify for the award of a degree, diploma or certificate, a student must:
- complete the award course requirements prescribed in any relevant faculty resolutions and the award course resolutions; and
- satisfy the requirements of the Coursework Rule and any applicable policy

See clause 5.1 of the Coursework Rule.

Note: See clause 102(3) for commencement dates of clauses 83A to 83C inclusive.

Note: See also clauses 18(1)–(8) of the Learning and Teaching Policy 2015.

83A Award course requirements for all Bachelor degrees

(1) The Bachelor degree:
   (a) offers liberal, professional or specialist learning and education; and
   (b) builds on prior secondary or tertiary study.

(2) All Bachelor award courses must meet:
   (a) the requirements for either:
       (i) a Liberal Studies Bachelor Degree; or
       (ii) a Professional or Specialist Bachelor’s degree;
   and
   (b) the applicable award course resolutions.

83B Award course requirements for the Liberal Studies Bachelor Degree

(1) Any Liberal Studies Bachelor Degree will have a requirement of 144 credit points of study as specified in the award course resolutions, including the requirement to complete:
   (a) core units of study as specified, to a maximum of 24 credit points;
   (b) a major or a program from the list specified;
   (c) a minimum of 12 credit points of elective units from the open learning environment; and
(d) a minor from a shared pool of minors common to Liberal Studies Bachelor degrees.

(2) Every Liberal Studies Bachelor Degree must be designed to support the development of the graduate qualities and must require all students to demonstrate those qualities.

(3) Every Liberal Studies Bachelor Degree must offer the opportunity for students to complete:

(a) a second major in place of the minor required in subclause 83B(1)(d) above from a shared pool of majors common to Liberal Studies Bachelor Degrees;

(b) a program from a pool of the degree’s list of available programs;

(c) elective units of study from a shared pool of elective units common to Liberal Studies Bachelor Degrees (except where the requirements for a program do not allow sufficient free credit points to take electives);

(d) elective modules from the open learning environment;

(e) in addition to the Liberal Studies Bachelor Degree, the requirements for the Bachelor of Advanced Studies in a combined degree as set out in the award course resolutions.

83C Award course requirements for the Professional or Specialist Bachelor Degree

(1) Any Professional or Specialist Bachelor Degree must:

(a) have a requirement of not less than 144 credit points of study as specified in the award course resolutions;

(b) support the development of the graduate qualities; and

(c) require all students to demonstrate those qualities.

(2) Professional or Specialist Bachelor degrees may offer the opportunity for students to complete, in addition to the Professional or Specialist Bachelor Degree, a Bachelor of Advanced Studies.

84 Masters by coursework

The Masters by coursework degree:

(a) is a program of either or both of advanced learning and professional training;

(b) builds on prior undergraduate study; and

(c) normally leads to a capstone experience, which provides an opportunity to synthesise the knowledge and experience gained.

85 The capstone experience

(1) All Advanced Learning Masters degrees and appropriate Professional or Specialist Masters degrees culminate in a capstone experience.
(2) The capstone experience:
   (a) is a unit of study designed to provide students with an opportunity to:
      (i) draw together the learning that has taken place during the award
course;
      (ii) synthesise the learning that has taken place during the award course
with their prior learning and experience; and
      (iii) draw conclusions that will form the basis for further investigation and
intellectual and professional growth;
   (b) will be integrative, foster student autonomy and, where appropriate, a trans-
dersciplinary perspective;
   (c) will contribute to award course aims and graduate qualities;
   (d) is taken towards the end of the award course, with the result captured in a
mark or the component of a mark;
   (e) may take the form of:
      (i) a long essay;
      (ii) a thesis;
      (iii) a project;
      (iv) a professional placement;
      (v) a comprehensive or oral examination;
      (vi) a portfolio with commentary;
      (vii) a performance;
      (viii) an exhibition;
      (ix) a public presentation;
      (x) a law moot; or
      (xi) another activity appropriate to the discipline.

86 Award course requirements for the Advanced Learning Masters degree

(1) The Advanced Learning Masters degree comprises a minimum of one year of full-
time advanced study culminating in a capstone experience.

(2) Advanced Learning Masters degrees contain optional opportunities for
interdisciplinary study and research and, where appropriate and feasible:
   (a) exchange and work-based projects; and
   (b) professional or industry experience.

(3) Advanced Learning Masters degrees carry the title Master of Arts in [discipline],
Master of Science in [discipline], or a title specified in the relevant award course
resolutions.

(4) Candidates for the Advanced Learning Masters degree must complete a minimum
of 48 credit points of study, or such higher number as specified in the award course
resolutions, including:
(a) core advanced units of study as specified in the award course resolutions;
(b) a capstone experience;
(c) elective advanced units of study, including:
   (i) an optional 12 credit points of research, as prescribed in the award course resolutions;
   (ii) optional units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
(d) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
(e) where appropriate and specified in the award course resolutions, optional inter-institutional units of study.

87 Award course requirements for the Professional Masters degree

(1) The Professional Masters degree comprises a minimum of one year and a maximum of four years of full-time study leading to a qualification that contributes to professional accreditation or recognition.

(2) Where appropriate to professional requirements, Professional Masters degrees will include:
   (a) a capstone experience;
   (b) opportunities for interdisciplinary study;
   (c) research;
   (d) inter-institutional study; and
   (e) professional or industry experience.

(3) Candidates for Professional Masters degrees must complete the requirements set out in the award course resolutions, which will include a minimum of 48 and a maximum of 192 credit points, including:
   (a) core units of study as specified in the award course resolutions;
   (b) where appropriate, a capstone experience;
   (c) elective advanced units of study including, where appropriate and feasible:
      (i) an optional 12 credit points of research as set out in the award course resolutions;
      (ii) optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
      (iii) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
      (iv) where specified in the award course resolutions, optional exchange units.
**87A Award course requirements for research-pathway Masters degrees**

(1) This section applies to Masters degrees by coursework intended to develop research ability in a discipline and to prepare students for admission to a PhD.

(2) The research-pathway Masters degree builds on a prior undergraduate degree and develop advanced knowledge and skills necessary to undertake research in a Doctor of Philosophy.

(3) The volume of learning in a research-pathway Masters will depend on a student's prior undergraduate study and will normally be:
   (a) For a student who has taken an undergraduate major or specialisation in the area of the specialisation for the Masters degree, at a standard accepted by the faculty, 72 credit points;
   (b) For a student who has not taken an undergraduate major or specialisation in the area of the specialisation for the Masters degree, at a standard accepted by the faculty, 96 credit points;

(4) Any research-pathway Masters degree will have a requirement of a maximum of 96 credit points as specified in the degree resolutions, including the requirement to complete:
   (a) a named Specialisation that develops research ability in a discipline to a standard for admission to a PhD including:
      (i) a research project of 24 – 36 credit points; and
      (ii) advanced coursework developing knowledge, and research skills in the discipline of the Specialisation at 4000 and 5000 level;
   (b) a minimum of 72 credit points at 4000 level or above;
   (c) a minimum of 36 credit points at 5000 level or above, including:
      (i) a minimum of 6 and a maximum of 12 credit points from the Open Learning Environment at 5000 level or above.
   (d) Optionally, a maximum of 24 credit points at 3000 level for students admitted without an undergraduate major or specialisation as set out in 3 (b) above.

(5) The usual research-pathway Masters degree at the University of Sydney is the Master of Advanced Studies ([Specialisation]).

**88 Award course requirements for the Graduate Diploma**

(1) The Graduate Diploma is an advanced program of study building on either or both of prior undergraduate and postgraduate study.

(2) A Graduate Diploma may be offered as an embedded award in an Advanced Learning or Professional Masters program, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Diploma will be Graduate Diploma in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.
(4) Where the Graduate Diploma is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for a Graduate Diploma must complete a minimum of 36 and a maximum of 48 credit points of study, including:
   (a) core units of study as specified in the award course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

89 Award course requirements for the Graduate Certificate

(1) The Graduate Certificate is an advanced program of study building on:
   (a) prior undergraduate study; or
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

(2) A Graduate Certificate may be offered as an embedded award in an Advanced Learning program, a Professional Masters program, a Graduate Diploma, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Certificate will be Graduate Certificate in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Certificate is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for the Graduate Certificate must complete a minimum of 24 and a maximum of 36 credit points of study, including:
   (a) core units of study as specified in the award course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

90 Award course requirements for combined postgraduate coursework degrees and double degrees

(1) Subject to this clause, faculties may establish combined degree and double degree programs involving postgraduate coursework awards allowing some units to be cross-credited to both degrees.

(2) The minimum course requirement for a double Masters degree is 96 credit points, equating to two years of full-time study.

(3) The cross-credited units of study for combined postgraduate degrees and double degrees will not exceed a value of 12 credit points in each degree.

(4) Faculties may admit candidates to two postgraduate award courses and allow a maximum of 12 credit points to be credited to both awards, provided that:
(a) where the awards are offered by two faculties, double enrolment is with the permission of the Deans of both faculties; and
(b) units of study to be cross-credited in both degrees are cross-credited with the written approval of the relevant Deans and Heads of Department/Program Directors.

91 Award course requirements for combined degree and double degree programs for the award of a Bachelor and Masters degree

(1) Subject to this clause, faculties may establish combined degree and double degree programs for the award of a Bachelor degree and the award of a Masters degree.

(2) The minimum requirements for a double degree combining the award of a Bachelor degree and a Masters degree is 192 credit points, equating to four years of full-time study.

(3) Candidates may not proceed to units of study at the Masters level without achieving in units contributing to the Bachelor degree at:
(a) a credit level; or
(b) such higher level as is set out in the award course resolutions.

91A Award course requirements for vertically-integrated Bachelor/Master degrees

(1) This section applies to vertically-integrated Bachelor/Master degrees approved after 1 January 2018.

(2) All vertically-integrated Bachelor/Master degrees must meet:
(a) award course requirements for:
   (i) research-pathway vertically-integrated Bachelor/Master degrees; or
   (ii) specialist-professional vertically-integrated Bachelor/Master degrees; and
(b) the applicable award course resolutions.

91B Award course requirements for research-pathway vertically integrated Bachelor/Master degrees

(3) Any research-pathway vertically integrated Bachelor/Master degrees with a Bachelor degree of 144 credit points will have a requirement of 216 credit points of study as specified in the award course resolutions, including the requirement to complete:
(a) A Bachelor degree of 144 credit points;
(b) 72 credit points from the Master of Advanced Studies ([discipline]) degree of including:
(i) a named Specialisation that develops research ability in a discipline to a standard for admission to a PhD including:

a research project of 24 – 36 credit points; and

advanced coursework developing knowledge, and research skills in the discipline of the Specialisation at 4000 and 5000 level;

(c) a minimum of 72 credit points at 4000 level or above;

(d) a minimum of 36 credit points at 5000-level or above including:

(i) a minimum of 6 and a maximum of 12 credit points from the Open Learning Environment at 5000 level or above.

(4) Any research-pathway vertically integrated Bachelor/Master degrees with a Bachelor degree of 192 credit points will have a requirement of 240 credit points of study as specified in the award course resolutions, including the requirement to complete:

(a) A Bachelor degree of 192 credit points;

(b) 48 credit points from the Master of Advanced Studies ([discipline]) degree of 48 credit points including:

(i) a named Specialisation that develops research ability in a discipline to a standard for admission to a PhD including:

a research project of 24 – 36 credit points;

advanced coursework developing knowledge, and research skills in the discipline of the Specialisation at 4000 and 5000 level;

(c) a minimum of 48 credit points at 4000 level or above;

(d) a minimum of 36 credit points at 5000-level or above including:

(i) a minimum of 6 and a maximum of 12 credit points from the Open Learning Environment at 5000 level or above.

91C Award course requirements for professional/specialist vertically integrated Bachelor/Master degrees

(5) Any professional/specialist vertically integrated Bachelor/Master degrees with a Bachelor degree of 144 credit points will have a requirement of 216 credit points of study as specified in the award course resolutions, including the requirement to complete:

(a) A Bachelor degree of 144 credit points;

(b) A Master of [discipline] degree of 72 credit points including:

(i) a project of 12 – 36 credit points;

(ii) a minimum of 72 credit points at 4000 level or higher;

(iii) a minimum of 36 credit points at 5000-level or higher including:

a minimum of 6 and a maximum of 12 credit points from the Open Learning Environment at 5000 level or above.

(6) Any professional/specialist vertically integrated Bachelor/Master degrees with a Bachelor degree of 192 credit points will have a requirement of 240 credit points of
study as specified in the award course resolutions, including the requirement to complete:

(a) A Bachelor degree of 192 credit points;

(b) A Master of [discipline] degree of 48 credit points including:
   (i) a project of 12 – 36 credit points;
   (ii) a minimum of 48 credit points at 4000 level or higher;
   (iii) a minimum of 36 credit points at 5000-level or higher including;
      a minimum of 6 and a maximum of 12 credit points from the Open Learning Environment at 5000 level or above.

PART 18   AWARDS

Note: An Undergraduate Diploma may be awarded at one of four grades: pass, pass with merit, pass with distinction, pass with high distinction.

A Bachelor degree may be awarded at one of two grades: pass, or pass with honours.

Degrees of Master by coursework may be conferred, and Graduate Diplomas and Graduate Certificates may be awarded, only at a pass grade.

See clause 6.1 of the Coursework Rule.

92 Transcripts and testamurs

(1) A student who has completed an award course or a unit of study at the University will receive an academic transcript or graduation statement upon application and payment of any required fees.

Note: For information on the circumstances in which the University will apply sanctions for unpaid debts, see the Student Debtor Sanctions Policy 2014.

(2) A student who has completed the course requirements for an award course will receive a testamur and a graduation statement.

(3) A testamur will state:
   (a) any major body of study including, where relevant, majors, streams or specialisations completed by the graduate;
   (b) for a graduate of a Bachelor degree course with appended honours:
       (i) the honours grade awarded; and
       (ii) the subject area(s) of each honours course completed by the graduate;
   (c) for an Undergraduate Diploma awarded with merit, distinction, high distinction or honours, that the Diploma is so conferred.

92A Aegrotat and posthumous awards

The Deputy Vice-Chancellor (Registrar) may, on the recommendation of the relevant Dean, authorise the conferral of an aegrotat or posthumous award in circumstances involving serious illness or the death of a student.
PART 19  AWARDS WITH HONOURS

93  Admission to an award course with honours

(1) On the recommendation of the relevant Head of Department, School or Program Director, an Associate Dean may admit a student to an appended honours course, if the student has:

(a) met the requirements for a pass degree in the course;
(b) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
(c) met any additional requirements set by the faculty resolutions or award course resolutions for admission to honours in the course.

(2) On the recommendation of the relevant Head of Department, School or Program Director, an Associate Dean may admit a student to an integrated honours course:

(a) if the student has:

(i) met the requirements for a pass degree in the course;
(ii) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate units of study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
(iii) met any additional requirements set out by the faculty resolutions or award course resolutions; or

(b) from the commencement of the award course if:

(i) the Academic Board has approved the award course as one that meets the learning outcomes of an AQF Level 8 honours qualification; and
(ii) the award course resolutions incorporate explicit requirements for completion of the award course that are consistent with the awarding of honours as prescribed in this Policy.

(3) On the recommendation of the relevant Heads of Department-Schools or Program Directors of faculties that offer and administer the proposed honours courses, an Associate Dean may admit a student to honours or double honours in a combined degree with the Bachelor of Advanced Studies if the student has:

(a) completed:

(i) 144 credit points in the combined degree program;
(ii) a Liberal Studies undergraduate degree program at the University; or
(iii) a program of study deemed by the relevant Heads of Department-Schools or Program Directors to be the equivalent of such study;

(b) achieved a weighted average mark of at least 65, as specified in the award course resolutions, in the first three years (144 credit points) of the combined degree;

(c) completed:
(i) requirements for a major in the intended area of honours specialisations; or

(ii) study of equivalent depth in the intended area as set out in the award course resolutions; and

(d) met any additional requirements for admission to the honours courses set by the faculty or school and approved by the Academic Board.

(4) A student who is enrolled in an appended honours course:

(a) may not graduate with the pass degree; and

(b) may not enrol part-time

except in accordance with the award course resolutions.

(5) A student who fails or discontinues an appended honours year may not re-enrol in it, except with the approval of the Associate Dean.

94 Principles for the award of honours

The principles for the University’s offering degrees with honours are:

(a) the award of honours is reserved to indicate special proficiency;

(b) the University offers courses leading to a degree with honours to provide research training opportunities to students who demonstrate special proficiency and the ability to undertake further study and research within a discipline;

(c) a course leading to a degree with honours is intended to attract and stimulate students of high ability;

(d) honours awards are in classes, to recognise and reward outstanding academic ability;

(e) an honours course:

(i) will provide the foundations of research training within the relevant discipline; and

(ii) will have an identifiable, discipline-specific individual research, scholarly or creative component that is allocated at least 12 credit points; and

(f) the assessment tasks for research units of study will comprise, at least in part, a dissertation.

95 Qualifying for an award with honours

(1) To qualify for an award with honours, a student must meet the requirements set out in the faculty resolutions and award course resolutions.

(2) The award of a degree with honours, and the grade of honours awarded, will be assessed and calculated according to two mechanisms:

(a) for appended honours and for honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies - by an honours mark; or
(b) for integrated honours - by a grade average calculated across at least 48 credit points of study.

(3) Each faculty will publish the grading systems and criteria for the award of honours in that faculty.

96 Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)

(1) This clause applies to:
(a) an appended honours course; and
(b) an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.

(2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.

97 Determining honours awards for integrated honours (using a 96+ credit point average)

(1) This clause applies to an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>50 ≤ honours mark &lt; 65</td>
<td>Third Class</td>
</tr>
</tbody>
</table>
The award course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

A student who achieves a mark of less than 65 may be awarded Third Class honours where this has been specified as available under the course resolutions.

97A Determining honours awards on the basis of an embedded honours component in a combined degree with the Bachelor of Advanced Studies

This clause applies to honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies.

Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the basis of completion of an honours component embedded within the combined degree.

The requirements for embedded honours in a combined degree with the Bachelor of Advanced Studies will be specified in the combined award course resolutions, and will require the completion of an honours component comprising:

- 36-48 credit points of 4000-level work at honours level, including an honours research project of 12–36 credit points included in the 4000-level work; and
- honours coursework of 12-36 credit points.

A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:

- 36-48 credit points as set out in subclause 97A(3); and
- the requirements for the combined degree as set out in the award course resolutions.

The honours mark will be:

- calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course; and
- based on results from 36-48 credit points of work as specified in subclause 97A(3).

A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>
(8) A student who achieves a mark of less than 65 is not awarded honours.

(9) The honours mark for a student in a combined degree with the Bachelor of Advanced Studies will be determined by the faculty that administers the honours course in the discipline in which it is taken. The faculty administering the student’s candidature will award honours on the basis of the mark determined by the faculty administering the honours course.

(10) Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the name of the honours component would replace the major indicated in brackets next to the appropriate degree in the nomenclature for the combined degree.

(a) Where the completed honours component is normally available in the partner degree to the Bachelor of Advanced Studies the nomenclature for the combined award should indicate the honours component in brackets attached to the partner degree as in the following example: Bachelor of Science (Mathematics Honours)/Bachelor of Advanced Studies (Philosophy).

(b) Where the completed honours component is not normally available in the partner degree to the Bachelor of Advanced Studies, the nomenclature for the combined award should indicate the honours component in brackets attached to the Bachelor of Advanced Studies as in the following example: Bachelor of Science (Mathematics)/Bachelor of Advanced Studies (Philosophy Honours).

(c) Where double honours is completed, the nomenclature for the combined award should indicate the honours component in brackets attached to both awards as in the following example: Bachelor of Science (Mathematics Honours)/Bachelor of Advanced Studies (Philosophy Honours).

PART 20 UNIVERSITY MEDALS

98 Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

(1) Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.

(2) Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria approved by the Academic Board.

(3) Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.
(4) In the case of students who have completed the requirements for honours as an embedded component in a combined degree with the Bachelor of Advanced Studies:

(a) the faculty offering the embedded honours component may recommend to the Board of Interdisciplinary Studies that a University Medal be awarded to a student, after considering the student’s honours mark and academic record for the entire combined award;

(b) the Board of Interdisciplinary Studies will consider all University Medal recommendations for students in a combined award with the Bachelor of Advanced Studies and make recommendations to the relevant administering faculties for candidates for the combined award; and

(c) the administering faculties for candidates for the combined award will award the University Medal according to the recommendation of the Board of Interdisciplinary Studies.

PART 21 TERMINATION OF CANDIDATURE

100 Failure to complete within time limits

The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the Coursework Rule, is by force of this clause, automatically terminated at the end of that period.

Note: The candidature of a student who discontinues his or her enrolment in a course during his or her first year of enrolment in the course, without prior permission from the Associate Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this Policy.

Note: The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this Policy.

101 Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

(a) the student, or someone acting on the student’s behalf, made a material misrepresentation in applying for admission to an award course;

(b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

(c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.

(2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.
(3) The notice must:
   (a) set out the basis on which it is proposed that the student's candidature be terminated;
   (b) inform the student that he or she may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;
   (c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student's candidature.

(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Registrar will:
   (a) consider the student's submissions within 10 working days of receiving them; and
   (b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Registrar is satisfied, after considering any submissions made by the student, that:
   (a) the disqualifying circumstances specified in the notice exist; and
   (b) because of those disqualifying circumstances the student's candidature in the award course should be terminated;
then the Registrar will terminate the student's candidature in the award course.

(7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If the Registrar terminates the candidature of a student in accordance with this clause:
   (a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and
   (b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and
   (c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.

Note: A decision made by the Registrar in accordance with this clause is not an 'academic decision' and cannot be appealed to the Student Appeals Body in accordance with the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

102 Rescissions, replacements and transitional arrangements

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:
   (a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;
   (b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;
(c) Assessment Policy 2011, which commenced on 9 November 2011;
(d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;
(e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and
(f) Student Academic Progression Policy, which commenced on 13 December 2006.

(2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this policy should be construed as a reference to this policy.

(3) Clauses 83A, 83B and 83C apply to
(a) all new courses approved after 25 July 2016; and
(b) all other courses from 1 January 2018.
SCHEDULE 1

Common Result Grades

(1) The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.

(2) Learning outcomes for units of study are reported in one of two ways:
   (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;
   (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).

(3) Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
</tr>
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<table>
<thead>
<tr>
<th>Use in WAM</th>
<th>Impact on Progression/ at risk status</th>
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<tr>
<td>Included in WAM</td>
<td>To Count as Fail</td>
</tr>
<tr>
<td>No.</td>
<td>Code</td>
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<tr>
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<tr>
<td>2</td>
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<td>4</td>
<td>CR</td>
</tr>
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<td>5</td>
<td>DA</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
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<td>DI</td>
</tr>
<tr>
<td>8</td>
<td>DC</td>
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<td>Coursework Policy 2014</td>
<td>Page 80 of 91</td>
</tr>
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<td>-----------------------</td>
<td>--------------</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Award Criteria</th>
<th>Included in WAM</th>
<th>Impact on Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA</td>
<td>Fail</td>
<td>Range from 0 to less than 50</td>
<td>To be awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails to achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49.</td>
<td>Included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>FR*</td>
<td>Failed Requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured either as Satisfied Requirements or Failed Requirements only, without a mark to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty.</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>HA</td>
<td>High Distinction (Aegrotat)</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as High Distinction</td>
</tr>
<tr>
<td>HD</td>
<td>High distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as High Distinction</td>
</tr>
<tr>
<td>IC</td>
<td>Incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. Except in special cases approved by the Academic Board, this result will be converted to a normal permanent passing or failing grade either: (a) by the Dean at the review of examination results pursuant to clause 15 of the Assessment Procedures; or (b) automatically to an AF grade by the third week of the immediately subsequent academic session or in the case of Semester 2, by mid-February.</td>
<td>Not included in WAM</td>
<td>No impact on progression</td>
</tr>
<tr>
<td>PA</td>
<td>Pass (Aegrotat)</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included</td>
<td>To count as pass</td>
</tr>
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</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>Pass</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included</td>
</tr>
<tr>
<td>16</td>
<td>SA*</td>
<td>Satisfied Requirements (Aegrotat)</td>
<td>No mark</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. No mark is awarded with this grade. May only be awarded by a Dean.</td>
<td>Not included</td>
</tr>
<tr>
<td>17</td>
<td>RI</td>
<td>Result incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used in cases where a result will remain incomplete for longer periods than allowed for the IC result, for example, in Honours programs that run overtime, or for exchange students.</td>
<td>Not included</td>
</tr>
<tr>
<td>18</td>
<td>SR*</td>
<td>Satisfied requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Not included</td>
</tr>
<tr>
<td>19</td>
<td>UC</td>
<td>Unit of Study Continuing</td>
<td>No mark</td>
<td>Used at the end of a semester for units of study which have been approved to extend into a following Semester. This will automatically flag that no final result is required until the end of the last Semester of the unit of study.</td>
<td>Not included</td>
</tr>
<tr>
<td>20</td>
<td>WD</td>
<td>Withdrawn</td>
<td>No mark</td>
<td>Not recorded on external transcript. This is the result that is used where a student applies to discontinue a unit of study by the published Census Date.</td>
<td>Not included</td>
</tr>
</tbody>
</table>
SCHEDULE 2

1 Grade Descriptors for Honours awards

These descriptors are intended to apply to all Honours awards at the University of Sydney. They have been designed to foster collective thinking about standards between disciplines, to assist students, supervisors, staff and disciplinary groups to calibrate their own internal, professional or disciplinary standards with those applied across the University and to promote discussion about standards among students, staff, supervisors and faculties.

2 The University medal

(1) University medal candidates will have produced an outstanding research thesis that has been awarded a Class 1 Honours. Additionally, candidates will have demonstrated an exceptional level of achievement across the whole degree program.

(2) Knowledge: A student who receives First Class Honours and the University Medal will demonstrate commanding breadth and depth of knowledge of the discipline studied, together with a strong understanding of its context and insight into problem solving and into the potential for further inquiry.

(3) Skills: A student who receives First Class Honours and the University Medal will demonstrate:

(a) advanced skills that equip him or her to function and solve advanced problems within a profession or discipline under supervision and with autonomy and insight;

(b) a thorough proficiency in the methods, techniques and subject matter appropriate to the field or fields studied and insight into their application;

(c) strong skills and insight in the interpretation of results, data and appropriate information sources;

(d) a capacity for illuminating critical analysis and self-evaluation;

(e) outstanding skills in written and oral communication and in organisation and documentation;

(f) exceptionally innovative, creative and imaginative thinking; and

(g) cognitive and technical skills to carry out a research project with a high level of autonomy.

(4) Application of Knowledge and Skills: A student who receives First Class Honours and the University Medal will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) competently defending, where appropriate, his or her research within the chosen academic discipline at an expert level;

(b) autonomy in thinking and motivation;

(c) imagination, originality and insight;
(d) comprehensive and extensive critical analysis and synthesis at an advanced level;
(e) insightful analysis of results and the potential and limitations of their study;
(f) a high degree of intellectual consistency; and
(g) coherent and rigorous design and meticulous execution of projects.

(5) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

3 First Class Honours

(1) Knowledge: A student who receives First Class Honours will demonstrate breadth and/or depth of knowledge of the discipline(s) studied at a very high level, and the ability to place their work in context, appreciating the implications and broader significance.

(2) Skills: A student who receives First Class Honours will demonstrate:

(a) advanced or professional skills that equip him or her to function and solve advanced problems within a profession or discipline under supervision and with autonomy;
(b) a very high level of proficiency in the methods, techniques and subject matter appropriate to the field or fields studied;
(c) a very high level of skill in the interpretation of results, data and appropriate information sources;
(d) a high degree of sophistication in critical analysis and self-evaluation;
(e) outstanding written and oral expression, organisation, format and documentation;
(f) where relevant, highly innovative, creative and imaginative thinking; and
(g) a very high level of cognitive and technical skills to carry out a research project with considerable independence.

(3) Application of knowledge and skills: A student who receives First Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) significant independence in thinking and motivation;
(b) significant evidence of originality and insight;
(c) comprehensive critical analysis and synthesis at an advanced level;
(d) a skilful treatment and analysis of unexpected outcomes or inconsistent results, and/or recognition of some limitation of the methodology, if relevant; and
(e) a well-developed logical approach to designing appropriate research strategies.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.
4 Second Class Honours, Division I

(1) **Knowledge:** A student who receives Second Class Honours, Division I, will have advanced knowledge in the discipline of study and sound knowledge of the research principles and methodologies appropriate to the field of study.

(2) **Skills:** A student who receives Second Class Honours, Division I, will demonstrate:

(a) advanced or professional skills that equip him or her to function and solve problems within a profession or discipline under supervision and with independence;

(b) a high level of proficiency in the methods, techniques and subject matter of the field studied;

(c) a high level of cognitive skills to interpret results, data and other information sources;

(d) mastery of the modes of expression appropriate to the field of study, enabling fluent and succinct presentation of knowledge; and

(e) technical skills to plan a solid research project under supervision and execute it with some independence.

(3) **Application of knowledge and skills:** A student who receives Second Class Honours, Division I, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) design and plan a solid piece of research and scholarship;

(b) critically evaluate and synthesise material; and

(c) contextualize his or her work within the broader discipline of study.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and pursue independent research at postgraduate level.

5 Second Class Honours, Division II

(1) **Knowledge:** A student who receives Second Class Honours, Division II will have advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand the range of scope of a defined topic, have a broad grasp of its theoretical underpinnings and understand the general range of principal issues facing that area of the discipline.

(2) **Skills:** A student who receives Second Class Honours, Division II will demonstrate:

(a) advanced or professional skills that equip him or her to understand problems within a profession or discipline under supervision and with some independence;

(b) a broad understanding of the methods, techniques and subject matter of the field studied and some proficiency;

(c) advanced cognitive skills to understand the interpretation of results and data and the ability to apply this understanding with supervision;

(d) effective skills in the modes of expression appropriate to the field of study; and
(e) technical skills to contribute to the planning of a research project and to execute it with direct supervision.

(3) **Application of knowledge and skills**: A student who receives Second Class Honours, Division II, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision and have demonstrated some independence of thought and autonomy; and

(b) with the guidance of a supervisor, draw valid conclusions based on investigation, observation and/or experiment, and understand the scope and limitations of those conclusions.

(4) Graduates at this level will demonstrate the capacity to pursue further study and after further research training, demonstrate the potential for independent research.

6 Third Class Honours

(1) **Knowledge**: A student who receives Third Class Honours will have advanced knowledge of an area of a discipline and understand relevant theory.

(2) **Skills**: A student who receives Third Class Honours will have

   (a) skills that equip him or her to understand problems;

   (b) some understanding of the methods, techniques and subject matter of the field studied;

   (c) cognitive skills to understand the interpretation of results and data with supervision;

   (d) communication skills that are able to articulate a problem and an approach taken to its solution; and

   (e) technical skills to participate in the planning and execution of a research project with direct supervision.

(3) **Application of knowledge and skills**: A student who receives Third Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

   (a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision.

   (b) with the guidance of a supervisor, graduates will be able to understand and draw conclusions based on investigation, observation and/or experiment.

(4) Graduates at this level, after undertaking further research training, will demonstrate the capacity to pursue further supervised study.

7 Fail

(1) A fail to achieve Honours indicates that the student has not demonstrated the learning outcomes for any of the classes of Honours available.

(2) Students who do not achieve Honours may be awarded a pass degree provided that they have demonstrated the learning outcomes for the degree.
NOTES

Coursework Policy 2014

Date adopted: 3 December 2014
Date amended: 18 September 2017 [insert date] (administrative amendment)
Date registered: 17 December 2014
Date commenced: 18 December 2014
Administrator: Secretariat, Academic Board
Review date: 3 December 2019

Rescinded documents: Admission: Advanced Standing, Credit and Exemption Policy

Admission to Undergraduate Courses Policy
Assessment Policy 2011
Academic Board Policy on Awards with Honours
Postgraduate English Language Requirements Policy
Student Academic Progression Policy

Related documents: Australian Citizenship Act 2007 (Cth)
Disability Discrimination Act 1992 (Cth)
Education Act 1990 (NSW)
Education Services for Overseas Students Act 2000 (Cth)
University of Sydney Act 1989 (NSW)
University of Sydney (Student Discipline) Rule 2016
Disability Standards for Education (Cth)
University of Sydney (Delegations of Authority - Academic Functions) Rule 2016
University of Sydney (Coursework) Rule 2014
University of Sydney (Student Appeals against Academic Decisions) Rule 2006
Academic Honesty in Coursework Policy 2015
Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015
Learning and Teaching Policy 2015
Assessment Procedures 2011
### AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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<tr>
<td>Various</td>
<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
<td>12 February 2015</td>
</tr>
<tr>
<td>92A</td>
<td>Clause added</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>Note 478</td>
<td>Corrected reference to incorrect clause</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>39</td>
<td>Corrected to ensure compliance with <em>Education Services for Overseas Students Act 2000</em></td>
<td>13 April 2015</td>
</tr>
<tr>
<td>12A</td>
<td>Clause added</td>
<td>25 May 2015</td>
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<tr>
<td>Various</td>
<td>Correction of numbering errors (administrative change only)</td>
<td>12 June 2015</td>
</tr>
<tr>
<td>5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78</td>
<td>Amendments to a range of clauses as requested by Admissions and the Student Centre</td>
<td>1 July 2015</td>
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<tr>
<td>101</td>
<td>Amendment to align this clause with the ESOS National Code</td>
<td>16 September 2015</td>
</tr>
<tr>
<td>38</td>
<td>Amended to allow deferral by all applicants</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5(1), 41</td>
<td>Amendments to a range of clauses related to the Student Administrative Services Project, particularly the centralised processing of credit applications and special considerations requests.</td>
<td>1 January 2016</td>
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<tr>
<td>(Note-27), 42, 43, 43A, 43B, 67, 69</td>
<td></td>
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<tr>
<td>25</td>
<td>Amendment to include reference to Dux Entry Scheme</td>
<td>1 January 2016</td>
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<td>5, 28(4), 68(1), Related documents</td>
<td></td>
<td>1 January 2016</td>
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<td>5, 66A</td>
<td>Addition of clause and definition for simple extensions</td>
<td>11 April 2016</td>
</tr>
<tr>
<td>38, 39, 43A, 57, 60, 101,</td>
<td>Amendments to other clauses as requested by Admissions and the Student Centre</td>
<td>11 April 2016</td>
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<td>Schedule 1</td>
<td>Administrative amendment, correction of typographical amendment.</td>
<td>3 May 2016</td>
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<tr>
<td>101 (8) (a), 101 (8) (b)</td>
<td>Various</td>
<td>25 July 2016</td>
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<td></td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
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<tr>
<td>Notes</td>
<td>Numbering of notes removed.</td>
<td>25 July 2016</td>
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<tr>
<td>6</td>
<td>Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree; Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study; Definitions deleted: graduate attributes;</td>
<td>25 July 2016</td>
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<td>8(a); 8(b); 11(2); 14(2); 16(c); 17(e); 25(2); 42(1); 43(1); 43B(1); 44(6); 44(7); 45(4); 47(1); 47(4); 47(6); 48(2); 51(1); 55(2); 57(3); 71; 75(2); 86(3); 86(4); 87(3); 88(4); 88(5); 89(4); 89(5); 91(3); 93(1); 93(2); 93(4); 95(1); 96(1);</td>
<td>References to course changed to award course.</td>
<td>25 July 2016</td>
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<td>97(1); 97(3).</td>
<td>References to graduate attributes changed to graduate qualities.</td>
<td>25 July 2016</td>
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<td>20(2); 65(2); 85(2)(c).</td>
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<td>25 July 2016</td>
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<td>Subclause deleted.</td>
<td>25 July 2016</td>
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<td>26A(3)</td>
<td>Cross reference to clauses 42 and 43 deleted.</td>
<td>25 July 2016</td>
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<td>44(1)</td>
<td>Reference to Senate resolutions changed to award course resolutions.</td>
<td>25 July 2016</td>
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<td>Part 17 note</td>
<td>Note added.</td>
<td>25 July 2016</td>
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<td>83A; 83B; 83C</td>
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<td>25 July 2016</td>
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<td>93(3)</td>
<td>New subclause(3) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
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<td>New clause added.</td>
<td>25 July 2016</td>
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<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
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<td>99(4)</td>
<td>Subclause deleted and replaced.</td>
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<td>102(3)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
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<td>Amendments related to the award of 3rd Class Honours</td>
<td>1 January 2017</td>
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<td>1 January 2017</td>
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<td>60(1)(b)</td>
<td>Administrative amendment to remove reference to graduate attributes and replace with reference to graduate qualities.</td>
<td>2 March 2017</td>
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<td>Schedule 1</td>
<td>Administrative amendment – minor typographical error</td>
<td>18 July 2017</td>
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<td>4(2); 21(3) note; Notes</td>
<td>Administrative amendment - updated references to University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
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<td>5(1)</td>
<td>Administrative amendment - updated hyperlink to University of Sydney Act 1989</td>
<td>18 September 2017</td>
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<td>21(9) note; 49(3)</td>
<td>Administrative amendment – updated hyperlink to Academic Board Standards website</td>
<td>18 September 2017</td>
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<td>5(1)</td>
<td>Deleted reference to University of Sydney By-law 1999 (as amended)</td>
<td>18 September 2017</td>
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<td>26A(2)(a)</td>
<td>Administrative amendment – replacing “NSW” with “relevant state or territory”</td>
<td>18 September 2017</td>
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<td>Notes</td>
<td>Administrative amendment – replaced “University of Sydney By-law” with University of Sydney (Student Discipline) Rule 2016</td>
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7(1); 10(5); 11(5)(c); 16(a); 16(b); 17(a) – 17(d); 18(a) – (c); 19(a) – (c); 21(5) – (6); 21(9); 24(3)(a); 27(5); 28(6); 28(6)(a)(iii); 28(6)(b) (i) and (iii); 28(7); 29(2) – (5); 30(2); 30(7) – (9); 31(7); 31(2); 31(6); 38(4); 38(6); 42(6); 43(1) – 43(4); 43A(4); 43B(1) – (2); 44(7); 46(1) – (2); 47(6); 52(1) – (2); 54(1)-(2); 55(3); 55(4);

Consequential amendments arising from University of Sydney (Delegations of Authority – Academic Functions) Rule 2016

Insert date
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<th>Amendment</th>
<th>Commencing</th>
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<tr>
<td>12A(2); 92A</td>
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The purpose of this submission is to seek endorsement for the new course.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Arts and Social Sciences to introduce the Bachelor of Arts / Master of Teaching (School and Community Education) combined degree;

(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Arts and Social Sciences; and

(3) approve the introduction of course resolutions arising from this proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

The new course proposal is for a Vertically Integrated Masters program; Bachelor of Arts/ Master of Teaching (School and Community Education).

The Bachelor of Arts, combined with a Master of Teaching (School and Community Education) provides students the opportunity to obtain a teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community development and education.

ATTACHMENTS

Attachment 1: Bachelor of Arts/Master of Teaching (School and Community Education) new course proposal
Course management template

Use this template to:
- propose a **new course** of study following approval of an EOI
- propose an **amendment to an existing course** of study
- request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php/meetschd

For all purposes, please complete these key details:

<table>
<thead>
<tr>
<th>This submission relates to the following</th>
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<tbody>
<tr>
<td>☑ New course</td>
<td>New Resolutions are appended to this submission</td>
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<tr>
<td>□ Amended course</td>
<td>Amended Resolutions are appended to this submission</td>
</tr>
<tr>
<td>□ Deletion of a course</td>
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Name of course: Bachelor of Arts/ Master of Teaching (School and Community Education)

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<tr>
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<tr>
<td>Managing faculty</td>
<td>Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Name of proponent</td>
<td>Dr Kelly Freebody</td>
</tr>
<tr>
<td>Telephone</td>
<td>93516903</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Kelly.freebody@sydney.edu.au">Kelly.freebody@sydney.edu.au</a></td>
</tr>
<tr>
<td>Version date</td>
<td>29 September 2017</td>
</tr>
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<td>□ Postgraduate research</td>
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Dean

![Signature]

ANNAAMMARIE JACOBE, DEAN (FASS)

Date 25/10/17

Faculty Manager

![Signature]

Date

Deputy Vice- Chancellor (Education)

![Signature]

Date

Divisional Finance Director

Part 2

![Signature]

Date

Head of Recruitment

Section 15

![Signature]

Date

Library Director

Appendix 4

Please see Appendix 4 for signature

Date
About the course management template

This template combines and replaces the University's New Course Proposal and Course Amendment templates. You should also complete relevant sections of this template if you are requesting the deletion of a course. For each purpose, relevant sections are marked on the Contents page overleaf.

The proposal of any new course of study is a significant addition to the academy. Before starting on a new course proposal using this template, please submit your Expression of Interest to the Curriculum and Course Planning Committee at pio.cpc@sydney.edu.au

As a proponent you are required to describe in detail the pedagogical aims and outcomes of the course, and provide thorough details of its content and structure. You must also evidence consultation within the University and, if necessary, outside the University, with relevant professional or industrial bodies. Evidence that you have undertaken analysis supporting the long-term financial viability of the proposed course, and aligning the course with the University's broader strategy and place in the sector, must be provided with your proposal. This template sets out guidelines relating to each of these requirements.

An amendment to an existing course may be made for various reasons. In most cases an amendment impacts the delivery of the course – whether the addition of a new major or area of specialisation, or the creation of new capstone or professional experience integral to completion requirements, or a change in the structure of the course – and for this reason it is necessary that you provide as part of your amendment proposal the same level of detailed analysis, review and consultation required for new course proposals.

The course management template includes components supporting course creation and course structure in Sydney Student. Your proposal will include details about defined collections of Units of Study to be offered in the course. Collections inform online Unit of Study selection by students, provide the basis for results processing and progression rules, and are essential for the publication of handbooks.

This requirement applies equally to new courses and course amendments. If you are proposing the introduction of a new major or specialisation, or the distinction of a stream or streams of study, or changes to the award requirements for a course, you must also provide details of Unit of Study collections affected or required by the amendment.

The deletion of a course may impact or be perceived to impact commencing students and applicants as well as continuing (enrolled) students. It is important that consideration is given to whether there are promotional documents in circulation or applications in train for the course, whether offers have already been made and tuition fee deposits paid by commencing international students, or whether they are already enrolled in related, preparatory English language courses or foundation studies. Continuing students may have valid questions about the viability of the award for which they are enrolled; the faculty should be prepared to provide appropriate advice or guidance to continuing students, and must provide evidence of satisfactory arrangements to ensure students can complete their course of study or transition to an alternative course.

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.

Approved by the Academic Board, 3 December 2014
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Approved by the Academic Board, 3 December 2014
| 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 Centre | Y | Y |
| 7.8 | Remediation of assessment | 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 Centre | Y | Y |
| 7.11 | Joint ventures with other universities | Y | Y |
| 7.12 | Resolutions | Student Centre | Y | Y | Y |

### Resources

| 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 |

**Appendix 1**: Resolutions of the Senate

**Appendix 2**: Resolutions of the Faculty

**Appendix 3**: Course Resolutions

**Appendix 3A**: Undergraduate courses

**Appendix 3B**: Postgraduate courses

**Appendix 4**: Library impact statement

**Appendix 5**: Reference: Session codes

**Appendix 6**: Reference: Campus codes

**Appendix 7**: AOF compliance

---

**Abbreviations**

FPA = Financial Planning and Analysis  
MC = Marketing and Communications (Office of the Vice-Chancellor)  
P/O = Planning and Information Office (Provost and DVC)  
SRA = Student Recruitment and Admissions (DVC and Registrar)  
Y = Yes, please complete this section

---

*Approved by the Academic Board, 3 December 2014*
PART 1: Strategy and marketing analysis

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

The strategic directions of the Sydney School of Education and Social Work (SSESW) identify a commitment to community engagement, social justice, and equity through the provision of research-led teacher education and social work education. Aligning with this core vision, a Bachelor of Arts combined with a Master of Teaching in School and Community Education provides opportunities for building social justice movements with teachers and schools working as advocates for, partners with, and learning from the communities they serve.

The Vertically Integrated Masters (VIM) Model provides an opportunity for students to capitalise on recent curriculum reform at The University of Sydney, to develop a boutique course that allows a student to complete an undergraduate minor in Education (EDUF) in their Arts studies, providing space in their Masters of Teaching to engage in coursework in community development and community education. Unlike similar community or popular education courses, this program would be distinctive in its ability to provide students with community education coursework and experiences, as well as a nationally recognised teaching qualification*. Once NESA accreditation has been approved, graduates from this degree will be qualified to work as teachers in schools, as well as in the field of community and cultural development more broadly.

The course is structured to be a boutique, experimental offering, catering initially to one cohort of students. The size of the programme not only ensures the delivery of learning experiences that are manageable and of high quality, but also encourages students to build rapport with their colleagues and lecturers as well as develop deep relationships with the organisations and communities in which they will be working. The accelerated program allows students to complete 240 credit points in 4.5 years, with the summer and winter offerings well suited to flexible (OLE) or intensive (professional placements) delivery. To ensure students entering the advanced coursework are achieving at the required AQF level, and that the program graduates are high-quality, engaged teachers and community educators, students will be required to maintain an average mark of 65 throughout the Arts component of the combined degree.

This program relates to the University's commitment to initiate a University-wide program of curriculum renewal and to promote Indigenous participation, engagement, education and research. It aligns with a wider university commitment to explore a vertically integrated model for combined Bachelor and Masters degrees. The course also has strong potential to build industry and community partnerships to differentiate our teaching and research programs locally and globally.

At a school level, the program aligns with SSESW's vision outlined in the Strategic Directions and Operational Planning document to be known for:

1) High-quality, research-led professional education that is innovative and distinctive in its focus on equity and social justice
2) Global engagement designed to transform communities and individual lives in socially just ways

This course provides excellent opportunities within FASS to work across Arts curriculum more broadly, combined with Education and Social Work theory, research and practice. There is the potential for shared units, collaborative teaching, supervision and research, engagement with the Glebe Community Development Project, the Indigenous Research Collaboration, Aboriginal Studies Association, combined field experiences, and other linkages.

*Subject to NESA Initial Teacher Education Accreditation approval

1.2 Summary of internal consultation with other faculties and business services units

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<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
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<tbody>
<tr>
<td>19/07/2017</td>
<td>Nerida Olson (Recruitment) &amp; Michaela Dunworth</td>
<td>Email and meeting</td>
<td>See Appendix C</td>
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<td>(Marketing and Communications)</td>
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<td>05/07/2017</td>
<td>Kristian Adamson (Academic planning</td>
<td>Email and Meeting</td>
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<td>and Internationalisation)</td>
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<tr>
<td>09/08/2017</td>
<td>Christine Tennent (Academic Liaison</td>
<td>Phone call and email</td>
<td>See Appendix C</td>
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Approved by the Academic Board, 3 December 2014
10/08/2017 Undergraduate Committee FASS Agenda item for discussion See Appendix D

26/07/2017 Postgraduate Committee FASS Agenda item for discussion See Appendix E

*Evidence of the consultation process and outcome(s) achieved should be attached*

1.3 Market Analysis (use this space, to a maximum one page)

This vertically integrated Bachelor of Arts and Master of Teaching (School and Community Education) is a unique offering. There is no other Australian university with an equivalent course at the pre-service course level as this vertically integrated master's programming by the University of Sydney. Drawing on the combined discipline expertise of staff from across the Faculty of Arts and Social Sciences, including those from education, humanities and social work, the delivery of the new area of specialisation in School and Community Education will ensure that the University continues to be at the forefront of educational leadership and advocacy, providing opportunities for building social justice movements among teachers and social workers, as they become advocates for, partners with, and learn from the communities they serve.

The course has been developed in careful consultation with the education sector and communities more broadly around Australia and abroad. As a result of the overall demand expressed by both communities and those working within and leading policy for the education sector, it is evident that there is increasing demand for education specialists who are trained to work across a range of diverse communities and groups to effect change, including disadvantaged communities, broadly conceived, Australian and international Indigenous communities, refugees, global education organisations (e.g. international NGOs), and non-formal and wellbeing programs in alternative education settings (such as prisons or youth services).

The course will also ensure that the University continues to deliver on a number of strategic objectives, including the commitment to expand opportunities for Aboriginal and Torres Strait Islander peoples' access to tertiary study opportunities, and opportunities for non-Aboriginal students to confidently engage in inquiry about and discussion of issues relevant to Aboriginal and Torres Strait Islander people. It is anticipated that the course will attract Aboriginal and Torres Strait Islander applicants who are interested in embarking upon a career in education and leadership. The course will be extremely valuable to the advancement of the University's Wingara Mura – Bunga Barrabugu strategic targets. Students studying the integrated masters who aspire, through their careers, to improve Indigenous education outcomes in schools and community settings, will have the opportunity to develop skills through the Indigenous culture, community and education stream offered at Sydney. In addition, pre-service teachers will develop deep knowledge, understanding and skills in culturally responsive relationships-focused curriculum and pedagogy to engage Indigenous people in the educative process. They will apply the Australian Professional Standards for Teaching in order to become proactive change agents and embark upon professional and personal reflexivity on their life-long learning experiences in Indigenous contexts.

The accelerated, integrated undergraduate and postgraduate coursework delivery mode proposed for the new specialisation will appeal to the key prospective student audience: recent and non-recent school leavers who are passionate not only about becoming educators, but effecting change in the broader community. The proposed course structure will allow students to further focus their studies with a stream of particular interest, including: Indigenous culture, community and education; global education; education in non-traditional settings; and education in diverse communities.

Graduates of the course will be highly employable, which is likely to be an added incentive to prospective students, as graduates will not only develop their areas of teaching specialisation within the humanities, but will be at a unique advantage having also developed a specialisation in community education. Through this they will be able to draw on the discipline strengths of social work, making them well equipped to meet the demands of an evolving education sector, where teaching beyond the classroom and schools acting as community hubs is becoming increasingly the norm. Graduates will likely go on to work in domestic and international schools as well as youth, disability, reform, health and refugee services, among many other community education settings.

With a significant national education focus on meeting and servicing the needs of communities simultaneously with the provision of education services, and the increasing demand for experts and leaders within this sector, the new specialisation will support the advancement of community education and research within all schools across the country, and more broadly around the world, and continue to see

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Sydney positioned as an education leader – number two in Australia and 11th in the world*.

*QS Subject Rankings

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

The University of Sydney’s undergraduate student recruitment strategy is structured around a series of major recruitment events, attendance at careers markets, pipeline conversion campaigns, schools outreach programs, presentations, industry engagement opportunities and distribution of promotional materials in-market. The strategy promotes all undergraduate courses University-wide based on a tiered prioritisation system, developed in consultation with key faculty stakeholders, including Deans.

The Faculty of Arts and Social Sciences’ courses, including the new, vertically integrated Bachelor of Arts and Master of Teaching (School and Community Education), will be included in the Faculty’s 2019 student recruitment strategy and associated campaigns and events.

The key messages will be delivered through all major undergraduate recruitment channels, which include, but are not limited to the following:

- Open Day
- December/January Campaign
- Info Day
- School visits and Careers Market (NSW and the ACT, and other select interstate events)
- Careers Advisers and Teachers’ Conference
- Undergraduate Guide
- Faculty of Arts and Social Sciences’ Undergraduate Guide
- Sydney Courses
- UAC Guide
- University website
- Panel presentations and talks at schools
- Parents Information Evening
- Year 10 Info Evenings
- Life @ Sydney
- Your Path to Sydney Uni
- Open Day
- Student Ambassador, Student Administration Services, Student Centre and Global Student Recruitment and Mobility curriculum training sessions
- High Schools’ newsletters
- Meet Sydney events (held in all capital cities across Australia and New Zealand)
- Industry engagement
- Pipeline conversion campaign, including email communications with enquirers and offer holders, both conditional and unconditional

In consultation with the Faculty’s Marketing and Communications team, key messages outlining the following points of differentiation will be developed:

- the degree provides opportunities for building social justice movements among teachers and schools working as advocates for, partners with, and learning from the communities they serve;
- students are in contact with the industry throughout their studies and develop specialised, community focussed education expertise;
- the professional placement components of the degree advances the leadership qualities of students prior to graduation, in both community and school settings;
- students will have the ability to select areas of interest within School and Community Education, expanding their capacity to provide leadership and develop research across a broad range of community education settings, alongside their humanities specialisms;
- potential scholarships and placement opportunities offered by TeachNSW and the Department of Education (available scholarships TBC);
- the degree offers a learning environment that addresses real-world applications of skills developed;
- students studying the integrated master’s who aspire to through their careers to improve Indigenous student outcomes in primary and high schools, will have the opportunity to develop

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skills to do so through the Indigenous culture, community and education stream offered at Sydney;

- graduates of the course will be highly employable, as students will not only develop their areas of teaching specialisation within the humanities, but they will be at a unique advantage having also developed a specialisation in community education and drawing on the discipline strengths of social work, making them well equipped to meet the demands of an evolving education sector, where teaching beyond the classroom and schools acting as community hubs is becoming increasingly the norm.

In consultation with the Faculty’s Marketing and Communications team, messages outlining the unique selling points of the program will be further developed for market-facing publications and presentations. The Global Student Recruitment and Mobility team will work closely with the Marketing and Communications team to support the implementation of the undergraduate student recruitment strategy and reputation building to ensure the successful launch of the new, vertically integrated master’s.

*The Head of Recruitment (SHR) should sign on the front page, confirming that recruitment targets are achievable.*

1.5 **Marketing and communications strategy** (use this space, to a maximum one page)

The marketing and communications strategy is aimed at supporting the reputational and recruitment objectives of the University of Sydney.

The vertically integrated Bachelor of Arts and Master of Teaching (School and Community Education) offers a unique experience and broader education focus—currently the only degree in market that offers an accelerated humanities education, a comprehensive teaching qualification and the opportunity to specialise in robust community-building skills. The primary objective of our strategy is to ensure the successful launch of this new degree by building awareness with the key target audiences.

An innovative response to the modern realities of the education sector: our messaging will express the previously outlined increased demand for teachers who are trained to work across a range of diverse communities (at-risk; disadvantaged; indigenous; refugee) and alternative education settings (international NGOs, wellbeing programs in prisons or youth services, etc.); and highlight the VIM’s positive employment prospects. This will appeal to both:

- Recent school leavers aiming to become teachers with a passion for social justice and enquiry
- Non-recent school leavers who are planning a career in education and leadership in their own communities (e.g. Indigenous; refugee)

Through the promotion of the integrated master’s, we will also embrace the opportunity to enhance the perception of the University as both an institution that develops the country’s best teachers and also an incubator for exceptional community leaders.

**Marketing and communication channels**
To ensure the successful launch of this new integrated master’s qualification, the faculty marccoms team will utilise a range of digital, print, social and offline channels.

**OWNED**

**Digital**

- A promotional video will be created to build brand awareness. Emphasising the VIM’s benefits and differentiators, it will act as our key piece of marketing collateral and be distributed on as many of the relevant platforms outlined in the rest of this communications plan.
- Sydney Courses—the online portal for all University of Sydney course information and links to application process.
- Career Advisor Newsletter
- Bespoke EDM’s to high-schools, industry and community groups accessing department database
- Illuminate alumni eNewsletter (ESW edition; spread awareness amongst our graduates)
- SAM extra (wider University alumni and friends)
- Department and Faculty channels such as websites

**Social**

- School of Education and Social Work Facebook page + Twitter account
- Faculty of Arts and Social Sciences Facebook + Twitter + Instagram
- University of Sydney Facebook + Twitter + Instagram

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Print:
- University of Sydney undergraduate guide
- Faculty specific undergraduate guide
- Other collateral to support University of Sydney schools/recruitment events.

Offline
- Work with the School to identify key academics to act as spokespeople at school/recruitment events (i.e. Kelly Freebody and Wayne Cotton)

EARNED
- Work closely with the Widening Participation and Outreach program to identify promotional opportunities through their social channels, newsletter and school events (including the Wingara Mura - Bunga Barrabugu program).
- Promote the VIM to the Australian Indigenous Education Foundation (AIEF); Indigenous Lecturers in Teacher Education Association (AILTEA) and Australian Indigenous Mentoring Experience (AIME) networks; AIME founder is a University of Sydney alum (Jack Manning Bancroft); would look to identify more USYD connections in these groups.
- Promote the VIM to academic societies such as the Australian Association of Research in Education, and professional teaching bodies.
- Explore opportunities for collateral to be circulated during related Sydney Ideas, Education Dean’s Lectures; Raising the Bar and Outside the Square events.
- Consult with the media team re media pieces. A potential news release or other content could be circulated to:
  - 2SER radio
  - FBI radio
  - NITV
  - Buzzfeed
  - Junkee
  - Koori Mail newspaper/site
  - Koori Mail Education supplement (biannual)
  - Koori Radio

PAID
- Natural platforms to consider paid hosting of the promotional video (online). Paid might also include paid boosts of social content on relevant industry and community groups to reach the more dispersed audience of Non-recent school leavers.
  - 2SER radio
  - FBI radio
  - NITV
  - Buzzfeed
  - Junkee
  - Koori Mail newspaper/site
  - Koori Mail Education supplement (biannual)
  - Koori Radio

- Sponsorships of relevant events/initiatives that might assist in reaching the NRSL audience.

Scholarships
As previously noted, potential scholarships and placement opportunities offered by Teach NSW and the Department of Education would also form part of our marketing strategy to drive applications (TBC).
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>La Trobe University</td>
<td>Bachelor of Teaching (Outreach and Community Education) <em>Phased out from 2017</em></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Federation University Australia</td>
<td>Bachelor of Community and Human Services/ Bachelor of Education</td>
<td>$6,349</td>
<td></td>
</tr>
<tr>
<td>National Exceptional Teaching for Disadvantaged Schools, Operates out of QUT; Newcastle University; UNE; Deakin; UniSA; Victoria University; Western Sydney University</td>
<td>Across all teaching degrees <em>School-based experiences only</em></td>
<td>various</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>Community Engagement and Education <em>Qualified to teach in private schools only</em></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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

No courses will be closed as a consequence of this proposal

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.) – See Appendix F

The financial viability template can be found [here].

PART 3: Course details

| 3.1 Course name:                                | Bachelor of Arts/Master of Teaching (School and Community Education) (Vertically Integrated Masters) |
| 3.2 Course abbreviation:                       | BArts/Mteach (School and Community)                                                          |
| 3.3 Start year:                                 | 2019                                                                                       |
| 3.4 Name of award:                              | Bachelor of Arts, Master of Teaching                                                        |
| 3.5 Combined degree?                            | ☑ Yes ☐ No                                                                                 |
| 3.6 Combined type: (if applicable)              | ☐ Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions  |
|                                           | ☐ Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards |
|                                           | ☑ Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions |
| 3.7 Honours offered?                            | ☑ Yes ☐ No                                                                                 |
| 3.8 Honours type: (if applicable)               | ☐ Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year |
|                                           | ☐ Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course |
| 3.9 Course group:                               | ☑ Undergraduate ☐ Postgraduate coursework ☐ Postgraduate research                            |
| 3.10 Field of Education (ASCED) codes:          | ☑ Primary code: Education ☐ Secondary code: (Combined courses only) Arts                     |
### 3.11 Course AQF Level

- Level 5: Diploma
- Level 6: Advanced diploma/Associate degree
- Level 7: Bachelor degree
- Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma
- Level 9: Masters degree (research, coursework and extended)
- Level 10: Doctoral degree

**Click the link to view approved accreditation criteria before nominating a Level**

### 3.12 Short course description: for the UAC Guide, Good Universities Guide

This Bachelor of Arts, combined with a Master of Teaching (School and Community Education) provides students the opportunity to obtain a teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community development and education.

### 3.13 Full course description: for Sydney Courses

The vertically integrated Bachelor of Arts, Master of Teaching (School and Community Education) provides opportunities for building social justice movements with teachers and schools working as advocates for, partners with, and learning from the communities they serve. It provides students who complete an undergraduate minor in Education the opportunity to obtain a teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community development and education. This community education specialisation may include working in disadvantaged communities to effect change, working with Australian and international Indigenous communities, working with refugees, global education including work with international NGOs, or working on education and wellbeing programs in non-traditional education settings.

### 3.14 Australian Higher Education Statement (AHEGS)

**Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal**

**Detail**

The Bachelor of Arts/Master of Teaching (School and Community Education) is a combined undergraduate and postgraduate coursework qualification, taught in English, requiring the accumulation of 240 credit points over four years and a half years of accelerated full-time study. Admission is normally on the basis of a senior secondary qualification; alternative pathways exist for non-recent school leavers.

**Outcomes**

Graduates have a broad and coherent body of technical and theoretical knowledge essential to pedagogy, curriculum and community education, in school and community settings, which includes skills in Special and Inclusive Education, ICT, specific curriculum content knowledge, and educational and behavioural philosophy. They also have strong interpersonal, critical and reflective skills to improve their professional practice.

**Features**

The course structure requires the completion of Arts units in their teaching areas and education, followed by a cohesive sequence of units in Education and community engagement. All students complete at least 75 days of professional experience in schools and communities from their third year of study onwards.

**Accreditation**

Accreditation approval is currently being sought from the NSW Educational Standards Authority (NESA) for graduates to be registered to teach in primary or secondary schools.

### 3.15 Expected normal length of candidature:

Full-time: Min: 4.5 | Max: 8
Part-time: Min: N/A | Max: N/A

### 3.16 Minimum credit points for completion:

- 240

### 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 80%

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

---

Approved by the Academic Board, 3 December 2014
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

Students will undertake four placements in schools and communities in the final three years of the program. This aligns with accreditation requirements for initial teacher education programs.

3.21 Does the course involve internships or overseas study? ☑ Yes ☐ No

Students will have the option of undertaking an overseas professional experience placements.

3.22 Other course enrolment requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>☑ Yes</th>
<th>☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal record check</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Prohibited Employment Declaration</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Health records and Privacy Information Declaration</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Working with Children</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation? ☑ Yes ☐ No

NESA – NSW Educational Standards Authority
Currently in discussion with NESA. Accreditation will be completed post course approval, prior to commencement of the course in 2019.

3.24 Prohibition (if applicable):

*Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. Is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University’s coursework policy, or, at a course level, any pre-requisites or co-requisites)*

3.25 Articulation pathway (if applicable):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL

<table>
<thead>
<tr>
<th>Domestic fee-paying:</th>
<th>$25,000</th>
<th>International fee-paying:</th>
<th>$39,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>HECS (Student contribution)</td>
<td>$6,349</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.27 Incidental (ancillary) fees (if applicable):

The CRICOS register requires an indication of any compulsory costs other than tuition fees (e.g. field trip fees.) Will the proposed course incur any compulsory costs other than tuition fees and compulsory subscriptions? If yes, please indicate the amount.

Description: There will be opportunities for students to engage with rural, remote and international communities. Some of these opportunities will incur additional costs and where possible the School will source funding from the Department of Education, Global Student Recruitment and Mobility Office, Fee HELP to support students wishing to take part in these optional experiences. Cost is dependant to the availability of the experiences, and the type and number of experiences students opt into.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
<td>S1</td>
<td>S2</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>N/A</td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Training Scheme (RTS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

*PG Commonwealth Supported Places are capped. Discuss inclusion of PG CSP with the Planning and Information Office at an early stage in the development of the proposal*

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.

N/A

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

N/A

Approved by the Academic Board, 3 December 2014
## PART 4: Admission details

The following information will be used for internal and external publication and marketing purposes.

<table>
<thead>
<tr>
<th>4.1</th>
<th>Admission pathway:</th>
<th>☒ UAC ☒ Direct ☒ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Areas of study:</td>
<td>N/A</td>
</tr>
<tr>
<td>4.3</td>
<td>Assumed knowledge:</td>
<td>N/A</td>
</tr>
<tr>
<td>4.4</td>
<td>Minimum education requirements:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 12 (senior secondary certificate) or equivalent</td>
<td>☐ Graduate Certificate ☐</td>
</tr>
<tr>
<td></td>
<td>Relevant employment or professional experience</td>
<td>☐ Graduate Diploma ☐ Master's – advanced learning ☐</td>
</tr>
<tr>
<td></td>
<td>Bachelor's (Pass)</td>
<td>☐ Master's – professional ☐</td>
</tr>
<tr>
<td></td>
<td>Bachelor's (Hons)</td>
<td>☐ Master's – research ☐</td>
</tr>
<tr>
<td></td>
<td>Additional information:</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Estimated or target minimum ATAR (for UG only):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>2020 (e.g. 2017)</td>
<td>80</td>
</tr>
<tr>
<td>4.6</td>
<td>Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):</td>
<td>Written statement approx. 1500 words</td>
</tr>
<tr>
<td>4.7</td>
<td>If the proposal is for a postgraduate award course, please indicate the application closing date:</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>For domestic students, closing date for applications is:</td>
<td>dd/mm/yyyy</td>
</tr>
<tr>
<td></td>
<td>For international students, closing date for applications is:</td>
<td>dd/mm/yyyy</td>
</tr>
<tr>
<td>4.8</td>
<td>Second semester admission</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td></td>
<td>If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase</td>
<td></td>
</tr>
<tr>
<td>4.9</td>
<td>International student admission:</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>If yes, please indicate IELTS equivalent:</td>
<td>7.5 IELTS, 8 Speaking and Listening (NESA requirements)</td>
</tr>
<tr>
<td></td>
<td>Other international student entry requirements:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written international student entry requirements:</td>
<td></td>
</tr>
</tbody>
</table>

## PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

<table>
<thead>
<tr>
<th>5.1</th>
<th>CRICOS Code:</th>
<th>☒ Application pending ☐ Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>UAC Code:</td>
<td>☒ Application pending ☐ Not applicable</td>
</tr>
<tr>
<td></td>
<td>The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.</td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.
This statement will explain the reason for the course's existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.
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."

This course exists to provide students with a broadly-based arts education, accompanied by specialist coursework in initial teacher education and community development. It aims to graduate high-quality teaching professionals able to work in schools and communities to effect change.

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 core aim of this course is to be an innovative degree in social justice, graduating community educators and qualified teachers. More specifically, through participation in this program candidates will gain experience working in, and a genuine understanding of, the communities they serve.

The course aims to establish strong academic and professional connections across the university in the fields of education and social work, and within the profession including schools, government institutions, and community development sites. This provides opportunities for academics and students to integrate and expand existing work in the community development and social inclusion areas to create a powerful presence for the School of Education and Social Work, the Faculty of Arts and Social Sciences, and the University of Sydney more broadly.

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

1. Understand, evaluate and demonstrate attainment of the Australian Graduate Teacher Standards.

2. Develop a professional identity as a teacher with knowledge, skills and experience in school environments, as well as in the fields of community and cultural development more broadly.

3. Critically analyse the role of schools and community organisations as institutions involved in both
contributing to and alleviating social exclusion and social inequality.

4. Develop specialised expertise in complex decision-making processes involved in matching pedagogical strategies to diverse student learning needs, in rural/remote communities, Aboriginal communities, non-traditional school settings, and/or global education contexts.

5. Demonstrate culturally appropriate protocols through high-level communication and advocacy skills with a range of relevant stakeholders in the community education sector including parents and families, government and non-government organisations, policy advisers, and community groups.

6. Synthesise community development and education research and theory to inform pedagogical strategies with diverse student populations.

7. Apply specialised knowledge in education to transform conventional classroom settings and pedagogical approaches in order to achieve equity and social justice outcomes.

8. Design innovative responses to real-world challenges involving children and young people both within and outside traditional school settings.


6.4 Statement of generic attributes

Provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.

Please refer to the University policy Generic Attributes of Graduates for explanations on the five clusters of abilities and skills

6.4.1 Research and Inquiry: Graduates of the Sydney School of Education and Social Work will be able to create new knowledge and understanding through the process of research and inquiry.

- be knowledgeable about and skilled in subject matter, that is central concepts, tools of inquiry, structure of the disciplines engaged in, and the links between these
- be able to demonstrate research-based knowledge of the discipline, pedagogy, and community education
- be able to engage with and understand the nexus between practice, theory and research
- demonstrate sound, research-based knowledge through the use of critical judgement and thinking
- be able to use research methodologies to understand and explore complex ideas
- be able to generate new knowledge and critique the knowledge claimed by others

6.4.2 Information literacy: Graduates of the Sydney School of Education and Social Work will be able to use information effectively in a range of contexts.

- recognise and determine information needs
- access and analyse pertinent information effectively and efficiently
- evaluate and critique information and the credibility of its sources, and place it in context
- initiate and conduct research using relevant information sources such as archives, library databases, internet and other contemporary media sources.
- utilise retrieved information for the purposes of critical and creative thinking, and for application within professional fields
- understand the need for ethical, social, legal and cultural appropriateness of use of retrieved information
- recognise information literacy as a prerequisite for lifelong learning

6.4.3 Personal and intellectual autonomy: Graduates of the Sydney School of Education and Social Work will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.

Approved by the Academic Board, 3 December 2014
- demonstrate the capacity to develop, implement and evaluate experiences
- be able to develop the capacity to critically analyse and reflect on professional practice and policy developments
- to demonstrate knowledge of the professional standards and their impact on the professional life of a teacher
- engage in personal and collegial professional development to aid ongoing professional learning to contribute to the development of the knowledge base of the professional community to act as a strong advocate for the profession/s and the public interest

### 6.4.4 Communication

Graduates of the Sydney School of Education and Social Work will recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.

- communicate with confidence using oral, written and visual techniques, for the purposes of future learning and professional practice
- utilise sound communication skills to ensure appropriate interaction
- negotiate and relate to others from a diverse range of backgrounds and experiences
- collaborate with others in professional practice, with the capacity to be a team leader as well as an effective team member
- be an empathetic and reflective listener, especially within the professional environment

### 6.4.5 Ethical, social and professional understanding

Graduates of the Sydney School of Education and Social Work will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.

- understanding of and respect for the diverse social, cultural, ethnic and religious contexts of professional practice
- demonstrate sound research-based knowledge of physical and intellectual growth and development
- acknowledge responsibility for personal values and their effect upon professional practice
- demonstrate a commitment to the role of teacher as a responsible, just and ethical practitioner
- recognise the interrelatedness of professional practice and policy
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system’s management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

See overleaf for template

[Pivot diagram and sample table (following two pages) to be provided as appendix or as a link to permanent Student Centre web page that may be updated as required]
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**Bachelor of Arts/ Master of Teaching (School and Community Education)**

**Secondary Stream**

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**Approved by the Academic Board, 3 December 2014**
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<td>Fifth Year</td>
<td>S1C</td>
<td>2023</td>
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</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 Planning and Information Office 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, 3 December 2014
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

Units of study in the course range in their delivery mode from online (OLEs), face-to-face (Arts/Science units and most Advanced Coursework units), and onsite placements. Units of study delivered in the MTeach components are based on a mixture of lectures, tutorials, facilitated workshops, online activities, experiential learning and professional placements. These units of study provide a diverse range of learning experiences in order to develop both personal and professional competence.

Lectures allow the delivery of new information that will be scaffolded appropriately to ensure that learning is progressive. However some of the units will use a 'flipped classroom' mode where students will watch the video lecture or read the slides prior to coming to the lecture. The lecture will then be used to reiterate the main aspects of the material, offer opportunities for clarifications, and engage in critical discussions of applications of course content across a range of examples.

Tutorials often reinforce the material delivered in lectures usually through practical implementation. They provide the opportunity for discussion, clarification, reflection and debate of principles, policies, opinions and hypothetical application to different classroom and community situations. They also allow observation of good teaching practice and opportunities for students to enhance their own teaching practices and capabilities though peer teaching.

Facilitated workshops allow students to work in groups on inquiry based learning projects (often introduced in lectures or flipped classroom mode). Facilitator will be available to groups to guide the process of unpacking and presenting solutions to community education issues.

A 'Learning on Country' pedagogical approach will be available to provide students with deep knowledge and understanding of local Aboriginal communities, peoples and cultures in order to position their work as community educators within diverse community settings. This includes the development and application of skills in consultation, collaboration and culturally responsive school and community education.

All students undertake at least 75 days of professional placement in schools and communities. Experiential learning in these sites provide opportunities for students to engage in embodied, place-based experiences to construct their own learning and enhance their practice. The model for supervision used is that of a triad involving the pre-service teacher, supervisor in the school or community, and the tertiary mentor. Placements are managed by the Division of Professional Experience. Any issues can be referred to the Director of Professional experience or the unit of study coordinator.

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)</th>
<th>(if yes, please provide details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plans/unit and program development</td>
<td>20%</td>
<td>No</td>
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<tr>
<td>Essays and reports</td>
<td>20%</td>
<td>No</td>
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<tr>
<td>Portfolios</td>
<td>15%</td>
<td>No</td>
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<tr>
<td>Peer teaching and presentations</td>
<td>20%</td>
<td>No</td>
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<tr>
<td>Exams and quizzes</td>
<td>10%</td>
<td>No</td>
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<tr>
<td>Online tasks and discussions</td>
<td>5%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Placements – schools and communities</td>
<td>10%</td>
<td>Yes, use of supervising teachers and mentors in community placements</td>
<td></td>
</tr>
</tbody>
</table>
Professional experience placements are assessed as ‘satisfies requirements’ or ‘fail’. Such grading is considered appropriate given the challenges of assuring consistency of grading judgment across multiple school sites and cooperating teachers, despite explicit grading criteria supplied. All reporting documents related to school placements are structured to reflect the Australian Professional Standards Framework for the graduate teacher. Non-graduating pre-service teachers are assessed at a level that acknowledges the developmental nature of the MTeach program – as working towards graduate standards.

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.

The units with the degree employ a variety of assessment tasks and techniques that will ensure the wide range of learning outcomes and standards will be achieved. The variety of assessment regimes listed in 7.3 ensures the full range of communication, analytical, reflective and practical skills and attributes are measurable and outcomes assured.

The course will be monitored and evaluated by means of student evaluations, inter and intra faculty meetings of relevant staff, regular meetings of teaching teams, monitoring of assessment outcomes and levels of student retention. The program director will undertake regular consultation with professionals in the field and former graduates to continuously enhance the relevance of the program to the needs of the profession.

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 | Through a combination of USS and other surveys, in-class observations, familiarity with contemporary pedagogy, reflective practice, and participation in L&T workshops. |
| • Review content, delivery and resolutions of the course | Annual reviews of the course in the first 5 years are to be conducted by the program director in consultation with teaching staff. Five yearly external reviews of the course as per University policy are also scheduled. |
| • Review and rationalise units of study for the course | Annual reviews of the course are to be conducted by the program director in consultation with teaching staff. Modifications or developments in the Units of Study will be discussed and approved at School and Faculty Coursework Committees (ESW Coursework, FASS UG). |

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.

All new units will be discussed and approved by SSESW Coursework Committee and FASS UG committee prior to inclusion in the handbook.
SSESW uses SUMO (Study Unit Manager and Organiser) – all UoS outlines are standardised and must be peer reviewed prior to being ‘published’ and accessible to students in the week prior to each semester. The system allows the monitoring of assessment type, due dates for assessment tasks.
across a year group, and the mapping of assessment tasks and learning outcomes to graduate attributes, Australian Professional standards for teachers and National priority areas.

All LMS sites will be developed in Canvas, with the support of Faculty Education Designers.

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>
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<tbody>
<tr>
<td>Lectures</td>
<td>6 (1-2 hours per unit)</td>
</tr>
<tr>
<td>Tutorials</td>
<td>6 (1-2 hours per unit)</td>
</tr>
<tr>
<td>Practical experience</td>
<td>See Other</td>
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<tr>
<td>Independent study</td>
<td>12</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>12 (3 hours per unit)</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>Professional experience units require students to undertake full days of work experience off site. There are a minimum of 75 Professional Experience days required in the course.</td>
</tr>
</tbody>
</table>

Workload for assessment tasks
Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

No changes will be made to existing procedures for student workload per unit. These procedures adhere to the University of Sydney guidelines. All units are 6 credit points and have the equivalent of 4500-6000 words of assessment. Academic staff coordinate the type of assessment tasks and due dates across the program.

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 VIM is offered in accelerated mode, with students completing 6 cps in summer or winter, totalling 54 cps per year for years 1-4. For on-campus units, in general, each unit has 2-3 assessment tasks totalling the equivalent of 4500-6000 words of assessment.

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

To minimise the workload implications of the accelerated load, summer/winter units are a combination of OLE or Professional Experience offerings. These units lend themselves to a summer offering as many professional placements take place in November or February. Across units, student workload is considered in terms of the pace and breakdown of assessment tasks and due dates. Students have all due dates and marking criteria from the start of semester which enables them to manage their own workloads.

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.
The Program Director regularly informs the students about the program, what to expect and any opportunities that arise. The Program Director is available for individual consultation to help advise students on their pathway through the program. The unit of study coordinator (and any additional teaching staff) are available for individual consultation at scheduled times each week. Each unit of study is supported by an online learning site for the distribution of learning materials, announcements and discussion of issues relevant to the whole class.

The administrative staff of the Education and Social Work Program Support office provide assistance and advice to academic staff to ensure student progression, accreditation and professional experience requirements are met. The various School and Faculty committees (e.g. Coursework, Education, Undergraduate and Postgraduate) meet monthly and have elected representation from students across the Faculty.

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.

This does not change from the existing degree procedures in SSESW.

Special consideration procedures apply to all students who experience unforeseen circumstances during their study.

The course is structured with consideration of the workload of particular units, including professional experience, to ensure students have optimal time for learning. Despite studying 9 subjects per year (6 cps over regular load), the course is structured to ensure these intensive units are appropriate to their place in the course. In the first two years, students will engage in their flexible, Online Learning Environment (OLE) units at a time suitable to them. In year three and four, these units are professional experience units, and will take place intensively in June/July, November or February. It is not unusual for students to undertake school and/or community placements in these months.

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.

This course resides within the Faculty of Arts and Social Sciences. School-level and Faculty-level coursework committees and Faculty Board have discussed and endorsed this course.

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.
Accreditation of the Bachelor of Arts/Masters of Teaching (School and Community Education) will be sought from NESA (NSW Education Standards Authority) as per the accreditation guidelines. Documentation will be submitted in late 2017. Course content is substantially influenced by NESA requirements and The Head of School and Dean of Education and Social Work have been in communication with NESA regarding this program.

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.

N/A

7.12 Resolutions

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

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable.

| 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 | No |
| 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 | No |
| 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) | Yes |

7.12.4 Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar) | No |

7.12.5 Last semester intake under existing Resolutions

| Domestic | N/A |
| International | N/A |

Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and Bachelor's degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

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>Last semester intake under existing Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
</tr>
<tr>
<td>International</td>
</tr>
</tbody>
</table>
7.12.6 Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students? N/A

7.12.7 For course deletions, advise the last date for enrolments into the existing course N/A

7.12.8 For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students N/A

7.12.9 For course deletions, outline the provisions in place for students enrolled under existing Resolutions N/A

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.

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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)

Existing staff; no additional staff required.

9.1.2 What are the strengths of the department/school relevant to this proposal?

The School of Education and Social Work has research and teaching expertise in:
- Pedagogy and curriculum;
- Social Work and community development;
- Special and inclusive education;
- Aboriginal education;
- International and comparative education;
- Social Justice theory and practice;
- The role of professional Experience practicums in tertiary education.
In addition, the School’s Glebe Community Development Project and the Social Justice Learning Lab are key areas of strength within SSESW, which are of high relevance to the development of a community education specialisation.

9.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

Supervisors of school placements will be managed in the same way as for existing degrees in SSESW; while there will be additional field supervisors attached to the community placements in the proposed new degree, these supervisors will not be paid staff on the University payroll.

8.2 Teaching space and related facilities

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Additional Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.1</td>
<td>Teaching rooms</td>
<td>No additional required</td>
</tr>
<tr>
<td>9.2.2</td>
<td>Lecture theatres</td>
<td>N/A</td>
</tr>
<tr>
<td>9.2.3</td>
<td>Laboratories</td>
<td>No additional required</td>
</tr>
<tr>
<td>9.2.4</td>
<td>Staff offices</td>
<td>No additional required</td>
</tr>
<tr>
<td>9.2.5</td>
<td>Storage or other space required including any which needs to be rented externally</td>
<td>No additional required</td>
</tr>
<tr>
<td>9.2.6</td>
<td>Professional placement locations</td>
<td>Schools for placements will be used as per existing degrees within SSESW; in addition, there will be new</td>
</tr>
</tbody>
</table>
8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

| 9.3.1 Computer technology          | Existing computer technology will be used. |
| 9.3.2 Other equipment              |                                           |

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 4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

There is likely to be a small increase in new resources required for the new degree. However, it is expected that the library will be able to cope with a slight increase in student numbers, and current library resources will be sufficient.
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 of Arts and Social Sciences, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policy and procedures on Academic Honesty in Coursework.

Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes

Code Course title

Bachelor of Arts/Master of Teaching (School and Community Education)

2. Attendance pattern

The attendance pattern for this course is full time.

3. Streams

(1) The Bachelor of Arts / Master of Teaching is available in the following streams:

   (a) Dalyell.

(3) Completion of a stream is not a requirement of the Bachelor of Arts / Master of Teaching (School and Community Education). The requirements for the completion of the Dalyell stream are in Table S of the Shared Pool for UndergraduateDegrees.

4. Cross-faculty management

(1) Candidates in the Bachelor of Arts / Master of Teaching (School and Community Education) will be under the supervision of the Faculty of Arts and Social Sciences.

(2) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Arts/Master of Teaching.

5. Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or 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 also open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.

(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6. Requirements for award

(1) The units of study that may be taken for the Bachelor of Arts / Master of Teaching:
(a) Table A for the Bachelor of Arts / Master of Teaching;

(b) Table S of the Shared Pool for Undergraduate Degrees;

(c) Table O of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.

(2) To qualify for the award of the Bachelor of Arts/Master of Teaching (School and Community Education), a candidate must complete 240 credit points, comprising:

(a) A major in a first teaching area (48 credit points) as listed and defined in Section 7 below and specified in Table A;

(b) A minor (36 credit points) in Education and as specified in Table A;

(c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;

(d) 24 credit points in a second teaching area as defined in Section 7 below and specified in Table A. The second teaching area cannot be the same as the first teaching area;

(e) Where appropriate, Elective units from Table A or Table S.

(f) 96 credit points of postgraduate coursework including a specialisation defined in Section 7 below and specified in Table A;

(g) Requisite number of professional experience days as required for professional accreditation.

(3) Candidates must ensure all requirements for professional accreditation are met before the final placement in year five.

7. Programs, majors and minors

(1) The majors available to candidates are determined by the requirements for professional accreditation.

(a) Available majors as a first teaching area for Secondary Education are:

Ancient History
Arabic Language and Cultures
Australian Literature
Biblical Studies and Classical Hebrew
Chinese Studies
English
French and Francophone Studies
Germanic Studies
Hebrew
History
Indigenous Studies
Indonesian Studies
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin
Modern Greek Studies
Political Economy
Socio-legal Studies
Spanish and Latin American Studies
Theatre and Performance Studies

(b) Candidates selecting Ancient History as a first teaching area may not choose Modern History as a teaching area and vice versa.

(c) Majors available as a first teaching area for Primary Education are:

Listed in Table A

(2) Second teaching areas for Secondary Education

Ancient History
Arabic Language and Cultures
Biblical Studies and Classical Hebrew
Chinese Studies
English
French and Francophone Studies
Germanic Studies
Hebrew
History
Indigenous Studies
Indonesian Studies
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin
Linguistics
Modern Greek Studies
Political Economy
Sanskrit
Socio-legal Studies
Spanish and Latin American Studies
Theatre and Performance Studies

(3) Specialisations for the Master of Teaching

Primary Education
Secondary Education

8. Progression rules

(1) Progression within a major, program or minor

(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units.

(b) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(c) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Arts/Master of Teaching
(a) Candidates must maintain a weighted average mark (WAM) of 65 in each year of study for the first three years in order to progress.

(i) The WAM will be calculated at the end of each semester after all results for enrolled units of study have been submitted.

(ii) Except where permission is granted by the Associate Dean, candidates who do not maintain the specified WAM will be transferred to the Bachelor of Arts with full credit.

(b) Except with the permission of the Associate Dean, candidates must complete all unit of study requirements specified for year four including professional experience units, before proceeding to year five.

(c) The Faculty reserves the right not to place candidates in a school or other professional experience or field education setting for practicum in any instance where the performance, personal or professional conduct of the candidate does not meet the required professional standard, regardless of the fact that the candidate may be enrolled in units of study with a practicum requirement.

(3) Progression within the Dalyell Stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt advanced units at higher levels than the usual sequence through a program, major or minor.

(b) Candidates must achieve a Weighted Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a Weighted Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

11. Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Arts and Social Sciences.

12. International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Arts and Social Sciences.

13. Course transfer

A candidate may transfer from the Bachelor of Arts/Master of Teaching (School and Community Education) to the Bachelor of Arts and elect to complete the Bachelor of Arts/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Arts. A candidate may abandon the Bachelor of Arts/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Arts in accordance with these resolutions.

14. Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

The Faculty will not grant credit towards field education, internships or work experience units of study.

15. Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019
**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.</td>
<td>Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?</td>
</tr>
<tr>
<td>2.</td>
<td>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>
</tr>
<tr>
<td>3.</td>
<td>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>
</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>Yes the Library has an abundance of resources in this area and is also constantly updating the collection in the discipline of Education.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial costs of acquiring basic resources (digital and non-digital)</strong></td>
<td>$AUD</td>
</tr>
<tr>
<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
<td></td>
</tr>
<tr>
<td>New journal titles (including back-runs)</td>
<td></td>
</tr>
<tr>
<td>Additional databases / digital resources</td>
<td>Initial resources costs</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ongoing costs of resources</strong></td>
<td>$AUD</td>
</tr>
<tr>
<td>Annual costs of maintain new subscriptions (journals and databases)</td>
<td>Ongoing information resources costs</td>
</tr>
</tbody>
</table>

**Additional resource requirements**

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

The Academic Liaison Librarian for the SSES will liaise with the SSES to update the information and research learning skills programs according to the school’s requirements with graduate attributes of information literacy and digital literacy in mind. The existing library guides and e-learning materials are adequate and will be modified and updated as required.

**Comments**

Specify opportunities for developing research and learning resources.

Research and learning resources will be developed as opportunities arise.

**Implications**

Include issues regarding staff / time to develop and deliver the programs and other support materials.

The existing staffing is adequate.

Estimated number of hours

**Library Director’s comments**
## APPENDIX 5: REFERENCE – SESSION CODES

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1C</td>
<td>Semester 1</td>
</tr>
<tr>
<td>S1CG</td>
<td>Session 1 early census</td>
</tr>
<tr>
<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CIJA</td>
<td>Int January*</td>
</tr>
<tr>
<td>S1CIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIMR</td>
<td>Int March*</td>
</tr>
<tr>
<td>S1CIAP</td>
<td>Int April*</td>
</tr>
<tr>
<td>S1CIIMY</td>
<td>Int May*</td>
</tr>
<tr>
<td>S1CIJN</td>
<td>Int June*</td>
</tr>
<tr>
<td>S2C</td>
<td>Semester 2</td>
</tr>
<tr>
<td>S2CG</td>
<td>Session 2 early census</td>
</tr>
<tr>
<td>S2CRA</td>
<td>Semester 2a (first seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CRB</td>
<td>Semester 2b (last seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CUL</td>
<td>Int July*</td>
</tr>
<tr>
<td>S2CIAU</td>
<td>Int August*</td>
</tr>
<tr>
<td>S2CISE</td>
<td>Int September*</td>
</tr>
<tr>
<td>S2CIOC</td>
<td>Int October*</td>
</tr>
<tr>
<td>S2CINO</td>
<td>Int November*</td>
</tr>
<tr>
<td>S2CIDE</td>
<td>Int December*</td>
</tr>
<tr>
<td>S1NSEA</td>
<td>Summer School Early</td>
</tr>
<tr>
<td>S1NSMA</td>
<td>Summer School Main</td>
</tr>
<tr>
<td>S1NSLA</td>
<td>Summer School Late</td>
</tr>
<tr>
<td>S1CRS4</td>
<td>Summer Law 4</td>
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<td>S2CRS3</td>
<td>Summer Law 3</td>
</tr>
<tr>
<td>S2NWMA</td>
<td>Winter School</td>
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<td>S2CRW1</td>
<td>Winter Law</td>
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<td>S1CRR1</td>
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<tr>
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<td>Research period 2</td>
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<td>SSAF Semester 2</td>
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<td>CODE</td>
<td>NAME</td>
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<td>------</td>
<td>------</td>
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<tr>
<td>AE</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>AM</td>
<td>Amsterdam</td>
</tr>
<tr>
<td>BS</td>
<td>Burren Street</td>
</tr>
<tr>
<td>CC</td>
<td>Camperdown/Darlington</td>
</tr>
<tr>
<td>CD</td>
<td>Concord Clinical School</td>
</tr>
<tr>
<td>CE</td>
<td>Central Clinical School</td>
</tr>
<tr>
<td>CF</td>
<td>Camden</td>
</tr>
<tr>
<td>CH</td>
<td>Children's Hospital at Westmead Clinical School</td>
</tr>
<tr>
<td>CN</td>
<td>China</td>
</tr>
<tr>
<td>CS</td>
<td>Surry Hills</td>
</tr>
<tr>
<td>DB</td>
<td>Distance Education Burren Street</td>
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<td>DE</td>
<td>Distance Education Camperdown/Darlington</td>
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<tr>
<td>DF</td>
<td>Distance Education Camden</td>
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<td>Distance Education Lidcombe</td>
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<td>DM</td>
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<td>KT</td>
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<tr>
<td>LC</td>
<td>Cumberland</td>
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<tr>
<td>ML</td>
<td>Malaysia</td>
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<tr>
<td>MS</td>
<td>Mallett Street</td>
</tr>
<tr>
<td>NE</td>
<td>Nepean Clinical School</td>
</tr>
<tr>
<td>NO</td>
<td>Northern Clinical School</td>
</tr>
<tr>
<td>NP</td>
<td>Nepal</td>
</tr>
<tr>
<td>OC</td>
<td>Orange</td>
</tr>
<tr>
<td>RC</td>
<td>Rozelle</td>
</tr>
<tr>
<td>SA</td>
<td>Sydney Adventist Hospital Clinical School</td>
</tr>
<tr>
<td>SC</td>
<td>Sydney (used by the Sydney Conservatorium of Music only)</td>
</tr>
<tr>
<td>SH</td>
<td>Shanghai</td>
</tr>
<tr>
<td>SJ</td>
<td>St James</td>
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<tr>
<td>SP</td>
<td>Singapore</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>WC</td>
<td>Westmead</td>
</tr>
<tr>
<td>WN</td>
<td>Western Clinical School at Westmead</td>
</tr>
<tr>
<td>ZZ</td>
<td>No information on location</td>
</tr>
</tbody>
</table>
APPENDIX 7: AQF COMPLIANCE

Attach AQF documentation here.

N/A
APPENDIX A. Teaching Areas

Ancient History

For major:
6 credit points from Collection A,
6 credit points from Collection B,
12 credit points from Collection C,
18 credit points from Collection D,
and FASS3999 Interdisciplinary Project

For minor:
6 credit points from Collection A,
6 credit points from Collection B,
12 credit points from Collection C,
12 credit points from Collection D

Collection A:
ANHS1600 Foundations for Ancient Greek History
ANHS1601 Foundations for Ancient Roman History
ANHS1602 Greek and Roman Myth

Collection B:
ARCO1000 Ancient People
ARCO1001 Civilisations of the Ancient World

Collection C:
ANHS2622 Herodotus and His World
ANHS2603 Ancient Greek Democracies
ANHS2605 Ancient Greek Religion
ANHS2613 Greece and Rome on Film
ANHS2609 Alexander
ANHS2610 SPQR The Senate and People of Rome
ANHS2635 Augustus and the Roman Revolution
ANHS2606 City of Rome: History and Landscape
ANHS2614 The Emperor in the Roman World
ANHS2618 The Later Roman Empire
ANHS2615 Comedy and Society in Greece and Rome
ANHS2616 Tragedy and Society in Greece and Rome
ANHS2619 The World of Ancient Epic
ANHS2617 Love, Sex and Poetry
HSTY2677 Australia – Politics and Nation
HSTY2700 Australia’s People Since 1901
ARCO2007 Ancient Greece
ARCO2008 Ancient Italy – Etruscans and Romans

Collection D
ANHS3635 Historiography Ancient and Modern
ANHS3632 Livy: Republics Past and Present
ANHS3608 Peloponnesian War and Culture
ANHS3636 Hannibal
Arabic Language and Culture

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

Collection A:
ARBC1611 Introductory Arabic 1A
ARBC1612 Introductory Arabic 1B
ARBC2613 Intermediate Arabic 2A
ARBC2614 Intermediate Arabic 2B
ARBC3615 Advanced Arabic 3A
ARBC3616 Advanced Arabic 3B

Collection B:
ARBC2680 Artistic Expressions of Arab Diasporas
ARBC2681 Gender and Politics in the Arab World
ARBC2210 Screening the Arab World
ARBC2671 Transnational Muslim Women and Veiling
ARBC3200 Arab and Middle East Politics
ARBC3201 Arab Cities: Texts and Contexts
Australian Literature

For major:
Major does not exist for Australian Literature.

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C

Collection A:
ENGL1002 Narratives of Romance and Adventure
ENGL1007 Language, Texts and Time
ENGL1008 Australian Texts: International Contexts
ENGL1011 Introduction to Film Studies
ENGL1012 The Gothic Imagination
ENGL1013 Global English Literatures
ENGL1026 Constructing the Fictive Self

Collection B:
ASLT2602 Revolutionary Writing: 1960s and beyond
ASLT2609 Australian Writing in the Postmodern Age
ASLT2616 Australian Stage and Screen
ASLT2619 Australian Gothic
ASLT2620 Writing Australian Nature

Collection C:
ASLT3607 Literature, Nation, Location
ASLT3608 Major Authors: Depth Study
KOCR3605 Writing Country: Indigenous Ecopoetics
Biblical Studies and Classical Hebrew

For major:
30 credit points from Collection A
12 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
HBRW1101 Hebrew Modern B1
HBRW1102 Hebrew Modern B2
HBRW2603 Hebrew Modern 3
HBRW2604 Hebrew Modern 4
HBRW2623 Hebrew Classical 3
HBRW2625 Hebrew Classical 5
HBRW2631 Hebrew Accelerated C1
HBRW2632 Hebrew Accelerated C2

COLLECTION B:
HBRW3601 Hebrew Classical Advanced 4
HBRW3602 Hebrew Classical Advanced 6
HBRW3610 Advanced Hebrew Modern 7
HBRW3611 Advanced Hebrew Modern 8
HBRW3612 Advanced Hebrew Modern 9
HBRW3613 Advanced Hebrew Modern 10
Business Studies (Industrial Relations & HR Management)

For major:
Not Available for Major

For minor:
6 credit points from Collection A
6 credit points from Collection B
12 credit points from Collection C
12 credit points from Collection D

Collection A:
BUSS1030 Accounting, Business and Society

Collection B:
WORK1003 Foundations of Work and Employment
WORK1004 Foundations of Management

Collection C:
WORK2203 IR Policy & Processes
WORK2205 HR Processes and Strategies
WORK2210 Strategic Management
WORK2218 Managing Organisational Behaviour

Collection D:
WORK3201 International Human Resource Management
WORK3202 Leadership
WORK3203 Managing Diversity at Work
WORK3204 Managing Organisational Sustainability
WORK3205 Organisational Communication
WORK3206 Regulation at Work
WORK3207 Future of Work
WORK3601 Management in Practice
Chinese Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

Collection A:
CHNS1101 Chinese 1A
CHNS1102 Chinese 1B
CHNS2001 Chinese 2C (Advanced Beginners)
CHNS2002 Chinese 2D (Advanced Beginners)
CHNS2601 Chinese 2A
CHNS2602 Chinese 2B
CHNS3000 Chinese for Native Speakers 1
CHNS3001 Chinese for Native Speakers 2
CHNS3601 Chinese 3A
CHNS3602 Chinese 3B
CHNS3603 Chinese 4A
CHNS3604 Chinese 4B
CHNS3605 Chinese 5A
CHNS3606 Chinese 5B

Collection B:
CHNS2003 Gender and Women in Chinese Literature
CHNS2004 Introduction to Chinese Literature
CHNS2011 Religion and Martial Arts Fiction
CHNS2613 Communication and Social Change in China
CHNS2614 Understanding News about China
CHNS2641 Reading Chinese Philosophy
CHNS2650 Chinese In-Country Study A
CHNS2651 Chinese In-Country Study B
CHNS2652 Chinese In-Country Study C
CHNS2653 Chinese In-Country Study D
CHNS2654 Chinese In-Country Study E
CHNS2655 Chinese In-Country Study F
CHNS2656 Chinese In-Country Study G
CHNS2657 Chinese In-Country Study H
CHNS3111 Global Chinese Literatures
CHNS3607 Chinese Buddhist Texts
CHNS3610 Chinese Translation
CHNS3611 Chinese for Special Purposes 1
CHNS3612 Chinese for Special Purposes 2
CHNS3621 Case Studies in Translation
CHNS3633 Stories for a Modern China
CHNS3634 Gender in Modern Chinese Literature
CHNS3639 Chinese Cinema
CHNS3640 Chinese History: Fact and Fiction
CHNS3645 Classical Chinese Prose
CHNS3646 Classical Chinese Fiction
CHNS3647 Classical Chinese Poetry
CHNS3650 Chinese Translating and Interpreting
CHNS3651 Chinese Drama and Theatre
CHNS3680 Multilingualism in the Sinosphere
English

For major:
12 credit points from Collection A,
12 credit points from Collection B,
18 credit points from Collection C,
and FASS3999 Interdisciplinary Project

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C,

Collection A:
ENGL1002 Narratives of Romance and Adventure
ENGL1007 Language, Texts and Time
ENGL1008 Australian Texts: International Contexts
ENGL1011 Introduction to Film Studies
ENGL1012 The Gothic Imagination
ENGL1013 Global English Literatures
ENGL1014 Creative Writing
ENGL1026 Constructing the Fictive Self

Collection B:
ENGL2670 Revolutionary Writing: 1960s and beyond
ENGL2671 Australian Writing in the Postmodern Age
ENGL2669 Australian Stage and Screen
ENGL2668 Australian Gothic
ENGL2603 Imagining America
ENGL2605 Literary Theory: An Introduction
ENGL2611 Jane Austen, Then and Now
ENGL2613 Literature, Politics and Modernity
ENGL2617 Postmodernism
ENGL2627 Screening Sexuality
ENGL2638 Literature and Cinema
ENGL2640 Shakespeare
ENGL2650 Reading Poetry
ENGL2651 Transatlantic Negotiations
ENGL2653 Western Theories of Language
ENGL2654 Novel Worlds
ENGL2657 Myths, Legends and Heroes
ENGL2660 Reading the Nation: American Literature
ENGL2661 Imagining Camelot
ENGL2662 Deceit, Disguise and Medieval Narrative
ENGL2665 The Victorian Novel
ENGL2666 Creative Writing: Theory and Practice
ENGL2672 Postcolonial Modernisms/Modernities

Collection C:
ENGL3702 Australian Modernism
ENGL3704 Literature, Nation, Location
ENGL3701 Major Authors: Depth Study
ENGL3603 Contemporary British Literature
ENGL3604 Cinematic Modernism
ENGL3607 Modern Irish Literature
ENGL3608 Transpacific American Literature
ENGL3609 Mapping American Literature
ENGL3611 Issues in the Semiotics of Language
ENGL3612 Metaphor and Meaning
ENGL3615 Street Narratives
ENGL3616 Reading Contemporary America
ENGL3623 The 18th Century: Scandal & Sociability
ENGL3633 Introduction to Old English
ENGL3635 Old Norse
ENGL3642 Medieval Literature: Dreams and Visions
ENGL3643 The Canterbury Tales
ENGL3651 Christopher Marlowe
ENGL3655 The Literary in Theory
ENGL3657 The Brontes
ENGL3695 Medieval Tales of Wonder
ENGL3696 Advanced Creative Writing
ENGL3706 African American Literature
ENGL3697 Imagining Jerusalem
ENGL3703 Writing Australian Nature
ENGL3705 Writing Country: Indigenous Ecopoetics
ENGL3707 Text, Action and Ideology
French and Francophone Studies

**For major:**
- 36 credit points from Collection A
- 6 credit point from Collection B
- and FASS3999 Interdisciplinary Project

**For minor:**
- 30 credit points from Collection A
- 6 credit point from Collection B

**COLLECTION A:**
- FRNC1601 Introductory French 1
- FRNC1602 Introductory French 2
- FRNC2001 Intermediate French 1
- FRNC2002 Intermediate French 2
- FRNC2603 Introductory French 3
- FRNC2604 Introductory French 4
- FRNC3001 Advanced French 1
- FRNC3002 Advanced French 2
- FRNC3605 Introductory French 5
- FRNC3606 Introductory French 6
- FRNC3623 Intermediate French 3
- FRNC3624 Intermediate French 4
- FRNC3625 Intermediate French 5
- FRNC3626 Intermediate French 6
- FRNC3633 Advanced French 3
- FRNC3634 Advanced French 4

**COLLECTION B:**
- FRNC2010 Franco/Asian Encounters
- FRNC2625 Textes et Société 1: Identités en France
- FRNC2626 Textes et Société 2: Théâtre
- FRNC2627 French Contemporary History and Culture
- FRNC2628 French Contemporary Text and Culture
- FRNC2644 Pédagogie du Français Langue Étrangère
- FRNC2651 Linguistique Fonctionnelle
- FRNC2666 French Sociolinguistics
- FRNC2657 Que peut la littérature?
- FRNC2666 Research in French and Francophone Studies
- FRNC2671 Francophone Studies 1: Le Maghreb
- FRNC2675 Nouveaux médias et Francophonie
- FRNC2680 French Popular Culture
- FRNC2681 French Narrative Cinema
- FRNC2688 Nouvelles Textualités
- FRNC2689 Le Polar à Paris
- FRNC2693 Le Quotidien: writing the daily
- FRNC3652 Linguistique textuelle
- FRNC3672 Francophone Studies 2
- FRNC3684 Reflets de vie: Life Writing in French
- FRNC3644 Pédagogie du Français Langue Etrangère
- FRNC3693 Intellectual Movements since 1945
Germanic Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
GRMN1001 German 1 (A1)
GRMN1002 German 2 (A2)
GRMN2003 German 3 (B1/1)
GRMN2004 German 4 (B1.2)
GRMN3005 German 5 (B2/1)
GRMN3006 German 6 (B2.2)
GRMN3007 German 7 (C1/1)
GRMN3008 German 8 (C1/2)
GRMN3009 German Language and Society
GRMN3010 Translating German Culture

COLLECTION B:
GRMN2005 Reading German Culture
GRMN2006 Topics in German Film
GRMN2007 Writing Composition
GRMN2638 Gender and Sexuality in German Literature
GRMN3011 Power and Protest: 20th Century Germany
GRMN3012 Early 20th Century German Culture
GRMN3013 Contemporary German Fiction
GRMN3014 Foreign and Exotic in German Literature
GRMN3015 Gender and Sexuality in German Literature
GRMN3016 Myth in German Culture
GRMN3017 German Culture and Society 1806-1914
GRMN3018 Art and Ideology
GRMN3019 Teaching and Learning Methods in German
GRMN3020 Research in German as a Foreign Language
Hebrew (Modern)

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
HBRW1101 Hebrew Modern B1
HBRW1102 Hebrew Modern B2
HBRW2603 Hebrew Modern 3
HBRW2604 Hebrew Modern 4
HBRW3610 Advanced Hebrew Modern 7
HBRW3611 Advanced Hebrew Modern 8
HBRW3612 Advanced Hebrew Modern 9
HBRW3613 Advanced Hebrew Modern 10

COLLECTION B:
HBRW2631 Reading Hebrew 1
HBRW2632 Reading Hebrew 2
HBRW2623 Hebrew Classical 3
HBRW2625 Hebrew Classical 5
JCTC3001 Israel in Modern Middle East
JCTC3003 The Modern Jewish Experience
JCTC3602 Contemporary Jewish Identities
History (Modern)

For major:
12 credit points from Collection A,
6 credit points from Collection B,
6 credit points from Collection C,
18 credit points from Collection D,
and FASS3999 Interdisciplinary Project

For minor:
12 credit points from Collection A,
6 credit points from Collection B,
6 credit points from Collection C,
12 credit points from Collection D

COLLECTION A
HSTY1001 The History Workshop
HSTY1002 Age of Empires
HSTY1003 Forging the Modern World

COLLECTION B
HSTY2094 Australia: Conflict and Transformation
HSTY2677 Australia: Politics and Nation
HSTY2700 Australia's People since 1901

COLLECTION C
HSTY2099 The Middle Ages
HSTY2098 Early Modern Europe: Age of Reform
HSTY2097 Twentieth-Century Europe
HSTY2096 Revolutionary Europe 1789-1920
HSTY2095 American History from Lincoln to Obama
HSTY2093 The Chinese World
HSTY2304 Imperialism, 1815-2000
HSTY2606 China in the Nineteenth-Century World
HSTY2607 Palestine, Israel and the Middle East
HSTY2608 European Film and History
HSTY2609 African-American History and Culture
HSTY2611 America in World Affairs: A History
HSTY2612 High Renaissance
HSTY2613 Russia's Revolutions: 1905 to Present
HSTY2616 The Human Rights Revolution
HSTY2618 Age of the Crusades
HSTY2619 Convicts and Capitalists
HSTY2628 BOOM! The History of War
HSTY2629 Sex and Scandal
HSTY2631 Sin City? A History of Sydney
HSTY2634 Emerging Giant: The Making of America
HSTY2640 Twentieth-Century China
HSTY2647 Renaissance Italy
HSTY2652 Genocide in Historical Perspective
HSTY2659 Nationalism
HSTY2662 Atlantic World in the Age of Empire
HSTY2666 American Revolutions
HSTY2672 Britain and the World: C.1837-1914
HSTY2673 Lived Experience in Modern China
HSTY2692 International and Global History
HSTY2696 The Empire Strikes Back
HSTY2698 Free Speech: An International History
HSTY2699 Global Epidemics: From Black Death to Ebola
HSTY2706 France in Modern Europe and Beyond
HSTY2702 Gender and Medicine in Modern America
HSTY2703 Convicts and Capitalists
HSTY2704 Vikings of the Sunrise
HSTY2705 History of Capitalism
Indigenous Studies

For major:
12 credit points from Collection A,
12 credit points from Collection B,
18 credit points from Collection C,
and FASS3999 Interdisciplinary Project

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C

COLLECTION A
INDG1001 Introduction to Indigenous Cultures
INDG1002 Introduction to Indigenous History

COLLECTION B
INDG2001 Indigenous Land and Culture
INDG2002 Indigenous Art and Culture
INDG2003 Indigenous Political History
INDG2004 Indigenous Wellbeing
INDG2005 Learning an Australian Language
ANTH2605 Aboriginal Australia: Cultural Journeys
ANTH2630 Indigenous Australians and Modernity
ARHT2636 Contemporary Australian Art
HSTY2693 Frontier Violence in Modern Memory
HSTY2696 The Empire Strikes Back
LNGS2611 Australia's Indigenous Languages
SPAN2615 Indigenous Movements in Latin America

COLLECTION C
INDG3001 Indigenous Studies Methodologies
INDG3002 Indigenous Studies Research Project
INDG3003 Race, Racism and Indigenous Australia
INDG3006 De-colonising Indigenous Education
INDG3005 Re-awakening Australian Languages
ARHT3636 Issues in Indigenous Art
ENGL3705 Writing Country: Indigenous Ecopoetics
GOVT3998 Aboriginal and TSI Politics and Policy
Indonesian Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A
INMS1101 Indonesian 1A
INMS1102 Indonesian 1A
INMS2601 Indonesian 2A
INMS2602 Indonesian 2B
INMS3601 Indonesian 3A
INMS3602 Indonesian 3B

COLLECTION B
INMS3607 Indonesia Challenges of Development
INMS3608 Indonesia In Search of Modernity
INMS3609 Indonesia's Slow Road to Democracy
INMS3610 Dealing with Indonesia's Diversity
INMS3611 Autonomy and Human Rights in Indonesia
ASNS2661 History of Modern Indonesia
ASNS2663 Social Activism in South East Asia
ASNS2660 Islam Trade & Society: Arabia to SE Asia
ASNS3664 Transforming Southeast Asia
Italian Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A
ITLN1611 Italian 1
ITLN1612 Italian 2
ITLN2611 Intermediate Italian 3
ITLN2612 Intermediate Italian 4
ITLN2631 Senior Italian 3
ITLN2632 Senior Italian 4
ITLN3611 Senior Italian 5
ITLN3612 Senior Italian 6
ITLN3631 Senior Italian 7

COLLECTION B
ITLN2001 Introduction to Italian Culture
ITLN2002 Love in Italian Culture
ITLN3403 19th-century Italy: Writers and Society
ITLN3601 Made in Italy. Language at Work
ITLN3662 Machiavelli and Renaissance Italy
ITLN3667 Images of Contemporary Italy
ITLN3668 Issues of Language and Society in Italy
ITLN3679 Filming Fiction: The Italian Experience
ITLN3681 Representations of Southern Italy
ITLN3682 Fiction of Youth
ITLN3691 History of Italian Literature
ITLN3694 Dante and the Middle Ages
ICLS2626 Words and Pictures Across Cultures
Japanese Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

Collection A:
JPNS1611 Japanese 1
JPNS1612 Japanese 2
JPNS2611 Japanese 3
JPNS2612 Japanese 4
JPNS2621 Japanese 5
JPNS2622 Japanese 6
JPNS3621 Japanese 7
JPNS3622 Japanese 8
JPNS3631 Japanese 9
JPNS3632 Japanese 10

Collection B:
JPNS2670 Love and Death in Japanese literature
JPNS2672 Japanese Media and Popular Culture
JPNS3002 Historical texts (Project unit)
JPNS3637 Japanese Society
JPNS3650 Japanese Language and Identity
JPNS3676 Monsters and Ghosts - Japanese fantasy and SF
JPNS3677 Behaving the Japanese Way
Jewish Civilisation, Thought and Culture

For major:
Not possible as a major

For minor:
24 credit points from Collection A
12 credit point from Collection B

COLLECTION A

JCTC1003 Jewish History from Rome to New Diaspora
JCTC1004 People of the Book: Judaism Unbound
JCTC2100 Expulsion and Renewal: Medieval Jews
JCTC2XXX Medieval Jewish Thought
JCTC2XXX The Idea of Israel: A History of Zionism
HSTY2607 Palestine, Israel and the Modern Middle East
HSTY2624 The Origins of Human Rights
HSTY2652 Genocide in Historical Perspective

COLLECTION B

JCTC3602 Contemporary Jewish Identities
JCTC3002 The Holocaust: History and Aftermath
JCTC3001 Israel in the Modern Middle East
JCTC3003 The Modern Jewish Experience
Korean Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A
KRNS1621 Korean 1
KRNS1622 Korean 2
KSRN2621 Korean 3
KSRN2622 Korean 4
KRNS3621 Korean 5
KRNS3622 Korean 6

COLLECTION B
KRNS2671 Translation and Interpretation
KRNS2672 Issues in Korean Language
KRNS2673 Korean Phonology
KRNS2674 Korean Grammar
KRNS3670 Korea in Literature and Popular Culture
KRNS3675 Contemporary Korean Society and Culture
ASNS2641 Traditional Korea
ASNS2642 Modern Korea
ASNS3670 Mass Media in East Asia
Latin Studies

For major:
24 credit points from Collection A
18 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
24 credit points from Collection A
12 credit points from Collection B

COLLECTION A
LATN1600 Introduction to Latin 1
LATN1601 Introduction to Latin 2
LATN2600 Intermediate Latin 1
LATN2601 Intermediate Latin 2
LATN2620 Learn to Read Latin 1
LATN2621 Learn to Read Latin 2

COLLECTION B
LATN3001 Latin Imperial Prose
LATN3002 Latin Republican Prose
LATN3003 Latin Republican Poetry
LATN3004 Latin Imperial Poetry
LATN3007 Literature in the Ancient World
Modern Greek

For major:
24 credit points from Collection A
18 credit points from Collection B
and FASS3999 Interdisciplinary Project

For minor:
24 credit points from Collection A
12 credit points from Collection B

COLLECTION A
MGRK1601 Junior Modern Greek 1
MGRK1602 Junior Modern Greek 2
MGRK2601 Modern Greek 3
MGRK2602 Modern Greek 4

COLLECTION B
MGRK3603 Modern Greek Politics
MGRK3604 Contemporary Art in Modern Greece
MGRK3001 Greek Modernism in European Context
MGRK3002 Theory of Translation B
MGRK3607 The Art of Translating
MGRK3633 Greekness and Hellenism
MGRK3692 Theories of Literature
Political Economy

For major:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C,
ECOP3XXX Disciplinary Project in Political Economy
and FASS3999 Interdisciplinary Project

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
6 credit points from Collection C,
and ECOP3XXX Disciplinary Project in Political Economy

COLLECTION A
ECOP1001 Economics as a Social Science
ECOP1003 International Economy and Finance

COLLECTION B
ECOP2011 Economic Theories of Modern Capitalism
ECOP2012 Social Foundations of Modern Capitalism
ECOP2612 Economic Policy in Global Context
ECOP2613 Political Economy of Global Capitalism
ECOP2616 Inequality and Distribution
ECOP2617 Globalisation and Labour
ECOP2618 Neoliberalism: Theory, Practice, Crisis
ECOP2619 Development in Emerging Economies
ECOP2911 Class: Exploring Theory and Method

COLLECTION C
ECOP3015 Political Economy of the Environment
ECOP3017 Human Rights in Development
ECOP3019 Political Economy of Money and Finance
ECOP3601 Cyclical Fluctuations
ECOP3911 Theories in Political Economy
ECOP3912 Research in Political Economy
ECOP3922 Political Economy of Gender
Spanish and Latin American Studies

For major:
24 credit points from Collection A
12 credit points from Collection B
6 credit points from Collection C
and FASS3999 Interdisciplinary Project

For minor:
24 credit points from Collection A
6 credit points from Collection B
6 credit points from Collection C

COLLECTION A
SPAN1621 Level 1
SPAN1622 Level 2
SPAN2611 Level 3
SPAN2612 Level 4
SPAN2613 Level 5
SPAN2614 Level 6

COLLECTION B
SPAN3611 Level 7
SPAN3612 Level 8
SPAN3613 Spanish Level 9
SPAN3702 Spanish Level 10

COLLECTION C
SPAN2615 Indigenous Movements in Latin America
SPAN2616 Citizenship in Spain and Latin America
SPAN2621 Spanish Film and Literature
SPAN2622 Latin American Popular Culture
SPAN2631 Cultural and Social Change in Spain
SPAN2641 Filmmaking in the Latin American Context
SPAN3621 Latin American Film and Literature
SPAN3622 Introduction to Spanish Translation
SPAN3623 From Argentine to Latin American Icons
SPAN3624 Spain: A Nation of Nations?
SPAN3625 New Latin American Geopolitics of Power
SPAN3671 The Stories of Spain: Texts and Contexts
SPAN3680 The Spanish-Speaking World
Theatre and Performance Studies

For major:
24 credit points from Collection A,
12 credit points from Collection B,
PRFM3961 Rehearsal Studies
and FASS3999 Interdisciplinary Project

For minor:
24 credit points from Collection A,
6 credit points from Collection B,
and PRFM3961 Rehearsal Studies

Collection A:
PRFM1601 Performance: Process and Collaboration
PRFM1602 Dangerous Performances
PRFM2601 Being There: Theories of Performance
PRFM2602 Performance: Production & Interpretation

Collection B:
PRFM3621 Ritual, Play and Performance
PRFM3602 Performance Histories
PRFM3603 Playing Politics
PRFM3604 Embodied Histories
PRFM3606 Approaches to Acting
PRFM3607 Production Strategies for Performance
PRFM3611 Dramaturgy
PRFM3619 Documenting Performance
CHNS3651 Chinese Drama and Theatre
APPENDIX B. VIM Overview

Bachelor of Arts, Master of Teaching (School and Community Education) (VIM)

The vertically integrated Bachelor of Arts, Master of Teaching (School and Community Education) provides opportunities for building social justice movements among teachers and schools working as advocates for, partners with, and learning from the communities they serve. It provides students who complete an undergraduate minor or major in Education (EDUF) the opportunity to obtain an accredited teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community education. This community education specialisation may include working in disadvantaged communities to effect change, working with Australian and international Indigenous communities, working with refugees, global education including work with international NGOs, or working on education and wellbeing programs in alternative education settings (such as prisons or youth services).

**Proposed structure:**

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>EDUF</td>
<td>Arts</td>
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<tr>
<td>Year 5</td>
<td>AdCw</td>
<td>Curric</td>
<td>Curric</td>
</tr>
</tbody>
</table>

* 0 cp barrier unit will be added to ensure students have passed the Government’s Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

**Areas of Interest:**

Students in this course will be given the opportunity to focus their studies in an area of particular interest. All students in the course will enrol in the same units, however the inquiry-based coursework will allow students to opt into a particular area that will guide their engagement with on-campus coursework and school and community placements. The following areas of interest will be offered in the initial years of the course, with options to modify or add new areas of interest depending on staff expertise and community/profession-led consultation.

*Indigenous culture, community and education:* Pre-service teachers selecting the Indigenous culture, community and education area will develop deep understanding of the significance of Aboriginal community cultural wealth, diversity and leadership in school and community educational contexts. Contingent to this will be critical analysis of various representations of Indigenous people, culture and communities, the impact this has on relationships between Indigenous and non-Indigenous peoples and the importance of rejecting deficit discourses about Indigenous peoples and communities. In this process pre-service teachers will develop culturally responsive ethical research and communication skills including appropriate protocols for community collaboration. They will apply these skills to comparative experiences in local Australian and international Indigenous communities in the context of global human rights and social justice imperatives.

Improving Indigenous student outcomes is a key priority in this area of interest. To achieve this, pre-service teachers will develop deep knowledge, understanding and skills in culturally responsive relationships-focussed curriculum and pedagogy to engage Indigenous people in the educative process. Further they will apply the Australian Professional Standards for Teaching in order to become proactive change agents and embark upon professional and personal reflexivity on their life-long learning experiences in Indigenous contexts.

**Global Education:** The *Global Education* area of interest aims to cultivate in students a deep understanding of global education both within and beyond Australia. The units provide a critical comparative perspective to help students analyse the purposes, pedagogies, and policies of education across contexts. The area of interest captures multiple aspects of global education and prepares students for engagement in various sectors, including but not limited to the following: contributing to education in low-, middle-, and high-income countries around the world; working with international non-governmental organisations (INGOs) as well as bilateral and multilateral organisations (e.g. UN agencies); teaching in international schools;
analysing educational policies and global education movements; incorporating global themes into Australian curricula; and working with international education exchange programs. In sum, the Global Education area of interest prepares University of Sydney students for work across a variety of sectors within the broader field of global education by exploring the diverse ways in which countries, schools, teachers, and students approach education from global perspectives.

Education in non-traditional settings: This area of interest invites pre-service teachers to consider teaching opportunities that extend outside of a traditional classroom setting. Possible settings include (but are not limited to) hospitals, prisons and correctional systems, disability service settings, and flexible learning sites. Working within such settings involves working with children and young people who have been labelled as unable to manage the demands of everyday schooling, or who have been excluded from mainstream schooling opportunities. Often such exclusion has occurred in combination with other forms of social exclusion that may have affected both the students as individuals, as well as their families and broader communities, including poverty, racism and ableism. Rather than making children and young people fit into preconceived notions of what it means to be a 'good' student, teachers working within non-traditional settings are challenged to consider how aspects of conventional classroom settings can be reconceptualised in order to actively incorporate and respond to a broad range of student identities and experiences.

Education in diverse communities: This area of interest allows students to follow their interests in education in particular communities. It considers the diverse and varied ways Australian children engage in school – including but not limited to, urban education in housing estate districts, rural and remote education services, distance education, and boarding schools. Students undertaking this area will have the option to experience a broad range of education and community sites and coursework (for example, by doing professional experience in a variety of settings), or to focus their coursework and experiences to one kind of community (such as rural boarding schools). The area aims to engage students in a critical exploration of the different roles schools play in different communities, the particular ‘lived effects’ of education policy in different sites, and the potential opportunities for building positive school-community relationships.

Proposed structure – unit detail:

<table>
<thead>
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<th>Year</th>
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<th>Semester 2</th>
<th>Summer</th>
</tr>
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<td>Arts Major</td>
<td>Arts 2nd area</td>
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<tr>
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<td>Curric</td>
</tr>
<tr>
<td>Year 5</td>
<td>AdCw</td>
<td>Curric</td>
<td>Curric</td>
</tr>
</tbody>
</table>

All Arts and Science units, including EDUF, are existing offerings.

Detail of Advanced Coursework:
All units are 6 cps unless otherwise stated.

Secondary Education Program:
Year 3, Semester 2:
EDMTXXXX: Pedagogy and Practice in Community Development
EDMTXXXX: Literacy and diversity
EDMTXXXX: Professional Experience 1 – Community placement (10 days community, 5 days school)

Year 4, Semester 1:
EDMTXXXX: Pedagogy and practice in classrooms
EDMTXXXX: Professional Experience 2 - School and community placement (10 days school, 5 days community)
Curriculum 1 units – 12 cps existing secondary curriculum units (e.g., History Curriculum 1 and English Curriculum 1)

Year 4, Semester 2:
EDMTXXXX: Integrated perspectives 1: Special and Inclusive Education
EDMTXXXX: Integrated perspectives 2: Inquiry Project
EDMTXXXX: School placement (20 days)
Curriculum 2 units – 12 cps existing secondary curriculum units (e.g., History Curriculum 2 and English Curriculum 2)

Year 5, Semester 1:
EDMTXXXX: Research project
Curriculum 3 units – 12 cps existing secondary curriculum units (e.g., History Curriculum 3 and English Curriculum 3)
EDMTXXXX: Final internship and TPA

Primary Education Program:
Note – Primary students do not need a second teaching area so all Arts/Sci 2nd area units become elective spaces.

Year 3, Semester 2:
EDMTXXXX: Pedagogy and Practice in Community Development
EDMTXXXX: Literacy and diversity
EDMTXXXX: Professional Experience 1 – Community placement (10 days community, 5 days school)

Year 4, Semester 1:
EDMTXXXX: Pedagogy and practice in classrooms
EDMTXXXX: Professional Experience 2 - School and community placement (10 days school, 5 days community)
EDMT5531: English 1 K-6
EDMT5534: Human Society and its Environment K-6
EDMT5683: Primary Mathematics 1

Year 4, Semester 2:
EDMTXXXX: Integrated perspectives 1: Special and Inclusive Education
EDMTXXXX: Integrated perspectives 2: Inquiry Project
EDMTXXXX: School placement (20 days)
EDMT5530: Creative Arts K-6
EDMT5536: Personal Development, Health & PE K-6
EDMT5682: Science, Technology and Toys K-6

Year 5, Semester 1:
EDMTXXXX: Research project
EDMT6531: English 2 K-6
EDMT6533: Programming across the K-6 Curriculum
EDMTXXXX: Primary Options
EDMT6628: Primary Mathematics 2
EDMTXXXX: Final internship and TPA
From: Nerida Olson  
<nerida.olson@sydney.edu.au>  
Date: Sunday, 23 July 2017 at 3:06 pm  
To: Kelly Freebody <kelly.freebody@sydney.edu.au>  
Cc: Maria McQuilty <maria.mcquilty@sydney.edu.au>  
Subject: Re: Meeting about marketing case for new degree proposal

Hi Kelly,

I hope all is going well, and that you had a fabulous weekend! Apologies for not having an opportunity to reply to your email earlier.

I am on leave this week, returning to the office on Monday 31 July. Would sometime the week of 31 July be convenient to meet to discuss the student recruitment strategy for the new degree? I will also extend an invitation to the Faculty of Arts and Social Sciences' Marketing and Communications Manager, Michaela Dunworth, to join our meeting. Michaela will be able to prepare the marketing strategy, and I will prepare the student recruitment strategy. We normally work very closely together to support the two strategies associated with new course proposals.

I'll be keeping an eye on my emails this week, and if sometime the week of 31 July will work for you, I'll circulate a calendar invitation this week to confirm the meeting.

All the best,

Nerida

NERIDA OLSON | Recruitment Manager (Faculty of Arts and Social Sciences)

Global Student Recruitment and Mobility

DVC Registrar Portfolio

THE UNIVERSITY OF SYDNEY
Level 4, Room 412, Jane Foss Russell Building G02 | The University of Sydney | NSW | 2006
T +61 2 9351 7360 | F +61 2 9351 7394 | M +61 413 314 590
E nerida.olson@sydney.edu.au | W sydney.edu.au

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This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.
From: Kelly Freebody
<kelly.freebody@sydney.edu.au>
Date: Wednesday, 19 July 2017 10:29 am
To: Nerida Olson <nerida.olson@sydney.edu.au>
Cc: Maria McQuilty
<maria.mcquilty@sydney.edu.au>
Subject: Meeting about marketing case for new degree proposal

Hi Nerida,

I’m working with some people in the faculty to put up a full proposal for a new VIM degree, MTeach (Community Education). Quite exciting. Our EOI was accepted and now we are working towards a full proposal.

Could we have a meeting to discuss the marketing case and ways we could work together on this?

The sooner the better from my perspective but I realise that you’re probably really busy. Any chance 1pm this Friday or 10am next Tuesday work for you?

All best,
Kelly
From: Kristian Adamson <kristian.adamson@sydney.edu.au>
Date: Monday, 24 July 2017 at 5:21 pm
To: Kelly Freebody <kelly.freebody@sydney.edu.au>
Subject: RE: tomorrow

That’s fine. My office is just outside our committee meeting room so we can come by whenever the meeting finishes.

Kristian Adamson | Acting Director, Academic Planning and International Cooperation
Faculty of Arts and Social Sciences, The University of Sydney J3.16,
Quadrangle A14 | The University of Sydney | NSW | 2006 T +61
2 9351 6676
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody
Sent: Monday, 24 July 2017 5:16 PM
To: Kristian Adamson <kristian.adamson@sydney.edu.au>
Subject: Re: tomorrow

Great. Ok if I invite Maria McQuilty too?

11.30 on Wednesday. Do you want to come to my office or go to yours?

Kelly

From: Kristian Adamson <kristian.adamson@sydney.edu.au>
Date: Wednesday, 19 July 2017 4:37 pm
To: Kelly Freebody <kelly.freebody@sydney.edu.au>
Subject: RE: tomorrow

Let’s do just after? 9-9.30 tends to be a bit of a rush to solve the crisis of the day before it spreads.

Kristian Adamson | Acting Director, Academic Planning and International Cooperation
Faculty of Arts and Social Sciences, The University of Sydney J3.16,
Quadrangle A14 | The University of Sydney | NSW | 2006 T +61
2 9351 6676
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody
Sent: Wednesday, 19 July 2017 3:31 PM
To: Kristian Adamson <kristian.adamson@sydney.edu.au>
Subject: Re: tomorrow

How about either Just before or just after UG on Wednesday?

K
From: Kristian Adamson <kristian.adamson@sydney.edu.au>
Date: Wednesday, 19 July 2017 at 3:15 pm
To: Kelly Freebody <kelly.freebody@sydney.edu.au>
Cc: Maria McQuilty <maria.mcquilty@sydney.edu.au>
Subject: RE: tomorrow

Hi Kelly, happy to do so, but I’m out of the office on Tuesdays. Monday and (most of) Wednesday is all good.

Kind regards,

Kristian Adamson | Acting Director, Academic Planning and International Cooperation
Faculty of Arts and Social Sciences, The University of Sydney J3.16,
Quadrangle A14 | The University of Sydney | NSW | 2006 T +61 2 9351 6676
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody
Sent: Wednesday, 19 July 2017 2:51 PM
To: Kristian Adamson <kristian.adamson@sydney.edu.au>
Cc: Maria McQuilty <maria.mcquilty@sydney.edu.au> Subject: Re: tomorrow

Hi Kristian,

Wondering if there was an opportunity early next week (Tuesday would be perfect) to have a 30 min chat about processes for the development of the VIM? I’m starting to move things forward at ESW level but want to get a sense of timelines and expectations more broadly as well.

Thanks,
Kelly
From: Kristian Adamson <kristian.adamson@sydney.edu.au>
Date: Wednesday, 5 July 2017 at 12:14 pm
To: Kelly Freebody <kelly.freebody@sydney.edu.au>
Cc: Emma Doyle <emma.doyle@sydney.edu.au>, Gaby Ramia <gaby.ramia@sydney.edu.au>, Melissa Hardie <melissa.hardie@sydney.edu.au>
Subject: RE: tomorrow

Hi Kelly,

I think that’d be great to have it tabled for the next meeting and have you there for discussion. It would be worthwhile bringing it to both the UG and PG committees, since it covers coursework at both levels. Once we’ve had that initial briefing, and if we’re got the go-ahead, we can go through the timeline and approval process, and work on the actual full proposal.

I had hoped to bring the issue of VIMs more generally to our last PCB but most members were apologies, so didn’t have the opportunity. I’ll raise the issue again as I think it will be important we have a clear Faculty position and process in place since this is uncharted territory for most, and it doesn’t seem like the University has finalised its own expectations of what a VIM should look like.

Kind regards,

Kristian Adamson | Acting Director, Academic Planning and International Cooperation
Faculty of Arts and Social Sciences, The University of Sydney J3.16, Quadrangle A14 | The University of Sydney | NSW | 2006 T +61 2 9351 6676
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

---

From: Kelly Freebody
Sent: Tuesday, 4 July 2017, 4:57 PM
To: Emma Doyle
Subject: tomorrow

Hi Emma,

Concerning tomorrow’s meeting. Lots of people are on leave at the moment in my School so struggling to find someone to come in my place. If you’re circulating change proposals is it ok if I send responses via email?

Also, an EOI for a new degree in SSESW was approved through CCPC today – a Vertically Integrated Masters of teaching (Community Education). VIMs are considered UG degrees, not PG so I’ll send information to the UG committee for noting next meeting – If you’re happy to hold off until I can be there to answer any questions?

I was in communication with Alyson Simpson as head of FASS Education portfolio during the development of the EOI.

Thanks.
Kelly
Hi Christine

Great to chat to you yesterday. As discussed I have attached a 2-page doc comprising the cover page and Appendix 4 (Library Impact Statement) of the Course Management Template for Kelly Freebody’s VIM application (Bach Arts/Science, MTeach (School and Community Education)). If you could return the completed appendix and signed cover page to us as soon as you are able to we would really appreciate it. Thank you again for your assistance and input with this.

Kind regards
Rebecca

REBECCA RATHBONE | Project Administrator, Research Partnerships Sydney School of Education and Social Work
THE UNIVERSITY OF SYDNEY
Room 328, Dean's Unit | Education Building A35 | The University of Sydney | NSW 2006 T +61 2 9351 7008
E rebecca.rathbone@sydney.edu.au | W http://sydney.edu.au
NOTICE OF MEETING

A meeting of the Undergraduate Programs Committee will be held at 9:30am on Wednesday 26 July in the Faculty Meeting Room N301. Apologies for absence may be given by email to emma.doyle@sydney.edu.au

The attendance of the entire committee is requested.

AGENDA

1. Apologies
2. Minutes of the previous meeting
3. Matters Arising
4. Chair’s Report
5. Embedding Graduate Qualities in the UG Curriculum (John Hardie)
6. Vertically Integrated Masters of Teaching (Community Education)
7. Work Health and Safety
8. Any Other Business
APPENDIX E. Postgraduate Programs Committee Agenda

Postgraduate Coursework Programs Committee
Curriculum Support & Scholarships Officer
Faculty of Arts and Social Sciences
T: 9351 2580
E: emma.doyle@sydney.edu.au

NOTICE OF MEETING
A meeting of the Postgraduate Coursework Committee will be held **at 10:30am on Thursday 10 August in the Faculty Conference Room, N301.** Apologies for absence may be given by email to emma.doyle@sydney.edu.au

The attendance of the entire committee is requested.

AGENDA

1. Apologies
2. Work Health and Safety
3. Minutes from the last meeting
4. Matters Arising
5. Chairs Report
6. Low EFTSL courses (departmental responses)
8. EOI Master of Education in Leadership in Indigenous Studies
9. The text/script for PG admissions staff
10. The informal extensions/spec con system/late penalties/appeals provisions/attendance/anonymous marking – a PG difference in voice?
11. Specialisations – strategy from here
12. Recognition of prior learning assessment model
13. UAS guidelines for 2018
14. Enrolment figures
15. Any other business
   - Updates from ESW
Dear Kelly,

I would like to inform you that at the 25 September CCPC meeting the Course Proposal - Bachelor of Arts and Master of Teaching (School and Community Education) - was approved by the CCPC, subject to the amendment to Section 8 (2)(a) of the Course Resolutions:

The expression of the Progression Rules in the proposed Course Resolutions, Section 8 (2)(a), needs amendment to state that a WAM of 65 must be maintained for each of the first three years of enrolment.

The Course Proposal will be now be presented to the University Executive on Thursday 12 October. Please submit the amended Course Proposal, incorporating CCPC feedback, as soon as possible to ensure that UE can review the amended proposal in full. Please return the amended proposal to iap.ccpc@sydney.edu.au.

If you have any queries regarding the above information please let me know.

Kind Regards,
Kubra.

Regards

Kubra Chambers - Director
Institutional Analytics and Planning (IAP)
Office of the Provost and Deputy Vice Chancellor

THE UNIVERSITY OF SYDNEY
Room K4.01 /Quadrangle A14 / University of Sydney/NSW/2006
T +61 2 9351 4884 /F +61 2 936 0000 M +61 423 847 146
E kubra.chambers@sydney.edu.au / W http://sydney.edu.au

CRICOS 00026A
This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.
The purpose of this submission is to seek endorsement for the new course. On the advice of the CCPC, the Faculty have developed an undergraduate version of the VIM proposal (which is being submitted concurrently).

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Arts and Social Sciences to introduce the Bachelor of Arts/Bachelor of Education (School and Community Education) combined degree;
2. recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Arts and Social Sciences; and
3. approve the introduction of course resolutions arising from this proposal, with effect from 1 January 2019.

**EXECUTIVE SUMMARY**

The new course proposal is for a combined undergraduate program; Bachelor of Arts/ Bachelor of Education (School and Community Education).

The CCPC advised the Faculty to develop this combined undergraduate version of the proposed Vertically Integrated Masters, Bachelor of Arts/ Master of Teaching (School and Community Education), due to the current uncertainty around CSP places.

**ATTACHMENTS**

Attachment 1: Bachelor of Arts/ Bachelor of Education (School and Community Education) new course proposal.
Course management template

Use this template to:
- propose a **new course** of study following approval of an EOI
- propose an **amendment to an existing course** of study
- request the **deletion of a course** of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

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

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<td>New Resolutions are appended to this submission</td>
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<tr>
<td>☐ Amended course</td>
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<tr>
<td>☐ Deletion of a course</td>
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**Name of course** Bachelor of Arts/ Bachelor of Education (School and Community Education)

**School/department** Education and Social Work

**Managing faculty** Faculty of Arts and Social Sciences

**Name of proponent** Dr Kelly Freebody

**Telephone** 93516903

**Email** Kelly.freebody@sydney.edu.au

**Version date** 6 September 2017

<table>
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<th>☒ Undergraduate</th>
<th>☐ Postgraduate coursework</th>
<th>☐ Postgraduate research</th>
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**Dean**

Signature

**Date** 25/10/17

**Faculty Manager**

Signature

**Date**

**Deputy Vice-Chancellor (Education)**

**Date**

**Divisional Finance Director**

**Part 2**

**Date**

**Head of Recruitment**

**Section 1-5**

**Date**

**Library Director**

**Appendix 4**

Please see Appendix 4 for signature

**Date**
About the course management template

This template combines and replaces the University’s New Course Proposal and Course Amendment templates. You should also complete relevant sections of this template if you are requesting the deletion of a course. For each purpose, relevant sections are marked on the Contents page overleaf.

The proposal of any new course of study is a significant addition to the academy. Before starting on a new course proposal using this template, please submit your Expression of Interest to the Curriculum and Course Planning Committee at pio.ccpc@sydney.edu.au

As a proponent you are required to describe in detail the pedagogical aims and outcomes of the course, and provide thorough details of its content and structure. You must also evidence consultation within the University and, if necessary, outside the University, with relevant professional or industrial bodies. Evidence that you have undertaken analysis supporting the long-term financial viability of the proposed course, and aligning the course with the University’s broader strategy and place in the sector, must be provided with your proposal. This template sets out guidelines relating to each of these requirements.

An amendment to an existing course may be made for various reasons. In most cases an amendment impacts the delivery of the course — whether the addition of a new major or area of specialisation, or the creation of new capstone or professional experience integral to completion requirements, or a change in the structure of the course — and for this reason it is necessary that you provide as part of your amendment proposal the same level of detailed analysis, review and consultation required for new course proposals.

The course management template includes components supporting course creation and course structure in Sydney Student. Your proposal will include details about defined collections of Units of Study to be offered in the course. Collections inform online Unit of Study selection by students, provide the basis for results processing and progression rules, and are essential for the publication of handbooks.

This requirement applies equally to new courses and course amendments. If you are proposing the introduction of a new major or specialisation, or the distinction of a stream or streams of study, or changes to the award requirements for a course, you must also provide details of Unit of Study collections affected or required by the amendment.

The deletion of a course may impact or be perceived to impact commencing students and applicants as well as continuing (enrolled) students. It is important that consideration is given to whether there are promotional documents in circulation or applications in train for the course, whether offers have already been made and tuition fee deposits paid by commencing international students, or whether they are already enrolled in related, preparatory English language courses or foundation studies. Continuing students may have valid questions about the viability of the award for which they are enrolled; the faculty should be prepared to provide appropriate advice or guidance to continuing students, and must provide evidence of satisfactory arrangements to ensure students can complete their course of study or transition to an alternative course.

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.
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<td>Clinical and industrial placement or experience</td>
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<td>External registration codes</td>
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<td>Academic purpose</td>
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<td>6.1</td>
<td>Academic rationale</td>
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<td>6.2</td>
<td>Academic aims and objectives</td>
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<td>Y</td>
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<td>Statement of learning outcomes</td>
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<td>7.1</td>
<td>Course structure</td>
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<td>Pedagogical approach</td>
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Approved by the Academic Board, 3 December 2014
| 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 Centre | Y | Y |
| 7.8  | Remediation of assessment | 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 Centre | Y | Y |
| 7.11 | Joint ventures with other universities | Y | Y |
| 7.12 | Resolutions | Student Centre | Y | Y | Y |

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<td>8.1</td>
<td>Teaching and support staff</td>
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<td>Teaching space and related facilities</td>
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<td>8.3</td>
<td>IT requirements</td>
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<td>8.4</td>
<td>Library resources</td>
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<td>Resolutions of the Senate</td>
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<td>Appendix 2</td>
<td>Resolutions of the Faculty</td>
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<td>Appendix 3</td>
<td>Course Resolutions</td>
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<td>Appendix 3A</td>
<td>Undergraduate courses</td>
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<td>Appendix 3B</td>
<td>Postgraduate courses</td>
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<td>Appendix 4</td>
<td>Library impact statement</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Reference: Session codes</td>
</tr>
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<td>Appendix 6</td>
<td>Reference: Campus codes</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>AQF compliance</td>
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</table>

**Abbreviations**

FPA = Financial Planning and Analysis  
MC = Marketing and Communications (Office of the Vice-Chancellor)  
PIO = Planning and Information Office (Provost and DVC)  
SRA = Student Recruitment and Admissions (DVC and Registrar)  
Y = Yes, please complete this section

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PART 1: Strategy and marketing analysis

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

The strategic directions of the Sydney School of Education and Social Work (SSES W) identify a commitment to community engagement, social justice, and equity through the provision of research-led teacher education and social work education. Aligning with this core vision, a Bachelor of Arts combined with a Bachelor of Education in School and Community Education provides opportunities for building social justice movements with teachers and schools working as advocates for, partners with, and learning from the communities they serve.

The combined degree Model provides an opportunity to develop a boutique course that allows a student to complete an the Education minor (EDUF) in their Arts studies, providing space in their Bachelor of Education to engage in coursework in community development and community education. Unlike similar community or popular education courses, this program would be distinctive in its ability to provide students with community education coursework and experiences, as well as a nationally recognised teaching qualification*. Once NESA accreditation has been approved, graduates from this degree will be qualified to work as teachers in schools, as well as in the field of community and cultural development more broadly.

The course is structured to be a boutique, experimental offering, catering initially to one cohort of students. The size of the program not only ensures the delivery of learning experiences that are manageable and of high quality, but also encourages students to build rapport with their colleagues and lecturers as well as develop deep relationships with the organisations and communities in which they will be working. The accelerated program allows students to complete 240 credit points in 4.5 years, with units each year well suited to flexible (OLE) or intensive (professional placements) delivery. To ensure students are working at a level that would allow them to succeed in the accelerated format, and the program graduates are high-quality, engaged teachers and community educators, students will be required to maintain an average mark of 65 throughout the first three years component of the combined degree.

This program relates to the University’s commitment to initiate a University-wide program of curriculum renewal and to promote Indigenous participation, engagement, education and research. The course has strong potential to build industry and community partnerships to differentiate our teaching and research programs locally and globally.

At a school level, the program aligns with SSES W’s vision outlined in the Strategic Directions and Operational Planning document to be known for

1) High-quality, research-led professional education that is innovative and distinctive in its focus on equity and social justice
2) Global engagement designed to transform communities and individual lives in socially just ways

This course provides excellent opportunities within FASS to work across Arts curriculum more broadly, combined with Education and Social Work theory, research and practice. There is the potential for shared units, collaborative teaching, supervision and research, engagement with the Glebe Community Development Project, the Indigenous Research Collaboration, Aboriginal Studies Association, combined field experiences, and other linkages.

*Subject to NESA Initial Teacher Education Accreditation approval

1.2 Summary of internal consultation with other faculties and business services units

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>19/07/2017</td>
<td>Nerida Olson (Recruitment) &amp; Michaela Dunworth (Marketing and Communications)</td>
<td>Email and meeting</td>
<td>See Appendix C</td>
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<tr>
<td>05/07/2017</td>
<td>Kristian Adamson (Academic planning and Internationalisation)</td>
<td>Email and Meeting</td>
<td>See Appendix C</td>
</tr>
<tr>
<td>09/08/2017</td>
<td>Christine Tennent (Academic Liaison Librarian)</td>
<td>Phone call and email</td>
<td>See Appendix C</td>
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<tr>
<td>10/08/2017</td>
<td>Undergraduate Committee FASS</td>
<td>Agenda item for discussion</td>
<td>See Appendix D</td>
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</table>

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1.3 Market Analysis (use this space, to a maximum one page)

This combined Bachelor of Arts and Bachelor of Education (School and Community Education) is a unique offering. There is no other Australian university with an equivalent course at the pre-service course level as this. Drawing on the combined discipline expertise of staff from across the Faculty of Arts and Social Sciences, including those from education, humanities and social work, the delivery of the new area of specialisation in School and Community Education will ensure that the University continues to be at the forefront of educational leadership and advocacy, providing opportunities for building social justice movements among teachers and social workers, as they become advocates for, partners with, and learn from the communities they serve.

The course has been developed in careful consultation with the education sector and communities more broadly around Australia and abroad. As a result of the overall demand expressed by both communities and those working within and leading policy for the education sector, it is evident that there is increasing demand for education specialists who are trained to work across a range of diverse communities and groups to effect change, including disadvantaged communities, broadly conceived, Australian and international Indigenous communities, refugees, global education organisations (e.g. international NGOs), and non-formal and wellbeing programs in alternative education settings (such as prisons or youth services).

The course will also ensure that the University continues to deliver on a number of strategic objectives, including the commitment to expand opportunities for Aboriginal and Torres Strait Islander peoples’ access to tertiary study opportunities, and opportunities for non-Aboriginal students to confidently engage in inquiry about and discussion of issues relevant to Aboriginal and Torres Strait Islander people. It is anticipated that the course will attract Aboriginal and Torres Strait Islander applicants who are interested in embarking upon a career in education and leadership. The course will be extremely valuable to the advancement of the University’s Wingara Mura – Bunga Barrabug strategic targets. Students studying the combined degree who aspire, through their careers, to improve Indigenous education outcomes in schools and community settings, will have the opportunity to develop skills through the Indigenous culture, community and education stream offered at Sydney. In addition, pre-service teachers will develop deep knowledge, understanding and skills in culturally responsive relationships-focused curriculum and pedagogy to engage Indigenous people in the educative process. They will apply the Australian Professional Standards for Teaching in order to become proactive change agents and embark upon professional and personal reflexivity on their life-long learning experiences in Indigenous contexts.

The accelerated, combined undergraduate coursework delivery mode proposed for the new specialisation will appeal to the key prospective student audience: recent and non-recent school leavers who are passionate not only about becoming educators, but effecting change in the broader community. The proposed course structure will allow students to further focus their studies with a stream of particular interest, including: Indigenous culture, community and education; global education; education in non-traditional settings; and education in diverse communities.

Graduates of the course will be highly employable, which is likely to be an added incentive to prospective students, as graduates will not only develop their areas of teaching specialisation within the humanities, but will be at a unique advantage having also developed a specialisation in community education. Through this they will be able to draw on the discipline strengths of social work, making them well equipped to meet the demands of an evolving education sector, where teaching beyond the classroom and schools acting as community hubs is becoming increasingly the norm. Graduates will likely go on to work in domestic and international schools as well as youth, disability, reform, health and refugee services, among many other community education settings.

With a significant national education focus on meeting and servicing the needs of communities simultaneously with the provision of education services, and the increasing demand for experts and leaders within this sector, the new specialisation will support the advancement of community education and research within all schools across the country, and more broadly around the world, and continue to see Sydney positioned as an education leader – number two in Australia and 11th in the world*. 

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

The University of Sydney’s undergraduate student recruitment strategy is structured around a series of major recruitment events, attendance at careers markets, pipeline conversion campaigns, schools outreach programs, presentations, industry engagement opportunities and distribution of promotional materials in-market. The strategy promotes all undergraduate courses University-wide based on a tiered prioritisation system, developed in consultation with key faculty stakeholders, including Deans.

The Faculty of Arts and Social Sciences’ courses, including the new, combined Bachelor of Arts and Bachelor of Education (School and Community Education), will be included in the Faculty’s 2019 student recruitment strategy and associated campaigns and events.

The key messages will be delivered through all major undergraduate recruitment channels, which include, but are not limited to the following:

- Open Day
- December/January Campaign
- Info Day
- School visits and Careers Market (NSW and the ACT, and other select interstate events)
- Careers Advisers and Teachers’ Conference
- Undergraduate Guide
- Faculty of Arts and Social Sciences’ Undergraduate Guide
- Sydney Courses
- UAC Guide
- University website
- Panel presentations and talks at schools
- Parents Information Evening
- Year 10 Info Evenings
- Life @ Sydney
- Your Path to Sydney Uni
- Open Day
- Student Ambassador, Student Administration Services, Student Centre and Global Student Recruitment and Mobility curriculum training sessions
- High Schools’ newsletters
- Meet Sydney events (held in all capital cities across Australia and New Zealand)
- Industry engagement
- Pipeline conversion campaign, including email communications with enquirers and offer holders, both conditional and unconditional

In consultation with the Faculty’s Marketing and Communications team, key messages outlining the following points of differentiation will be developed:

- the degree provides opportunities for building social justice movements among teachers and schools working as advocates for, partners with, and learning from the communities they serve;
- students are in contact with the industry throughout their studies and develop specialised, community focussed education expertise;
- the professional placement components of the degree advances the leadership qualities of students prior to graduation, in both community and school settings;
- students will have the ability to select areas of interest within School and Community Education, expanding their capacity to provide leadership and develop research across a broad range of community education settings, alongside their humanities specialisms;
- potential scholarships and placement opportunities offered by TeachNSW and the Department of Education (available scholarships TBC);
- the degree offers a learning environment that addresses real-world applications of skills developed;
- students studying the combined degree who aspire to through their careers to improve Indigenous student outcomes in primary and high schools, will have the opportunity to develop skills to do so through the Indigenous culture, community and education stream offered at Sydney;
- graduates of the course will be highly employable, as students will not only develop their areas of teaching specialisation within the humanities, but they will be at a unique advantage having also developed a specialisation in community education and drawing on the discipline strengths of

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social work, making them well equipped to meet the demands of an evolving education sector, where teaching beyond the classroom and schools acting as community hubs is becoming increasingly the norm.

In consultation with the Faculty’s Marketing and Communications team, messages outlining the unique selling points of the program will be further developed for market-facing publications and presentations. The Global Student Recruitment and Mobility team will work closely with the Marketing and Communications team to support the implementation of the undergraduate student recruitment strategy and reputation building to ensure the successful launch of the new combined degree.

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.

1.5 Marketing and communications strategy (use this space, to a maximum one page)

The marketing and communications strategy is aimed at supporting the reputational and recruitment objectives of the University of Sydney.

The combined Bachelor of Arts and Bachelor of Education (School and Community Education) offers a unique experience and broader education focus—currently the only degree in market that offers an accelerated humanities education, a comprehensive teaching qualification and the opportunity to specialise in robust community-building skills. The primary objective of our strategy is to ensure the successful launch of this new degree by building awareness with the key target audiences.

An innovative response to the modern realities of the education sector: our messaging will express the previously outlined increased demand for teachers who are trained to work across a range of diverse communities (at-risk; disadvantaged; indigenous; refugee) and alternative education settings (international NGOs, wellbeing programs in prisons or youth services, etc.); and highlight the COMBINED DEGREE’s positive employment prospects. This will appeal to both:

- Recent school leavers aiming to become teachers with a passion for social justice and enquiry
- Non-recent school leavers who are planning a career in education and leadership in their own communities (e.g. Indigenous; refugee)

Through the promotion of the combined degree, we will also embrace the opportunity to enhance the perception of the University as both an institution that develops the country’s best teachers and also an incubator for exceptional community leaders.

Marketing and communication channels
To ensure the successful launch of this new combined degree qualification, the faculty marccoms team will utilise a range of digital, print, social and offline channels.

OWNED

Digital
- A promotional video will be created to build brand awareness. Emphasising the COMBINED DEGREE’s benefits and differentiators, it will act as our key piece of marketing collateral and be distributed on as many of the relevant platforms outlined in the rest of this communications plan.
- Sydney Courses—the online portal for all University of Sydney course information and links to application process.
- Career Advisor Newsletter
- Bespoke EDM’s to high-schools, industry and community groups accessing department database
- Illuminate alumni eNewsletter (ESW edition; spread awareness amongst our graduates)
- SAM extra (wider University alumni and friends)
- Department and Faculty channels such as websites

Social
- School of Education and Social Work Facebook page + Twitter account
- Faculty of Arts and Social Sciences Facebook + Twitter + Instagram
- University of Sydney Facebook + Twitter + Instagram

Print:
- University of Sydney undergraduate guide
- Faculty specific undergraduate guide

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Other collateral to support University of Sydney schools/recruitment events.

Offline
- Work with the School to identify key academics to act as spokespeople at school/recruitment events (i.e. Kelly Freebody and Wayne Cotton)

EARNED
- Work closely with the Widening Participation and Outreach program to identify promotional opportunities through their social channels, newsletter and school events (including the Wingara Mura - Bunga Barrabugu program).
- Promote the degree to the Australian Indigenous Education Foundation (AIEF); Indigenous Lecturers in Teacher Education Association (AILTEA) and Australian Indigenous Mentoring Experience (AIME) networks; AIME founder is a University of Sydney alum (Jack Manning Bancroft); would look to identify more USYD connections in these groups.
- Promote the degree to academic societies such as the Australian Association of Research in Education, and professional teaching bodies.
- Explore opportunities for collateral to be circulated during related Sydney Ideas, Education Dean’s Lectures; Raising the Bar and Outside the Square events.
- Consult with the media team re media pieces. A potential news release or other content could be circulated to:
  - 2SER radio
  - FBI radio
  - NITV
  - Buzzfeed
  - Junkee
  - Koori Mail newspaper/site
  - Koori Mail Education supplement (biannual)
  - Koori Radio

PAID
- Natural platforms to consider paid hosting of the promotional video (online). Paid might also include paid boosts of social content on relevant industry and community groups to reach the more dispersed audience of Non-recent school leavers.
  - 2SER radio
  - FBI radio
  - NITV
  - Buzzfeed
  - Junkee
  - Koori Mail newspaper/site
  - Koori Mail Education supplement (biannual)
  - Koori Radio
- Sponsorships of relevant events/initiatives that might assist in reaching the NRSL audience.

Scholarships
As previously noted, potential scholarships and placement opportunities offered by Teach NSW and the Department of Education would also form part of our marketing strategy to drive applications (TBC).

1.6 Domestic and international competitors (if applicable)

<table>
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<th>Institution</th>
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<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
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<th>Program Description</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Federation University Australia</td>
<td>Bachelor of Community and Human Services/ Bachelor of Education</td>
<td>$6,349</td>
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<tr>
<td>National Exceptional Teaching for Disadvantaged Schools. Operates out of QUT; Newcastle University; UNE; Deakin; UniSA; Victoria University; Western Sydney University</td>
<td>Across all teaching degrees *School-based experiences only</td>
<td>various</td>
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<tr>
<td>University of Wisconsin</td>
<td>Community Engagement and Education *Qualified to teach in private schools only</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

No courses will be closed as a consequence of this proposal

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.) – See Appendix F

The financial viability template can be found [here].

PART 3: Course details

3.1 Course name: Bachelor of Arts/Bachelor of Education (School and Community Education)

3.2 Course abbreviation: BArts/BEd (School and Community)

3.3 Start year: 2019

3.4 Name of award: Bachelor of Arts, Bachelor of Education

3.5 Combined degree? Yes

3.6 Combined type: (if applicable)

3.7 Honours offered? Yes

3.8 Honours type: (if applicable)

3.9 Course group: Undergraduate

3.10 Field of Education (ASCED) codes:

3.11 Course AQF Level

3.12 Short course

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3.13 Full course description:  
for Sydney Courses

Community Education) provides students the opportunity to obtain a teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community development and education.

3.14 Australian Higher Education Statement (AHEGS)

Detail

The combined Bachelor of Arts, Bachelor of Education (School and Community Education) provides opportunities for building social justice movements with teachers and schools working as advocates for, partners with, and learning from the communities they serve. It provides students who complete an undergraduate minor in Education the opportunity to obtain a teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community development and education. This community education specialisation may include working in disadvantaged communities to effect change, working with Australian and International Indigenous communities, working with refugees, global education including work with international NGOs, or working on education and wellbeing programs in non-traditional education settings.

Outcomes

Graduates have a broad and coherent body of technical and theoretical knowledge essential to pedagogy, curriculum and community education, in school and community settings, which includes skills in Special and Inclusive Education, ICT, specific curriculum content knowledge, and educational and behavioural philosophy. They also have strong interpersonal, critical and reflective skills to improve their professional practice.

Features

The course structure requires the completion of Arts units in their teaching areas and education, followed by a cohesive sequence of units in Education and community engagement. All students complete at least 80 days of professional experience in schools and communities from their third year of study onwards.

Accreditation

Accreditation approval is currently being sought from the NSW Educational Standards Authority (NESA) for graduates to be registered to teach in primary or secondary schools.

3.15 Expected normal length of candidature:  
Min: 4.5 Max: 8

Full-time

Part-time

Min: N/A Max: N/A

3.16 Minimum credit points for completion:

240

3.17 Location/campus for student attendance:

- Camperdown and Darlington
- Rozelle
- Conservatorium
- Cumberland
- Mallett Street
- Fully online
- Offshore (please specify):
- Other (please specify):
- Hospital (Clinic) (please specify):

3.18 Mode of delivery:

- Face-to-face teaching
- Distance education
- Offshore delivery

Will international students be able to study in ‘face-to-face’ mode for at least 75% of the time each semester?

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

Students will undertake four placements in schools and communities in the final three years of the program. This aligns with accreditation requirements for initial teacher education programs.

3.21 Does the course involve internships or overseas study?

- Yes
- No

Students will have the option of undertaking an overseas professional experience placements.

Approved by the Academic Board, 3 December 2014
3.22 Other course enrolment requirements:
- Criminal record check
- Prohibited Employment Declaration
- Health records and Privacy Information Declaration
- Working with Children

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation?
- NESA – NSW Educational Standards Authority
- Currently in discussion with NESA. Accreditation will be completed post course approval, prior to commencement of the course in 2019.

3.24 Prohibition (if applicable)
- Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University’s coursework policy or, at a course level, any pre-requisites or co-requisites)

3.25 Articulation pathway (if applicable):

3.26 Proposed commencing year course fee per 1 EFTSL
- Domestic fee-paying: $25,000
- International fee-paying: $39,500
- HECS (Student contribution) $6,349

3.27 Incidental (ancillary) fees (if applicable):
The CRICOS register requires an indication of any compulsory costs other than tuition fees (e.g. field trip fees.) Will the proposed course incur any compulsory costs other than tuition fees and compulsory subscriptions? If yes, please indicate the amount.

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

<table>
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<tr>
<th>Student Type</th>
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<th>Year Two</th>
<th>Year Three</th>
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<td>S2</td>
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<tr>
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</table>

*PG Commonwealth Supported Places are capped. Discuss inclusion of PG CSP with the Planning and Information Office at an early stage in the development of the proposal

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change in an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.

N/A

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

N/A

PART 4: Admission details
The following information will be used for internal and external publication and marketing purposes.

4.1 Admission pathway:
- ☒ UAC
- ☒ Direct
- ☒ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.2 Areas of study:
N/A

Approved by the Academic Board, 3 December 2014
4.3 Assumed knowledge: N/A

4.4 Minimum education requirements:

| Year 12 (senior secondary certificate) or equivalent | Governance Certificate | Graduate Diploma |
| Relevant employment or professional experience | Master's – advanced learning |
| Bachelor's (Pass) | Master's – professional |
| Bachelor's (Hons) | Master's – research |

4.5 Estimated or target minimum ATAR (for UG only):

| 2019 | 80 | 2021 | 80 |
| 2020 (e.g. 2017) | 80 | 2022 (e.g. 2019) | 80 |

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):

| Written statement approx. 1500 words |

4.7 If the proposal is for a postgraduate award course, please indicate the application closing date: N/A

| For domestic students, closing date for applications is: dd/mm/yyyy |
| For international students, closing date for applications is: dd/mm/yyyy |

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 |

If yes, please indicate IELTS equivalent:

| 7.5 IELTs, 8 Speaking and Listening (NESA requirements) |

Other international student entry requirements:

| Written statement approx. 1500 words (required for all commencing students) |

PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1 CRICOS Code: ☑ Application pending ☑ Not applicable

International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.

5.2 UAC Code: ☑ Application pending ☑ Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.

This statement will explain the reason for the course's existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims.

Approved by the Academic Board, 3 December 2014
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."

This course exists to provide students with a broadly-based arts education, accompanied by specialist coursework in initial teacher education and community development. It aims to graduate high-quality teaching professionals able to work in schools and communities to effect change.

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 core aim of this course is to be an innovative degree in social justice, graduating community educators and qualified teachers. More specifically, through participation in this program candidates will gain experience working in, and a genuine understanding of, the communities they serve.

The course aims to establish strong academic and professional connections across the university in the fields of education and social work, and within the profession including schools, government institutions, and community development sites. This provides opportunities for academics and students to integrate and expand existing work in the community development and social inclusion areas to create a powerful presence for the School of Education and Social Work, the Faculty of Arts and Social Sciences, and the University of Sydney more broadly.

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.

1. Understand, evaluate and demonstrate attainment of the Australian Graduate Teacher Standards.

2. Develop a professional identity as a teacher with knowledge, skills and experience in school environments, as well as in the fields of community and cultural development more broadly.

3. Critically analyse the role of schools and community organisations as institutions involved in both contributing to and alleviating social exclusion and social inequality.

4. Develop specialised expertise in complex decision-making processes involved in matching pedagogical strategies to diverse student learning needs, in rural/remote communities, Aboriginal communities, non-traditional school settings, and/or global education contexts.

5. Demonstrate culturally appropriate protocols through high-level communication and advocacy skills with a range of relevant stakeholders in the community education sector including parents and families, government and non-government organisations, policy advisers, and community groups.

Approved by the Academic Board, 3 December 2014
6. Synthesise community development and education research and theory to inform pedagogical strategies with diverse student populations.

7. Apply specialised knowledge in education to transform conventional classroom settings and pedagogical approaches in order to achieve equity and social justice outcomes.

8. Design innovative responses to real-world challenges involving children and young people both within and outside traditional school settings.


### 6.4 Statement of generic attributes

Provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.

Please refer to the University policy Generic Attributes of Graduates for explanations on the five clusters of abilities and skills.

#### 6.4.1 Research and Inquiry: Graduates of the Sydney School of Education and Social Work will be able to create new knowledge and understanding through the process of research and inquiry.

- be knowledgeable about and skilled in subject matter, that is central concepts, tools of inquiry, structure of the disciplines engaged in, and the links between these
- be able to demonstrate research-based knowledge of the discipline, pedagogy, and community education
- be able to engage with and understand the nexus between practice, theory and research
- demonstrate sound, research-based knowledge through the use of critical judgement and thinking
- be able to use research methodologies to understand and explore complex ideas
- be able to generate new knowledge and critique the knowledge claimed by others

#### 6.4.2 Information literacy: Graduates of the Sydney School of Education and Social Work will be able to use information effectively in a range of contexts.

- recognise and determine information needs
- access and analyse pertinent information effectively and efficiently
- evaluate and critique information and the credibility of its sources, and place it in context
- initiate and conduct research using relevant information sources such as archives, library databases, internet and other contemporary media sources.
- utilise retrieved information for the purposes of critical and creative thinking, and for application within professional fields
- understand the need for ethical, social, legal and cultural appropriateness of use of retrieved information
- recognise information literacy as a prerequisite for lifelong learning

#### 6.4.3 Personal and intellectual autonomy: Graduates of the Sydney School of Education and Social Work will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.

- demonstrate the capacity to develop, implement and evaluate experiences
- be able to develop the capacity to critically analyse and reflect on professional practice and policy developments
- to demonstrate knowledge of the professional standards and their impact on the professional life of a teacher
- engage in personal and collegial professional development to aid ongoing professional learning to contribute to the development of the knowledge base of the professional community to act as a strong advocate for the profession/s and the public interest

Approved by the Academic Board, 3 December 2014
### 6.4.4 Communication
Graduates of the Sydney School of Education and Social Work will recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.

- communicate with confidence using oral, written and visual techniques, for the purposes of future learning and professional practice
- utilise sound communication skills to ensure appropriate interaction
- negotiate and relate to others from a diverse range of backgrounds and experiences
- collaborate with others in professional practice, with the capacity to be a team leader as well as an effective team member
- be an empathetic and reflective listener, especially within the professional environment

### 6.4.5 Ethical, social and professional understanding
Graduates of the Sydney School of Education and Social Work will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.

- understanding of and respect for the diverse social, cultural, ethnic and religious contexts of professional practice
- demonstrate sound research-based knowledge of physical and intellectual growth and development
- acknowledge responsibility for personal values and their effect upon professional practice
- demonstrate a commitment to the role of teacher as a responsible, just and ethical practitioner
- recognise the interrelatedness of professional practice and policy

Approved by the Academic Board, 3 December 2014
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system's management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

See overleaf for template

[Pivot diagram and sample table (following two pages) to be provided as appendix or as a link to permanent Student Centre web page that may be updated as required]
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**Bachelor of Arts/Bachelor of Education (School and Community Education) Secondary Stream**

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Approved by the Academic Board, 3 December 2014
| EDSE3064 | Teaching Mathematics 2B  |
| EDSE3068 | Teaching Science 2A      |
| EDSE3079 | Teaching Science 2B      |
| EDSE3061 | Teaching TESOL 2         |

**Advanced coursework**  
EDBA5XXX  
Research Project  
CO  
070103, Fifth Year  
S1C  
2023  
CC  
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**Education and Social Work**

**Curriculum**  
2 of the following:
- EDSE4050  
  Aboriginal Studies Curriculum 3  
- EDSE4033  
  Teaching Commerce/Econ 3  
- EDMT6610  
  Classical Hebrew & Judaism  
  Curriculum 3  
- EDSE4025  
  Teaching Drama 3  
- EDSE4045  
  Teaching Commerce/Business 3  
- EDSE4027  
  Teaching English 3  
- EDSE4024  
  Teaching Geography 3  
- EDSE4023  
  Teaching History 3  
- EDSE4030  
  Teaching Languages 3A  
- EDSE4031  
  Teaching Languages 3B  
- EDSE4028  
  Teaching Mathematics 3A  
- EDSE4029  
  Teaching Mathematics 3B  
- EDSE4047  
  Teaching Science Elective: Biology  
- EDSE4048  
  Teaching Science Elective: Chemistry  
- EDSE4049  
  Teaching Science Elective: EES  
- EDSE4075  
  Teaching Science Elective: Physics  
- EDSE4026  
  Teaching TESOL 3

**Advanced coursework (Prac)**  
EDBA5XXX  
Final Internship and TPA  
CP  
070103, Fifth Year  
S1C  
2023  
CC  
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**Education and Social Work**

**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 Planning and Information Office 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, 3 December 2014
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

Units of study in the course range in their delivery mode from online (OLEs), face-to-face (Arts/Science units and most Advanced Coursework units), and onsite placements. Units of study delivered in the Education components are based on a mixture of lectures, tutorials, facilitated workshops, online activities, experiential learning and professional placements. These units of study provide a diverse range of learning experiences in order to develop both personal and professional competence.

Lectures allow the delivery of new information that will be scaffolded appropriately to ensure that learning is progressive. However, some of the units will use a ‘flipped classroom’ mode where students will watch the video lecture or read the slides prior to coming to the lecture. The lecture will then be used to reiterate the main aspects of the material, offer opportunities for clarifications, and engage in critical discussions of applications of course content across a range of examples.

Tutorials often reinforce the material delivered in lectures usually through practical implementation. They provide the opportunity for discussion, clarifications, reflection and debate of principles, policies, opinions and hypothetical application to different classroom and community situations. They also allow observation of good teaching practice and opportunities for students to enhance their own teaching practices and capabilities through peer teaching.

Facilitated workshops allow students to work in groups on inquiry based learning projects (often introduced in lectures or flipped classroom mode). Facilitators will be available to groups to guide the process of unpacking and presenting solutions to community education issues.

A ‘Learning on Country’ pedagogical approach will be available to provide students with deep knowledge and understanding of local Aboriginal communities, peoples and cultures in order to position their work as community educators within diverse community settings. This includes the development and application of skills in consultation, collaboration and culturally responsive school and community education.

All students undertake at least 80 days of professional placement in schools and communities. Experiential learning in these sites provide opportunities for students to engage in embodied, place-based experiences to construct their own learning and enhance their practice. The model for supervision used is that of a triad involving the pre-service teacher, supervisor in the school or community, and the tertiary mentor. Placements are managed by the Division of Professional Experience. Any issues can be referred to the Director of Professional experience or the unit of study coordinator.

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>
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<tbody>
<tr>
<td>Lesson plans/unit and program development</td>
<td>20%</td>
<td>No</td>
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<td>Essays and reports</td>
<td>20%</td>
<td>No</td>
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<tr>
<td>Portfolios</td>
<td>15%</td>
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<td>Peer teaching and presentations</td>
<td>20%</td>
<td>No</td>
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<td>Exams and quizzes</td>
<td>10%</td>
<td>No</td>
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<tr>
<td>Online tasks and discussions</td>
<td>5%</td>
<td>No</td>
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<tr>
<td>Placements – schools and communities</td>
<td>10%</td>
<td>Yes, use of supervising teachers and mentors in community placements</td>
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Professional experience placements are assessed as 'satisfies requirements' or 'fail'. Such grading is considered appropriate given the challenges of assuring consistency of grading judgment across multiple school sites and cooperating teachers, despite explicit grading criteria supplied. All reporting documents related to school placements are structured to reflect the Australian Professional Standards Framework for the graduate teacher. Non-graduating pre-service teachers are assessed at a level that acknowledges the developmental nature of the Education program – as working towards graduate standards.

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.

The units with the degree employ a variety of assessment tasks and techniques that will ensure the wide range of learning outcomes and standards will be achieved. The variety of assessment regimes listed in 7.3 ensures the full range of communication, analytical, reflective and practical skills and attributes are measurable and outcomes assured.

The course will be monitored and evaluated by means of student evaluations, inter and intra faculty meetings of relevant staff, regular meetings of teaching teams, monitoring of assessment outcomes and levels of student retention. The program director will undertake regular consultation with professionals in the field and former graduates to continuously enhance the relevance of the program to the needs of the profession.

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:

<table>
<thead>
<tr>
<th>Practice</th>
<th>Details</th>
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<tbody>
<tr>
<td>Monitor, measure and achieve quality learning and teaching</td>
<td>Through a combination of USS and other surveys, in-class observations, familiarity with contemporary pedagogy, reflective practice, and participation in L&amp;T workshops.</td>
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<tr>
<td>Review content, delivery and resolutions of the course</td>
<td>Annual reviews of the course in the first 5 years are to be conducted by the program director in consultation with teaching staff. Five yearly external reviews of the course as per University policy are also scheduled.</td>
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<tr>
<td>Review and rationalise units of study for the course</td>
<td>Annual reviews of the course are to be conducted by the program director in consultation with teaching staff. Modifications or developments in the Units of Study will be discussed and approved at School and Faculty Coursework Committees (ESW Coursework, FASS UG).</td>
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</table>

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.

All new units will be discussed and approved by SSESW Coursework Committee and FASS UG committee prior to inclusion in the handbook.
SSESW uses SUMO (Study Unit Manager and Organiser) – all UoS outlines are standardised and must be peer reviewed prior to being 'published' and accessible to students in the week prior to each semester. The system allows the monitoring of assessment type, due dates for assessment tasks.
across a year group, and the mapping of assessment tasks and learning outcomes to graduate attributes, Australian Professional standards for teachers and National priority areas.

All LMS sites will be developed in Canvas, with the support of Faculty Education Designers.

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>6 (1-2 hours per unit)</td>
</tr>
<tr>
<td>Tutorials</td>
<td>6 (1-2 hours per unit)</td>
</tr>
<tr>
<td>Practical experience</td>
<td>See Other</td>
</tr>
<tr>
<td>Independent study</td>
<td>12</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>12 (3 hours per unit)</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>Professional experience units require students to undertake full days of work experience off site. There are a minimum of 75 Professional Experience days required in the course.</td>
</tr>
</tbody>
</table>

Workload for assessment tasks
Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

No changes will be made to existing procedures for student workload per unit. These procedures adhere to the University of Sydney guidelines. All units are 6 credit points and have the equivalent of 4500-6000 words of assessment. Academic staff coordinate the type of assessment tasks and due dates across the program.

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.

This combined degree is offered in accelerated mode, with students completing 6 cps in summer or winter, totalling 54 cps per year for years 1-4. For on-campus units, in general, each unit has 2-3 assessment tasks totalling the equivalent of 4500-6000 words of assessment.

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

To minimise the workload implications of the accelerated load, summer/winter units are a combination of OLE, electives, or Professional Experience offerings. These units lend themselves to a summer offering as many professional placements take place in November or February. Across units, student workload is considered in terms of the pace and breakdown of assessment tasks and due dates. Students have all due dates and marking criteria from the start of semester which enables them to manage their own workloads.

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.
The Program Director regularly informs the students about the program, what to expect and any opportunities that arise. The Program Director is available for individual consultation to help advise students on their pathway through the program. The unit of study coordinator (and any additional teaching staff) are available for individual consultation at scheduled times each week. Each unit of study is supported by an online learning site for the distribution of learning materials, announcements and discussion of issues relevant to the whole class.

The administrative staff of the Education and Social Work Program Support office provide assistance and advice to academic staff to ensure student progression, accreditation and professional experience requirements are met. The various School and Faculty committees (e.g. Coursework, Education, Undergraduate and Postgraduate) meet monthly and have elected representation from students across the Faculty.

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.

This does not change from the existing degree procedures in SSES.

Special consideration procedures apply to all students who experience unforeseen circumstances during their study.

The course is structured with consideration of the workload of particular units, including professional experience, to ensure students have optimal time for learning. Despite studying 9 subjects per year (6 cps over regular load), the course is structured to ensure these intensive units are appropriate to their place in the course. In the first two years, students will engage in their flexible, Online Learning Environment (OLE) units at a time suitable to them. In year three and four, these units are professional experience units, and will take place intensively in June/July, November or February. It is not unusual for students to undertake school and/or community placements in these months.

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.

This course resides within the Faculty of Arts and Social Sciences. School-level and Faculty-level coursework committees and Faculty Board have discussed and endorsed this course.

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.
Accreditation of the Bachelor of Arts/Bachelor of Education (School and Community Education) will be sought from NESA (NSW Education Standards Authority) as per the accreditation guidelines. Documentation will be submitted in late 2017. Course content is substantially influenced by NESA requirements and The Head of School and Dean of Education and Social Work have been in communication with NESA regarding this program.

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.

N/A

7.12 Resolutions

Senate, Faculty and Course Resolutions

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable

<table>
<thead>
<tr>
<th>7.12.1</th>
<th>Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.2</th>
<th>Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.3</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and Bachelor’s degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval

<table>
<thead>
<tr>
<th>7.12.4</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>N/A</td>
</tr>
<tr>
<td>International</td>
<td>N/A</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)*

Existing staff; no additional staff required.

9.1.2 What are the strengths of the department/school relevant to this proposal?

The School of Education and Social Work has research and teaching expertise in:
- Pedagogy and curriculum;
- Social Work and community development;
- Special and inclusive education;
- Aboriginal education;
- International and comparative education;
- Social Justice theory and practice;
- The role of professional Experience practicums in tertiary education.

In addition, the School’s Glebe Community Development Project and the Social Justice Learning Lab are key areas of strength within SSSESW, which are of high relevance to the development of a community education specialisation.

9.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

Supervisors of school placements will be managed in the same way as for existing degrees in SSSESW; while there will be additional field supervisors attached to the community placements in the proposed new degree, these supervisors will not be paid staff on the University payroll.

8.2 Teaching space and related facilities

<table>
<thead>
<tr>
<th>9.2.1</th>
<th>Teaching rooms</th>
<th>No additional required</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.2</td>
<td>Lecture theatres N/A</td>
<td>No additional required</td>
</tr>
<tr>
<td>9.2.3</td>
<td>Laboratories</td>
<td>No additional required</td>
</tr>
<tr>
<td>9.2.4</td>
<td>Staff offices</td>
<td>No additional required</td>
</tr>
<tr>
<td>9.2.5</td>
<td>Storage or other space required including any which needs to be rented externally</td>
<td>No additional required</td>
</tr>
<tr>
<td>9.2.6</td>
<td>Professional placement locations</td>
<td>Schools for placements will be used as per existing degrees within SSSESW; in addition, there will be new</td>
</tr>
</tbody>
</table>

N/A
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.

<table>
<thead>
<tr>
<th>9.3.1</th>
<th>Computer technology</th>
<th>Existing computer technology will be used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.2</td>
<td>Other equipment</td>
<td></td>
</tr>
</tbody>
</table>

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

There is likely to be a small increase in new resources required for the new degree. However, it is expected that the library will be able to cope with a slight increase in student numbers, and current library resources will be sufficient.
BACHELOR OF ARTS/BACHELOR OF EDUCATION (School and Community 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 'Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Arts and Social Sciences, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policy and procedures on Academic Honesty in Coursework.

Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes

Code Course title

Bachelor of Arts/Bachelor of Education (School and Community Education)

2. Attendance pattern

The attendance pattern for this course is full time.

3. Streams

(1) The Bachelor of Arts / Bachelor of Education is available in the following streams:

   (a) Dalyell.

(3) Completion of a stream is not a requirement of the Bachelor of Arts / Bachelor of Education (School and Community Education). The requirements for the completion of the Dalyell stream are in Table S of the Shared Pool for Undergraduate Degrees.

4. Cross-faculty management

(1) Candidates in the Bachelor of Arts / Bachelor of Education (School and Community Education) will be under the supervision of the Faculty of Arts and Social Sciences.

(2) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Arts/Bachelor of Education.

5. Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or 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 also open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.

(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6. Requirements for award

(1) The units of study that may be taken for the Bachelor of Arts / Bachelor of Education:
(a) Table A for the Bachelor of Arts / Bachelor of Education;

(b) Table S of the Shared Pool for Undergraduate Degrees;

(c) Table O of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.

(2) To qualify for the award of the Bachelor of Arts/Bachelor of Education (School and Community Education), a candidate must complete 240 credit points, comprising:

(a) A major in a first teaching area (48 credit points) as listed and defined in Section 7 below and specified in Table A;

(b) A minor (36 credit points) in Education and as specified in Table A;

(c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;

(d) 24 credit points in a second teaching area as defined in Section 7 below and specified in Table A. The second teaching area cannot be the same as the first teaching area;

(e) Where appropriate, Elective units from Table A or Table S.

(f) 96 credit points of postgraduate coursework including a specialisation defined in Section 7 below and specified in Table A;

(g) Requisite number of professional experience days as required for professional accreditation.

(3) Candidates must ensure all requirements for professional accreditation are met before the final placement in year five.

7. Programs, majors and minors

(1) The majors available to candidates are determined by the requirements for professional accreditation.

(a) Available majors as a first teaching area for Secondary Education are:

Ancient History
Arabic Language and Cultures
Australian Literature
Biblical Studies and Classical Hebrew
Chinese Studies
English
French and Francophone Studies
Germanic Studies
Hebrew
History
Indigenous Studies
Indonesian Studies
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin
Modern Greek Studies
Political Economy
Socio-legal Studies
(b) Candidates selecting Ancient History as a first teaching area may not choose Modern History as a teaching area and vice versa.

(c) Majors available as a first teaching area for Primary Education are:

Listed in Table A

(2) Second teaching areas for Secondary Education

Ancient History
Arabic Language and Cultures
Biblical Studies and Classical Hebrew
Chinese Studies
English
French and Francophone Studies
Germanic Studies
Hebrew
History
Indigenous Studies
Indonesian Studies
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin
Linguistics
Modern Greek Studies
Political Economy
Sanskrit
Socio-legal Studies
Spanish and Latin American Studies
Theatre and Performance Studies

(3) Specialisations for the Bachelor of Education

Primary Education
Secondary Education

8. Progression rules

(1) Progression within a major, program or minor

(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units.

(b) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(c) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Arts/Bachelor of Education
(a) Candidates must maintain a weighted average mark (WAM) of 65 in each year of study for the first three years in order to progress.

   (i) The WAM will be calculated at the end of each semester after all results for enrolled units of study have been submitted.

   (ii) Except where permission is granted by the Associate Dean, candidates who do not maintain the specified WAM will be transferred to the Bachelor of Arts with full credit.

(b) Except with the permission of the Associate Dean, candidates must complete all unit of study requirements specified for year four including professional experience units, before proceeding to year five.

(c) The Faculty reserves the right not to place candidates in a school or other professional experience or field education setting for practicum in any instance where the performance, personal or professional conduct of the candidate does not meet the required professional standard, regardless of the fact that the candidate may be enrolled in units of study with a practicum requirement.

(3) Progression within the Dalyell Stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt advanced units at higher levels than the usual sequence through a program, major or minor.

(b) Candidates must achieve a Weighted Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a Weighted Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

11. Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Arts and Social Sciences.

12. International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Arts and Social Sciences.

13. Course transfer

A candidate may transfer from the Bachelor of Arts/Bachelor of Education (School and Community Education) to the Bachelor of Arts and elect to complete the Bachelor of Arts/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Arts. A candidate may abandon the Bachelor of Arts/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Arts in accordance with these resolutions.

14. Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

The Faculty will not grant credit towards field education, internships or work experience units of study.

15. Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019
## 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.

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

### This section to be completed by faculty

1. Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?  
   - Yes  
   - No

2. Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service?  
   - Yes  
   - No

3. List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.

This COMBINED degree uses existing units of study which are being repurposed into a new structure. 75% of the units are currently being taught in the School, and of the 25% new units to be taught we feel the content and structure is such that current library resources are sufficient.

### This section to be completed by library staff

**Library resources required**

| Does the Library already collect resources in this area? | Yes  
| --- | No  
| Yes the Library has an abundance of resources in this area and is also constantly updating the collection in the discipline of Education. |  |

| Initial costs of acquiring basic resources (digital and non-digital) | $AUD  
| Monographs (including multimedia resources, reading list items and multiple copies) |  
| New journal titles (including back-runs) |  
| Additional databases / digital resources |  
| Initial resources costs |  

| Ongoing costs of resources | $AUD  
| Annual costs of maintain new subscriptions (journals and databases) |  
| Ongoing information resources costs |  

**Additional resource requirements**

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

The Academic Liaison Librarian for the SSESW will liaise with the SSESW to update the information and research learning skills programs according to the school’s requirements with graduate attributes of information literacy and digital literacy in mind. The existing library guides and e-learning materials are adequate and will be modified and updated as required.

**Comments**

Specify opportunities for developing research and learning resources.

*Research and learning resources will be developed as opportunities arise.*

**Implications**

Include issues regarding staff / time to develop and deliver the programs and other support materials.

*The existing staffing is adequate.*

Estimated number of hours

**Library Director’s comments**
**APPENDIX 5: REFERENCE – SESSION CODES**

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1C</td>
<td>Semester 1</td>
</tr>
<tr>
<td>S1CG</td>
<td>Session 1 early census</td>
</tr>
<tr>
<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CIJA</td>
<td>Int January*</td>
</tr>
<tr>
<td>S1CIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIMR</td>
<td>Int March*</td>
</tr>
<tr>
<td>S1CIAP</td>
<td>Int April*</td>
</tr>
<tr>
<td>S1CIMY</td>
<td>Int May*</td>
</tr>
<tr>
<td>S1CIJN</td>
<td>Int June*</td>
</tr>
<tr>
<td>S2C</td>
<td>Semester 2</td>
</tr>
<tr>
<td>S2CG</td>
<td>Session 2 early census</td>
</tr>
<tr>
<td>S2CRA</td>
<td>Semester 2a (first seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CRB</td>
<td>Semester 2b (last seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CIJL</td>
<td>Int July*</td>
</tr>
<tr>
<td>S2CIAU</td>
<td>Int August*</td>
</tr>
<tr>
<td>S2CISE</td>
<td>Int September*</td>
</tr>
<tr>
<td>S2CIOC</td>
<td>Int October*</td>
</tr>
<tr>
<td>S2CINO</td>
<td>Int November*</td>
</tr>
<tr>
<td>S2CIDE</td>
<td>Int December*</td>
</tr>
<tr>
<td>S1NSEA</td>
<td>Summer School Early</td>
</tr>
<tr>
<td>S1NSMA</td>
<td>Summer School Main</td>
</tr>
<tr>
<td>S1NSLA</td>
<td>Summer School Late</td>
</tr>
<tr>
<td>S1 CRS4</td>
<td>Summer Law 4</td>
</tr>
<tr>
<td>S2CRS3</td>
<td>Summer Law 3</td>
</tr>
<tr>
<td>S2NWMA</td>
<td>Winter School</td>
</tr>
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<td>S2CRW1</td>
<td>Winter Law</td>
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<tr>
<td>S1CRR1</td>
<td>Research period 1</td>
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<td>S1CRR2</td>
<td>Research period 2</td>
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<tr>
<td>S2CRR3</td>
<td>Research period 3</td>
</tr>
<tr>
<td>S2CRR4</td>
<td>Research period 4</td>
</tr>
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<td>SSAF Semester 1</td>
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<tr>
<td>SSAFS2</td>
<td>SSAF Semester 2</td>
</tr>
<tr>
<td>CODE</td>
<td>NAME</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>AE</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>AM</td>
<td>Amsterdam</td>
</tr>
<tr>
<td>BS</td>
<td>Burren Street</td>
</tr>
<tr>
<td>CC</td>
<td>Camperdown/Darlington</td>
</tr>
<tr>
<td>CD</td>
<td>Concord Clinical School</td>
</tr>
<tr>
<td>CE</td>
<td>Central Clinical School</td>
</tr>
<tr>
<td>CF</td>
<td>Camden</td>
</tr>
<tr>
<td>CH</td>
<td>Children's Hospital at Westmead Clinical School</td>
</tr>
<tr>
<td>CN</td>
<td>China</td>
</tr>
<tr>
<td>CS</td>
<td>Surry Hills</td>
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<td>DB</td>
<td>Distance Education Burren Street</td>
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<td>DO</td>
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APPENDIX 7: AQF COMPLIANCE

Attach AQF documentation here.

N/A
APPENDIX A. Teaching Areas

Ancient History

For major:
6 credit points from Collection A,
6 credit points from Collection B,
12 credit points from Collection C,
18 credit points from Collection D,
and FASS3999 Interdisciplinary Project

For minor:
6 credit points from Collection A,
6 credit points from Collection B,
12 credit points from Collection C,
12 credit points from Collection D

Collection A:
ANHS1600 Foundations for Ancient Greek History
ANHS1601 Foundations for Ancient Roman History
ANHS1602 Greek and Roman Myth

Collection B:
ARCO1000 Ancient People
ARCO1001 Civilisations of the Ancient World

Collection C:
ANHS2622 Herodotus and His World
ANHS2603 Ancient Greek Democracies
ANHS2605 Ancient Greek Religion
ANHS2613 Greece and Rome on Film
ANHS2609 Alexander
ANHS2610 SPQR The Senate and People of Rome
ANHS2635 Augustus and the Roman Revolution
ANHS2606 City of Rome: History and Landscape
ANHS2614 The Emperor in the Roman World
ANHS2618 The Later Roman Empire
ANHS2615 Comedy and Society in Greece and Rome
ANHS2616 Tragedy and Society in Greece and Rome
ANHS2619 The World of Ancient Epic
ANHS2617 Love, Sex and Poetry
HSTY2677 Australia – Politics and Nation
HSTY2700 Australia’s People Since 1901
ARCO2007 Ancient Greece
ARCO2008 Ancient Italy – Etruscans and Romans

Collection D
ANHS3635 Historiography Ancient and Modern
ANHS3632 Livy: Republics Past and Present
ANHS3608 Peloponnesian War and Culture
ANHS3636 Hannibal
Arabic Language and Culture

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

Collection A:
ARBC1611 Introductory Arabic 1A
ARBC1612 Introductory Arabic 1B
ARBC2613 Intermediate Arabic 2A
ARBC2614 Intermediate Arabic 2B
ARBC3615 Advanced Arabic 3A
ARBC3616 Advanced Arabic 3B

Collection B:
ARBC2680 Artistic Expressions of Arab Diasporas
ARBC2681 Gender and Politics in the Arab World
ARBC2210 Screening the Arab World
ARBC2671 Transnational Muslim Women and Veiling
ARBC3200 Arab and Middle East Politics
ARBC3201 Arab Cities: Texts and Contexts
Australian Literature

For major:
Major does not exist for Australian Literature.

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C

Collection A:
ENGL1002 Narratives of Romance and Adventure
ENGL1007 Language, Texts and Time
ENGL1008 Australian Texts: International Contexts
ENGL1011 Introduction to Film Studies
ENGL1012 The Gothic Imagination
ENGL1013 Global English Literatures
ENGL1026 Constructing the Fictive Self

Collection B:
ASLT2602 Revolutionary Writing: 1960s and beyond
ASLT2609 Australian Writing in the Postmodern Age
ASLT2616 Australian Stage and Screen
ASLT2619 Australian Gothic
ASLT2620 Writing Australian Nature

Collection C:
ASLT3607 Literature, Nation, Location
ASLT3608 Major Authors: Depth Study
KOCR3605 Writing Country: Indigenous Ecopoetics
Biblical Studies and Classical Hebrew

For major:
30 credit points from Collection A
12 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
HBRW1101 Hebrew Modern B1
HBRW1102 Hebrew Modern B2
HBRW2603 Hebrew Modern 3
HBRW2604 Hebrew Modern 4
HBRW2623 Hebrew Classical 3
HBRW2625 Hebrew Classical 5
HBRW2631 Hebrew Accelerated C1
HBRW2632 Hebrew Accelerated C2

COLLECTION B:
HBRW3601 Hebrew Classical Advanced 4
HBRW3602 Hebrew Classical Advanced 6
HBRW3610 Advanced Hebrew Modern 7
HBRW3611 Advanced Hebrew Modern 8
HBRW3612 Advanced Hebrew Modern 9
HBRW3613 Advanced Hebrew Modern 10
Business Studies (Industrial Relations & HR Management)

For major:
Not Available for Major

For minor:
6 credit points from Collection A
6 credit points from Collection B
12 credit points from Collection C
12 credit points from Collection D

Collection A:
BUSS1030 Accounting, Business and Society

Collection B:
WORK1003 Foundations of Work and Employment
WORK1004 Foundations of Management

Collection C:
WORK2203 IR Policy & Processes
WORK2205 HR Processes and Strategies
WORK2210 Strategic Management
WORK2218 Managing Organisational Behaviour

Collection D:
WORK3201 International Human Resource Management
WORK3202 Leadership
WORK3203 Managing Diversity at Work
WORK3204 Managing Organisational Sustainability
WORK3205 Organisational Communication
WORK3206 Regulation at Work
WORK3207 Future of Work
WORK3601 Management in Practice
Chinese Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

Collection A:
CHNS1101 Chinese 1A
CHNS1102 Chinese 1B
CHNS2001 Chinese 2C (Advanced Beginners)
CHNS2002 Chinese 2D (Advanced Beginners)
CHNS2601 Chinese 2A
CHNS2602 Chinese 2B
CHNS3000 Chinese for Native Speakers 1
CHNS3001 Chinese for Native Speakers 2
CHNS3601 Chinese 3A
CHNS3602 Chinese 3B
CHNS3603 Chinese 4A
CHNS3604 Chinese 4B
CHNS3605 Chinese 5A
CHNS3606 Chinese 5B

Collection B:
CHNS2003 Gender and Women in Chinese Literature
CHNS2004 Introduction to Chinese Literature
CHNS2011 Religion and Martial Arts Fiction
CHNS2613 Communication and Social Change in China
CHNS2614 Understanding News about China
CHNS2641 Reading Chinese Philosophy
CHNS2650 Chinese In-Country Study A
CHNS2651 Chinese In-Country Study B
CHNS2652 Chinese In-Country Study C
CHNS2653 Chinese In-Country Study D
CHNS2654 Chinese In-Country Study E
CHNS2655 Chinese In-Country Study F
CHNS2656 Chinese In-Country Study G
CHNS2657 Chinese In-Country Study H
CHNS3111 Global Chinese Literatures
CHNS3607 Chinese Buddhist Texts
CHNS3610 Chinese Translation
CHNS3611 Chinese for Special Purposes 1
CHNS3612 Chinese for Special Purposes 2
CHNS3621 Case Studies in Translation
CHNS3633 Stories for a Modern China
CHNS3634 Gender in Modern Chinese Literature
CHNS3639 Chinese Cinema
CHNS3640 Chinese History: Fact and Fiction
CHNS3645 Classical Chinese Prose
CHNS3646 Classical Chinese Fiction
CHNS3647 Classical Chinese Poetry
CHNS3650 Chinese Translating and Interpreting
CHNS3651 Chinese Drama and Theatre
CHNS3680 Multilingualism in the Sinosphere
For major:
12 credit points from Collection A,
12 credit points from Collection B,
18 credit points from Collection C,
and FASS3999 Interdisciplinary Project

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C,

Collection A:
ENGL1002 Narratives of Romance and Adventure
ENGL1007 Language, Texts and Time
ENGL1008 Australian Texts: International Contexts
ENGL1011 Introduction to Film Studies
ENGL1012 The Gothic Imagination
ENGL1013 Global English Literatures
ENGL1014 Creative Writing
ENGL1026 Constructing the Fictive Self

Collection B:
ENGL2670 Revolutionary Writing: 1960s and beyond
ENGL2671 Australian Writing in the Postmodern Age
ENGL2669 Australian Stage and Screen
ENGL2668 Australian Gothic
ENGL2603 Imagining America
ENGL2605 Literary Theory: An Introduction
ENGL2611 Jane Austen, Then and Now
ENGL2613 Literature, Politics and Modernity
ENGL2617 Postmodernism
ENGL2627 Screening Sexuality
ENGL2638 Literature and Cinema
ENGL2640 Shakespeare
ENGL2650 Reading Poetry
ENGL2651 Transatlantic Negotiations
ENGL2653 Western Theories of Language
ENGL2654 Novel Worlds
ENGL2657 Myths, Legends and Heroes
ENGL2660 Reading the Nation: American Literature
ENGL2661 Imagining Camelot
ENGL2662 Deceit, Disguise and Medieval Narrative
ENGL2665 The Victorian Novel
ENGL2666 Creative Writing: Theory and Practice
ENGL2672 Postcolonial Modernisms/Modernities

COLLECTION C:
ENGL3702 Australian Modernism
ENGL3704 Literature, Nation, Location
ENGL3701 Major Authors: Depth Study
ENGL3603 Contemporary British Literature
ENGL3604 Cinematic Modernism
ENGL3607 Modern Irish Literature
ENGL3608 Transpacific American Literature
ENGL3609 Mapping American Literature
ENGL3611 Issues in the Semiotics of Language
ENGL3612 Metaphor and Meaning
ENGL3615 Street Narratives
ENGL3616 Reading Contemporary America
ENGL3623 The 18th Century: Scandal & Sociability
ENGL3633 Introduction to Old English
ENGL3635 Old Norse
ENGL3642 Medieval Literature: Dreams and Visions
ENGL3643 The Canterbury Tales
ENGL3651 Christopher Marlowe
ENGL3655 The Literary in Theory
ENGL3657 The Brontes
ENGL3695 Medieval Tales of Wonder
ENGL3696 Advanced Creative Writing
ENGL3706 African American Literature
ENGL3697 Imagining Jerusalem
ENGL3703 Writing Australian Nature
ENGL3705 Writing Country: Indigenous Ecopoetics
ENGL3707 Text, Action and Ideology
French and Francophone Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
FRNC1601 Introductory French 1
FRNC1602 Introductory French 2
FRNC2001 Intermediate French 1
FRNC2002 Intermediate French 2
FRNC2603 Introductory French 3
FRNC2604 Introductory French 4
FRNC3001 Advanced French 1
FRNC3002 Advanced French 2
FRNC3605 Introductory French 5
FRNC3606 Introductory French 6
FRNC3623 Intermediate French 3
FRNC3624 Intermediate French 4
FRNC3625 Intermediate French 5
FRNC3636 Intermediate French 6
FRNC3633 Advanced French 3
FRNC3634 Advanced French 4

COLLECTION B:
FRNC2010 Franco/Asian Encounters
FRNC2625 Textes et Société 1: Identités en France
FRNC2626 Textes et Société 2: Théâtre
FRNC2627 French Contemporary History and Culture
FRNC2628 French Contemporary Text and Culture
FRNC2644 Pédagogie du Français Langue Étrangère
FRNC2651 Linguistique Fonctionnelle
FRNC2656 French Sociolinguistics
FRNC2657 Que peut la littérature?
FRNC2666 Research in French and Francophone Studies
FRNC2671 Francophone Studies 1: Le Maghreb
FRNC2675 Nouveaux médias et Francophonie
FRNC2690 French Popular Culture
FRNC2691 French Narrative Cinema
FRNC2698 Nouvelles Textualités
FRNC2699 Le Polar à Paris
FRNC2693 Le Quotidien: writing the daily
FRNC3652 Linguistique textuelle
FRNC3672 Francophone Studies 2
FRNC3684 Reflets de vie: Life Writing in French
FRNC3644 Pédagogie du Français Langue Étrangère
FRNC3693 Intellectual Movements since 1945
Germanic Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit points from Collection B

COLLECTION A:
GRMN1001 German 1 (A1)
GRMN1002 German 2 (A2)
GRMN2003 German 3 (B1/1)
GRMN2004 German 4 (B1.2)
GRMN3005 German 5 (B2/1)
GRMN3006 German 6 (B2.2)
GRMN3007 German 7 (C1/1)
GRMN3008 German 8 (C1/2)
GRMN3009 German Language and Society
GRMN3010 Translating German Culture

COLLECTION B:
GRMN2005 Reading German Culture
GRMN2006 Topics in German Film
GRMN2007 Writing Composition
GRMN2638 Gender and Sexuality in German Literature
GRMN3011 Power and Protest: 20th Century Germany
GRMN3012 Early 20th Century German Culture
GRMN3013 Contemporary German Fiction
GRMN3014 Foreign and Exotic in German Literature
GRMN3015 Gender and Sexuality in German Literature
GRMN3016 Myth in German Culture
GRMN3017 German Culture and Society 1806-1914
GRMN3018 Art and Ideology
GRMN3019 Teaching and Learning Methods in German
GRMN3020 Research in German as a Foreign Language
Hebrew (Modern)

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A:
HBRW1101 Hebrew Modern B1
HBRW1102 Hebrew Modern B2
HBRW2603 Hebrew Modern 3
HBRW2604 Hebrew Modern 4
HBRW3610 Advanced Hebrew Modern 7
HBRW3611 Advanced Hebrew Modern 8
HBRW3612 Advanced Hebrew Modern 9
HBRW3613 Advanced Hebrew Modern 10

COLLECTION B:
HBRW2631 Reading Hebrew 1
HBRW2632 Reading Hebrew 2
HBRW2623 Hebrew Classical 3
HBRW2625 Hebrew Classical 5
JCTC3001 Israel in Modern Middle East
JCTC3003 The Modern Jewish Experience
JCTC3602 Contemporary Jewish Identities
History (Modern)

For major:
12 credit points from Collection A,
6 credit points from Collection B,
6 credit points from Collection C,
18 credit points from Collection D,
and FASS3999 Interdisciplinary Project

For minor:
12 credit points from Collection A,
6 credit points from Collection B,
6 credit points from Collection C,
12 credit points from Collection D

COLLECTION A
HSTY1001 The History Workshop
HSTY1002 Age of Empire
HSTY1003 Forging the Modern World

COLLECTION B
HSTY2094 Australia: Conflict and Transformation
HSTY2677 Australia: Politics and Nation
HSTY2700 Australia's People since 1901

COLLECTION C
HSTY2099 The Middle Ages
  • HSTY2098 Early Modern Europe: Age of Reform
  • HSTY2097 Twentieth-Century Europe
  • HSTY2096 Revolutionary Europe 1789-1920
  • HSTY2095 American History from Lincoln to Obama
  • HSTY2093 The Chinese World
  • HSTY2304 Imperialism, 1815-2000
  • HSTY2606 China in the Nineteenth-Century World
  • HSTY2607 Palestine, Israel and the Middle East
  • HSTY2608 European Film and History
  • HSTY2609 African-American History and Culture
  • HSTY2611 America in World Affairs: A History
  • HSTY2612 High Renaissance
  • HSTY2613 Russia's Revolutions: 1905 to Present
  • HSTY2616 The Human Rights Revolution
  • HSTY2618 Age of the Crusades
  • HSTY2628 BOOM! The History of War
  • HSTY2629 Sex and Scandal
  • HSTY2631 Sin City? A History of Sydney
  • HSTY2634 Emerging Giant: The Making of America
  • HSTY2640 Twentieth-Century China
  • HSTY2647 Renaissance Italy
  • HSTY2652 Genocide in Historical Perspective
  • HSTY2659 Nationalism
  • HSTY2662 Atlantic World in the Age of Empire
  • HSTY2666 American Revolutions
  • HSTY2672 Britain and the World: C.1837-1914
  • HSTY2673 Lived Experience in Modern China
  • HSTY2692 International and Global History
  • HSTY2696 The Empire Strikes Back
  • HSTY2698 Free Speech: An International History
  • HSTY2699 Global Epidemics: From Black Death to Ebola
  • HSTY2706 France in Modern Europe and Beyond
  • HSTY2702 Gender and Medicine in Modern America
  • HSTY2703 Convicts and Capitalists
  • HSTY2704 Vikings of the Sunrise
  • HSTY2705 History of Capitalism
Indigenous Studies

For major:
12 credit points from Collection A,
12 credit points from Collection B,
18 credit points from Collection C,
and FASS3999 Interdisciplinary Project

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C

COLLECTION A
INDG1001 Introduction to Indigenous Cultures
INDG1002 Introduction to Indigenous History

COLLECTION B
INDG2001 Indigenous Land and Culture
INDG2002 Indigenous Art and Culture
INDG2003 Indigenous Political History
INDG2004 Indigenous Wellbeing
INDG2005 Learning an Australian Language
ANTH2605 Aboriginal Australia: Cultural Journeys
ANTH2630 Indigenous Australians and Modernity
ARHT2636 Contemporary Australian Art
HSTY2693 Frontier Violence in Modern Memory
HSTY2696 The Empire Strikes Back
LNGS2611 Australia's Indigenous Languages
SPAN2615 Indigenous Movements in Latin America

COLLECTION C
INDG3001 Indigenous Studies Methodologies
INDG3002 Indigenous Studies Research Project
INDG3003 Race, Racism and Indigenous Australia
INDG3006 De-colonising Indigenous Education
INDG3005 Re-awakening Australian Languages
ARHT3636 Issues in Indigenous Art
ENGL3705 Writing Country: Indigenous Ecopoetics
GOVT3998 Aboriginal and TSI Politics and Policy
Indonesian Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A
INMS1101 Indonesian 1A
INMS1102 Indonesian 1A
INMS2601 Indonesian 2A
INMS2602 Indonesian 2B
INMS3601 Indonesian 3A
INMS3602 Indonesian 3B

COLLECTION B
INMS3607 Indonesia Challenges of Development
INMS3608 Indonesia in Search of Modernity
INMS3609 Indonesia's Slow Road to Democracy
INMS3610 Dealing with Indonesia's Diversity
INMS3611 Autonomy and Human Rights in Indonesia
ASNS2661 History of Modern Indonesia
ASNS2663 Social Activism in Southeast Asia
ASNS2660 Islam Trade & Society: Arabia to SE Asia
ASNS3664 Transforming Southeast Asia
Italian Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

COLLECTION A
ITLN1611 Italian 1
ITLN1612 Italian 2
ITLN2611 Intermediate Italian 3
ITLN2612 Intermediate Italian 4
ITLN2631 Senior Italian 3
ITLN2632 Senior Italian 4
ITLN3611 Senior Italian 5
ITLN3612 Senior Italian 6
ITLN3631 Senior Italian 7

COLLECTION B
ITLN2001 Introduction to Italian Culture
ITLN2002 Love in Italian Culture
ITLN3403 19th-century Italy: Writers and Society
ITLN3601 Made in Italy. Language at Work
ITLN3662 Machiavelli and Renaissance Italy
ITLN3667 Images of Contemporary Italy
ITLN3668 Issues of Language and Society in Italy
ITLN3679 Filming Fiction: The Italian Experience
ITLN3681 Representations of Southern Italy
ITLN3682 Fiction of Youth
ITLN3691 History of Italian Literature
ITLN3694 Dante and the Middle Ages
ICLS2626 Words and Pictures Across Cultures
Japanese Studies

For major:
36 credit points from Collection A
6 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
30 credit points from Collection A
6 credit point from Collection B

Collection A:
JPNS1611 Japanese 1
JPNS1612 Japanese 2
JPNS2611 Japanese 3
JPNS2612 Japanese 4
JPNS2621 Japanese 5
JPNS2622 Japanese 6
JPNS3621 Japanese 7
JPNS3622 Japanese 8
JPNS3631 Japanese 9
JPNS3632 Japanese 10

Collection B:
JPNS2670 Love and Death in Japanese literature
JPNS2672 Japanese Media and Popular Culture
JPNS3002 Historical texts (Project unit)
JPNS3637 Japanese Society
JPNS3650 Japanese Language and Identity
JPNS3676 Monsters and Ghosts - Japanese fantasy and SF
JPNS3677 Behaving the Japanese Way
Latin Studies

For major:
24 credit points from Collection A
18 credit point from Collection B
and FASS3999 Interdisciplinary Project

For minor:
24 credit points from Collection A
12 credit points from Collection B

COLLECTION A
LATN1600 Introduction to Latin 1
LATN1601 Introduction to Latin 2
LATN2800 Intermediate Latin 1
LATN2601 Intermediate Latin 2
LATN2620 Learn to Read Latin 1
LATN2621 Learn to Read Latin 2

COLLECTION B
LATN3001 Latin Imperial Prose
LATN3002 Latin Republican Prose
LATN3003 Latin Republican Poetry
LATN3004 Latin Imperial Poetry
LATN3007 Literature in the Ancient World
Modern Greek

For major:
24 credit points from Collection A
18 credit points from Collection B
and FASS3999 Interdisciplinary Project

For minor:
24 credit points from Collection A
12 credit points from Collection B

COLLECTION A
MGRK1601 Junior Modern Greek 1
MGRK1602 Junior Modern Greek 2
MGRK2601 Modern Greek 3
MGRK2602 Modern Greek 4

COLLECTION B
MGRK3603 Modern Greek Politics
MGRK3604 Contemporary Art in Modern Greece
MGRK3001 Greek Modernism in European Context
MGRK3002 Theory of Translation B
MGRK3607 The Art of Translating
MGRK3633 Greekness and Hellenism
MGRK3692 Theories of Literature
Political Economy

For major:
12 credit points from Collection A,
12 credit points from Collection B,
12 credit points from Collection C,
ECOP3XXX Disciplinary Project in Political Economy
and FASS3999 Interdisciplinary Project

For minor:
12 credit points from Collection A,
12 credit points from Collection B,
6 credit points from Collection C,
and ECOP3XXX Disciplinary Project in Political Economy

COLLECTION A
ECOP1001 Economics as a Social Science
ECOP1003 International Economy and Finance

COLLECTION B
ECOP2011 Economic Theories of Modern Capitalism
ECOP2012 Social Foundations of Modern Capitalism
ECOP2612 Economic Policy in Global Context
ECOP2613 Political Economy of Global Capitalism
ECOP2616 Inequality and Distribution
ECOP2617 Globalisation and Labour
ECOP2618 Neoliberalism: Theory, Practice, Crisis
ECOP2619 Development in Emerging Economies
ECOP2911 Class: Exploring Theory and Method

COLLECTION C
ECOP3015 Political Economy of the Environment
ECOP3017 Human Rights in Development
ECOP3019 Political Economy of Money and Finance
ECOP3601 Cyclical Fluctuations
ECOP3911 Theories in Political Economy
ECOP3912 Research in Political Economy
ECOP3022 Political Economy of Gender
Spanish and Latin American Studies

For major:
24 credit points from Collection A
12 credit points from Collection B
6 credit points from Collection C
and FASS3999 Interdisciplinary Project

For minor:
24 credit points from Collection A
6 credit points from Collection B
6 credit points from Collection C

COLLECTION A
SPAN1621 Level 1
SPAN1622 Level 2
SPAN2611 Level 3
SPAN2612 Level 4
SPAN2613 Level 5
SPAN2614 Level 6

COLLECTION B
SPAN3611 Level 7
SPAN3612 Level 8
SPAN3613 Spanish Level 9
SPAN3702 Spanish Level 10

COLLECTION C
SPAN2615 Indigenous Movements in Latin America
SPAN2616 Citizenship in Spain and Latin America
SPAN2621 Spanish Film and Literature
SPAN2622 Latin American Popular Culture
SPAN2631 Cultural and Social Change in Spain
SPAN2641 Filmmaking in the Latin American Context
SPAN3621 Latin American Film and Literature
SPAN3622 Introduction to Spanish Translation
SPAN3623 From Argentine to Latin American Icons
SPAN3624 Spain: A Nation of Nations?
SPAN3625 New Latin American Geopolitics of Power
SPAN3671 The Stories of Spain: Texts and Contexts
SPAN3680 The Spanish-Speaking World
Theatre and Performance Studies

For major:
24 credit points from Collection A,
12 credit points from Collection B,
PRFM3961 Rehearsal Studies
and FASS3999 Interdisciplinary Project

For minor:
24 credit points from Collection A,
6 credit points from Collection B,
and PRFM3961 Rehearsal Studies

Collection A:
PRFM1601 Performance: Process and Collaboration
PRFM1602 Dangerous Performances
PRFM2601 Being There: Theories of Performance
PRFM2602 Performance: Production & Interpretation

Collection B:
PRFM3621 Ritual, Play and Performance
PRFM3602 Performance Histories
PRFM3603 Playing Politics
PRFM3604 Embodied Histories
PRFM3606 Approaches to Acting
PRFM3607 Production Strategies for Performance
PRFM3611 Dramaturgy
PRFM3619 Documenting Performance
CHNS3651 Chinese Drama and Theatre
APPENDIX B. COMBINED DEGREE Overview

Bachelor of Arts, Bachelor of Education (School and Community Education)

The combined Bachelor of Arts, Bachelor of Education (School and Community Education) provides opportunities for building social justice movements among teachers and schools working as advocates for, partners with, and learning from the communities they serve. It provides students with the opportunity to obtain an accredited teaching qualification while simultaneously engaging in specialist coursework and professional experiences in community education. This community education specialisation may include working in disadvantaged communities to effect change, working with Australian and international Indigenous communities, working with refugees, global education including work with international NGOs, or working on education and wellbeing programs in alternative education settings (such as prisons or youth services).

Proposed structure:

<table>
<thead>
<tr>
<th>Semester 1</th>
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*a 0 cp barrier unit will be added to ensure students have passed the Government's Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

Areas of interest:

Students in this course will be given the opportunity to focus their studies in an area of particular interest. All students in the course will enrol in the same units, however the inquiry-based coursework will allow students to opt into a particular area that will guide their engagement with on-campus coursework and school and community placements. The following areas of interest will be offered in the initial years of the course, with options to modify or add new areas of interest depending on staff expertise and community/profession-led consultation.

Indigenous culture, community and education: Pre-service teachers selecting the Indigenous culture, community and education area will develop deep understanding of the significance of Aboriginal community cultural wealth, diversity and leadership in school and community educational contexts. Contingent to this will be critical analysis of various representations of Indigenous people, culture and communities, the impact this has on relationships between Indigenous and non-Indigenous peoples and the importance of rejecting deficit discourses about Indigenous peoples and communities. In this process pre-service teachers will develop culturally responsive ethical research and communication skills including appropriate protocols for community collaboration. They will apply these skills to comparative experiences in local Australian and international Indigenous communities in the context of global human rights and social justice imperatives.

Improving Indigenous student outcomes is a key priority in this area of interest. To achieve this, pre-service teachers will develop deep knowledge, understanding and skills in culturally responsive relationships-focussed curriculum and pedagogy to engage Indigenous people in the educative process. Further they will apply the Australian Professional Standards for Teaching in order to become proactive change agents and embark upon professional and personal reflexivity on their life-long learning experiences in Indigenous contexts.

Global Education: The Global Education area of interest aims to cultivate in students a deep understanding of global education both within and beyond Australia. The units provide a critical comparative perspective to help students analyse the purposes, pedagogies, and policies of education across contexts. The area of interest captures multiple aspects of global education and prepares students for engagement in various sectors, including but not limited to the following: contributing to education in low-, middle-, and high-income countries around the world; working with international non-governmental organisations (INGOs) as well as bilateral and multilateral organisations (e.g. UN agencies); teaching in international schools;
analysing educational policies and global education movements; incorporating global themes into Australian curricula; and working with international education exchange programs. In sum, the Global Education area of interest prepares University of Sydney students for work across a variety of sectors within the broader field of global education by exploring the diverse ways in which countries, schools, teachers, and students approach education from global perspectives.

**Education in non-traditional settings:** This area of interest invites pre-service teachers to consider teaching opportunities that extend outside of a traditional classroom setting. Possible settings include (but are not limited to) hospitals, prisons and correctional systems, disability service settings, and flexible learning sites. Working within such settings involves working with children and young people who have been labelled as unable to manage the demands of everyday schooling, or who have been excluded from mainstream schooling opportunities. Often such exclusion has occurred in combination with other forms of social exclusion that may have affected both the students as individuals, as well as their families and broader communities, including poverty, racism and ableism. Rather than making children and young people fit into preconceived notions of what it means to be a 'good' student, teachers working within non-traditional settings are challenged to consider how aspects of conventional classroom settings can be reconceptualised in order to actively incorporate and respond to a broad range of student identities and experiences.

**Education in diverse communities:** This area of interest allows students to follow their interests in education in particular communities. It considers the diverse and varied ways Australian children engage in school – including but not limited to, urban education in housing estate districts, rural and remote education services, distance education, and boarding schools. Students undertaking this area will have the option to experience a broad range of education and community sites and coursework (for example, by doing professional experience in a variety of settings), or to focus their coursework and experiences to one kind of community (such as rural boarding schools). The area aims to engage students in a critical exploration of the different roles schools play in different communities, the particular ‘lived effects’ of education policy in different sites, and the potential opportunities for building positive school-community relationships.

**Proposed structure – unit detail:**

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<tr>
<th>Secondary Education:</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer</th>
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</table>

All Arts and Science units, including EDUF, are existing offerings.

**Detail of Advanced Coursework:**
All units are 6 cps unless otherwise stated.

**Secondary Education Program:**
Year 3, Semester 2:
EDBA3XXX: Pedagogy and Practice in Community Development
EDBA3XXX: Literacy and diversity
EDBA3XXX: Professional Experience 1 – Community placement (10 days community, 5 days school)

Year 4, Semester 1:
EDBA4XXX: Pedagogy and practice in classrooms
EDBA4XXXX: Professional Experience 2 - School and community placement (10 days school, 5 days community)
Curriculum 1 units – 12 cps existing secondary curriculum units (e.g., History Curriculum 1 and English Curriculum 1)

Year 4, Semester 2:
EDBA4XXX: Integrated perspectives 1: Special and Inclusive Education
EDBA4XXX: Integrated perspectives 2: Inquiry Project
EDBA4XXX: School placement (20 days)
Curriculum 2 units – 12 cps existing secondary curriculum units (e.g., History Curriculum 2 and English Curriculum 2)

Year 5, Semester 1:
EDBA5XXX: Research project
Curriculum 3 units – 12 cps existing secondary curriculum units (e.g., History Curriculum 3 and English Curriculum 3)
EDBA5XXX: Final internship and TPA

Primary Education Program:
Note – Primary students do not need a second teaching area so all Arts 2nd area units become elective spaces.

Year 3, Semester 2:
EDBA3XXX: Pedagogy and Practice in Community Development
EDBA3XXX: Literacy and diversity
EDBA3XXX: Professional Experience 1 – Community placement (10 days community, 5 days school)

Year 4, Semester 1:
EDBA4XXX: Pedagogy and practice in classrooms
EDBA4XXX: Professional Experience 2 - School and community placement (10 days school, 5 days community) (4 cps)
EDBA4XXX: English 1 K-6 (4 cps)
EDBA4XXX: Human Society and its Environment K-6 (4 cps)
EDBA4XXX: Primary Mathematics 1

Year 4, Semester 2:
EDBA4XXX: Integrated perspectives 1: Special and Inclusive Education
EDBA4XXX: Integrated perspectives 2: Inquiry Project
EDBA4XXX: School placement (20 days) (4 cps)
EDBA4XXX: Creative Arts K-6 (4 cps)
EDBA4XXX: Personal Development, Health & PE K-6 (4 cps)
EDBA4XXX: Science, Technology and Toys K-6

Year 5, Semester 1:
EDBA5XXX: Research project
EDBA5XXX: English 2 K-6 (4 cps)
EDBA5XXX: Programming across the K-6 Curriculum (2 cps)
EDBA5XXX: Primary Options (2 cps)
EDBA5XXX: Primary Mathematics 2
EDBA5XXX: Final internship and TPA (4 cps)
From: Nerida Olson
<nerida.olson@sydney.edu.au>
Date: Sunday, 23 July 2017 at 3:06 pm
To: Kelly Freebody <kelly.freebody@sydney.edu.au>
Cc: Maria McQuilty <maria.mcquilty@sydney.edu.au>
Subject: Re: Meeting about marketing case for new degree proposal

Hi Kelly,

I hope all is going well, and that you had a fabulous weekend! Apologies for not having an opportunity to reply to your email earlier.

I am on leave this week, returning to the office on Monday 31 July. Would sometime the week of 31 July be convenient to meet to discuss the student recruitment strategy for the new degree? I will also extend an invitation to the Faculty of Arts and Social Sciences’ Marketing and Communications Manager, Michaela Dunworth, to join our meeting. Michaela will be able to prepare the marketing strategy, and I will prepare the student recruitment strategy. We normally work very closely together to support the two strategies associated with new course proposals.

I’ll be keeping an eye on my emails this week, and if sometime the week of 31 July will work for you, I’ll circulate a calendar invitation this week to confirm the meeting.

All the best,

Nerida

NERIDA OLSON | Recruitment Manager (Faculty of Arts and Social Sciences)
Global Student Recruitment and Mobility
DVC Registrar Portfolio

THE UNIVERSITY OF SYDNEY
Level 4, Room 412, Jane Foss Russell Building G02 | The University of Sydney | NSW | 2006
T +61 2 8627 0619 | F +61 2 9351 7334 | M +61 413 314 590
E nerida.olson@sydney.edu.au | W sydney.edu.au

CRICOS 00026A

This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.
From: Kelly Freebody  
<kelly.freebody@sydney.edu.au>  
Date: Wednesday, 19 July 2017 10:29 am  
To: Nerida Olson <nerida.olson@sydney.edu.au>  
Cc: Maria McQuilty  
<maria.mcquilty@sydney.edu.au>  
Subject: Meeting about marketing case for new degree proposal

Hi Nerida,

I’m working with some people in the faculty to put up a full proposal for a new VIM degree, MTeach (Community Education). Quite exciting. Our EOI was accepted and now we are working towards a full proposal.

Could we have a meeting to discuss the marketing case and ways we could work together on this?

The sooner the better from my perspective but I realise that you’re probably really busy. Any chance 1pm this Friday or 10am next Tuesday work for you?

All best,
Kelly
From: Kristian Adamson <kristian.adamson@sydney.edu.au>  
Date: Monday, 24 July 2017 at 5:21 pm  
To: Kelly Freebody <kelly.freebody@sydney.edu.au>  
Subject: RE: tomorrow

That’s fine. My office is just outside our committee meeting room so we can come by whenever the meeting finishes.

Kristian Adamson | Acting Director, Academic Planning and International Cooperation  
Faculty of Arts and Social Sciences, The University of Sydney J3.16,  
Quadrangle A14 | The University of Sydney | NSW | 2006 T +61  
2 9351 6676  
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody  
Sent: Monday, 24 July 2017 5:16 PM  
To: Kristian Adamson <kristian.adamson@sydney.edu.au>  
Subject: Re: tomorrow

Great. Ok if I invite Maria McQuilty too?

11.30 on Wednesday. Do you want to come to my office or go to yours?

Kelly

From: Kristian Adamson <kristian.adamson@sydney.edu.au>  
Date: Wednesday, 19 July 2017 4:37 pm  
To: Kelly Freebody <kelly.freebody@sydney.edu.au>  
Subject: RE: tomorrow

Let’s do just after? 9-9.30 tends to be a bit of a rush to solve the crisis of the day before it spreads.

Kristian Adamson | Acting Director, Academic Planning and International Cooperation  
Faculty of Arts and Social Sciences, The University of Sydney J3.16,  
Quadrangle A14 | The University of Sydney | NSW | 2006 T +61  
2 9351 6676  
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody  
Sent: Wednesday, 19 July 2017 3:31 PM  
To: Kristian Adamson <kristian.adamson@sydney.edu.au>  
Subject: Re: tomorrow

How about either Just before or just after UG on Wednesday?

K
From: Kristian Adamson <kristian.adamson@sydney.edu.au>

Date: Wednesday, 19 July 2017 at 3:15 pm

To: Kelly Freebody <kelly.freebody@sydney.edu.au>

Cc: Maria McQuilty <maria.mcquilty@sydney.edu.au>

Subject: RE: tomorrow

Hi Kelly, happy to do so, but I'm out of the office on Tuesdays. Monday and (most of) Wednesday is all good.

Kind regards,

Kristian Adamson | Acting Director, Academic Planning and International Cooperation
Faculty of Arts and Social Sciences, The University of Sydney | J3.16,
Quadrangle A14 | The University of Sydney | NSW | 2006 T +61
2 9351 6676
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

From: Kelly Freebody

Sent: Wednesday, 19 July 2017 2:51 PM

To: Kristian Adamson <kristian.adamson@sydney.edu.au>

Cc: Maria McQuilty <maria.mcquilty@sydney.edu.au> Subject:
Re: tomorrow

Hi Kristian,

Wondering if there was an opportunity early next week (Tuesday would be perfect) to have a 30 min chat about processes for the development of the VIM? I'm starting to move things forward at ESW level but want to get a sense of timelines and expectations more broadly as well.

Thanks,
Kelly
From: Kristian Adamson <kristian.adamson@sydney.edu.au>
Date: Wednesday, 5 July 2017 at 12:14 pm
To: Kelly Freebody <kelly.freebody@sydney.edu.au>, Gaby Ramia <gaby.ramia@sydney.edu.au>, Melissa Hardie <melissa.hardie@sydney.edu.au>
Cc: Emma Doyle <emma.doyle@sydney.edu.au>, Gaby Ramia <gaby.ramia@sydney.edu.au>, Melissa
Hardie <melissa.hardie@sydney.edu.au>
Subject: RE: tomorrow

Hi Kelly,

I think that’d be great to have it tabled for the next meeting and have you there for discussion. It would be worthwhile bringing it to both the UG and PG committees, since it covers coursework at both levels. Once we’ve had that initial briefing, and if we’re got the go-ahead, we can go through the timeline and approval process, and work on the actual full proposal.

I had hoped to bring the issue of ViMs more generally to our last PCB but most members were apologies, so didn’t have the opportunity. I’ll raise the issue again as I think it will be important we have a clear Faculty position and process in place since this is uncharted territory for most, and it doesn’t seem like the University has finalised its own expectations of what a ViM should look like.

Kind regards,

Kristian Adamson | Acting Director, Academic Planning and International Cooperation
Faculty of Arts and Social Sciences, The University of Sydney J3.16,
Quadraangle A14 | The University of Sydney | NSW | 2006 T +61
2 9351 6676
E kristian.adamson@sydney.edu.au | W http://sydney.edu.au/arts

Please note I am out of office each Tuesday.

---

From: Kelly Freebody
Sent: Tuesday, 4 July 2017 4:57 PM
To: Emma Doyle
Subject: tomorrow

Hi Emma,

Concerning tomorrow’s meeting. Lots of people are on leave at the moment in my School so struggling to find someone to come in my place. If you’re circulating change proposals is it ok if I send responses via email?

Also, an EOI for a new degree in SSESW was approved through CCPC today – a Vertically Integrated Masters of teaching (Community Education). ViMs are considered UG degrees, not PG so I’ll send information to the UG committee for noting next meeting - if you’re happy to hold off until I can be there to answer any questions?

I was in communication with Alyson Simpson as head of FASS Education portfolio during the development of the EOI.

Thanks.

Kelly
Hi Christine

Great to chat to you yesterday. As discussed I have attached a 2-page doc comprising the cover page and Appendix 4 (Library Impact Statement) of the Course Management Template for Kelly Freebody’s VIM application (Bach Arts/Science, MTeach [School and Community Education]). If you could return the completed appendix and signed cover page to us as soon as you are able to we would really appreciative. Thank you again for your assistance and input with this.

Kind regards
Rebecca

REBECCA RATHBONE | Project Administrator, Research Partnerships Sydney School of Education and Social Work

THE UNIVERSITY OF SYDNEY
Room 328, Dean’s Unit | Education Building A35 | The University of Sydney |
NSW 2006 T +61 2 9351 7008
E rebecca.rathbone@sydney.edu.au | W http://sydney.edu.au
NOTICE OF MEETING

A meeting of the Undergraduate Programs Committee will be held at 9:30am on Wednesday 26 July in the Faculty Meeting Room N301. Apologies for absence may be given by email to emma.doyle@sydney.edu.au.

The attendance of the entire committee is requested.

AGENDA

1. Apologies
2. Minutes of the previous meeting
3. Matters Arising
4. Chair’s Report
5. Embedding Graduate Qualities in the UG Curriculum (John Hardie)
6. Vertically Integrated Masters of Teaching (Community Education)
7. Work Health and Safety
8. Any Other Business
APPENDIX E. Postgraduate Programs Committee Agenda

Postgraduate Coursework Programs Committee
Curriculum Support & Scholarships Officer
Faculty of Arts and Social Sciences

T: 9351 2580
E: emma.doyle@sydney.edu.au

NOTICE OF MEETING
A meeting of the Postgraduate Coursework Committee will be held at 10:30am on Thursday 10 August in the Faculty Conference Room, N301. Apologies for absence may be given by email to emma.doyle@sydney.edu.au

The attendance of the entire committee is requested.

AGENDA

1. Apologies
2. Work Health and Safety
3. Minutes from the last meeting
4. Matters Arising
5. Chairs Report
6. Low EFTSL courses (departmental responses)
8. EOI Master of Education in Leadership in Indigenous Studies
9. The text/script for PG admissions staff
10. The informal extensions/spec con system/late penalties/appeals provisions/attendance/anonymous marking – a PG difference in voice?
11. Specialisations – strategy from here
12. Recognition of prior learning assessment model
13. UAS guidelines for 2018
14. Enrolment figures
15. Any other business
   - Updates from ESW
# APPENDIX F. Financial Viability Analysis

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<th>VM degree costing analysis</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
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<td>968,132</td>
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<td>Total Fee Income</td>
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**Assumptions:**
1. Student intake of 30 per year
2. Student retention rate 1st yr 87%, 2nd yr 93% and third yr 87%
3. No international student enrollment in the cohort
4. CGS rate based on average fee for Education & Humanities
5. Fee rate increase of 2.5%
6. Teaching delivery - 70% by continuing academics and 30% by casual PTT staff
7. CPI / salary increase of 2% pa
8. UFM charges are based on 2017 cost drivers
**Non-Confidential**

<table>
<thead>
<tr>
<th>Author</th>
<th>Assoc Prof Peter Sinclair, Faculty of Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Assoc Prof Corinne Caillaud, Faculty of Health Sciences, Professor Trevor Hambley, Dean of Science</td>
</tr>
<tr>
<td>Paper title</td>
<td>Proposal for the Bachelor of Science (Exercise and Sport) and Bachelor of Science (Exercise and Sport)/Bachelor of Advanced Studies</td>
</tr>
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</table>

**Purpose**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
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<tbody>
<tr>
<td>This proposal seeks to introduce a new stream in the Bachelor of Science from 2019, the Bachelor of Science (Exercise and Sport), and Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies, including an embedded major in Exercise and Sport, and a minor in Physical Activity and Health</td>
</tr>
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**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

1. Approve the proposal from the Faculty of Science and Faculty of Health Sciences to introduce the Bachelor of Science (Exercise and Sport), and Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies;
2. recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Arts and Social Sciences; and
3. approve the introduction of course resolutions arising from this proposal, with effect from 1 January 2019.

**EXECUTIVE SUMMARY**

Part of the “distinctive Sydney education” approach outlined from the university's 2016-2020 strategic plan is to reduce the number of undergraduate degree offerings within the university. Following from this strategy, the 3-year Bachelor of Applied Science (Exercise and Sport Science), currently offered by the Faculty of Health Sciences, was identified for transition to the new undergraduate curriculum framework.

Following an extensive process of curriculum redesign in consultation with key stakeholders, a new stream is proposed to commence in 2019; the Bachelor of Science (Exercise and Sport) and Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies. The Exercise and Sport stream will replace the Bachelor of Applied Science (Exercise and Sport Science), which will see its final intake of students in 2018.

The Faculty of Health Sciences will seek accreditation for the Exercise and Sport stream, to enable graduates to become an Accredited Exercise Scientist with Exercise and Sport Science Australia (ESSA), commensurate with the currently accredited Bachelor of Applied Science (Exercise and Sport Science). As such, the curriculum renewal committee considered the recently revised Exercise and Sport Science Australia (ESSA) professional accreditation requirements for Exercise Science, and how these might be best achieved alongside the requirements for a liberal degree in the undergraduate curriculum framework. This resulted in a significant reduction of number of core units of study required to meet accreditation standards from a total 120 credit points (in the existing degree) to 84 credit points in the proposed stream.

Students in the Bachelor of Science (Exercise and Sport) will be required to complete a major in Exercise and Sport, a minor in Physical Activity and Health, and will also have the option to choose any additional minor or selected majors from Table A or Table S. If undertaking the stream through the Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies, students will be able to choose any 2nd major from the Shared Pool.
The Faculty of Health Sciences also plans to propose a major in Physical Activity and Health, building on the minor which is presented in the current proposal. This will present further opportunities for Bachelor of Science (Exercise and Sport) students to undertake a 2nd major within the 3-year degree.

ATTACHMENTS

Attachment 1: Bachelor of Science (Exercise and Sport), and Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies) new course proposal
Course management template

Use this template to:
- propose a **new course** of study following approval of an EOI
- propose an **amendment to an existing course** of study
- request the **deletion of a course** of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

For all purposes, please complete these key details:

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**Name of course**  
Bachelor of Science (Exercise and Sport)  
Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies

**School/department**  
 Discipline of Exercise and Sport Science, Faculty of Health Sciences

**Managing faculty**  
 Faculty of Science

**Name of proponent**  
 A/Prof Peter Sinclair

**Telephone**  
 02 9351 9724

**Email**  
peter.sinclair@sydney.edu.au

**Version date**  
06/06/2017

**Undergraduate**  
☐ Postgraduate coursework  
☐ Postgraduate research

**Proponent**  
[Signature]  
Date 31/08/2017

**Head of School**  
[Signature]  
Date 31/08/2017

**Dean**  
[Signature]  
Date

**Faculty Manager**  
[Signature]  
Date

**Deputy Vice-Chancellor (Education)**  
[Signature]  
Date

**Divisional Finance Director**  
Part 2  
[Signature]  
Date

**Head of Recruitment**  
Section 1.5  
[Signature]  
Date

**Library Director**  
Appendix 4  
[Signature]  
Date

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Course Management proposal – Bachelor of Science (Exercise and Sport)
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**Abbreviations**

FPA = Financial Planning and Analysis  
MC = Marketing and Communications (Office of the Vice-Chancellor)  
PIO = Planning and Information Office (Provost and DVC)  
SRA = Student Recruitment and Admissions (DVC and Registrar)  
Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

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

Part of the “distinctive Sydney education” approach from the university’s 2016-2020 strategic plan is to reduce the number of undergraduate degree offerings within the university. As part of this strategy, the 3-year Bachelor of Applied Science (Exercise and Sport Science), currently offered by the Faculty of Health Sciences, has been identified for transition to the new undergraduate curriculum framework. Moving the Exercise and Sport Science degree into the BSc is integral to that strategy of reducing the number of stand-alone degrees on offer. Along with moving into the BSc, changes to the external accreditation regime for exercise science means that we are able to increase the number of electives available to students, in line with the strategic plan’s aims “to balance depth of disciplinary expertise with broader capabilities, by providing an understanding of broader intellectual landscapes”.

This proposal seeks to amend the Bachelor of Science, to include a new accredited stream in Exercise and Sport, from 2019.

1.2 Summary of internal consultation with other faculties and business services units

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<td>Dr Peter Knight. Head of Discipline of Biomedical Science, Faculty of Medicine</td>
<td>Meeting / Email</td>
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<td>Prof Pauline Ross. Chair, LEES Curriculum Review Committee</td>
<td>Meeting / Email</td>
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<td>A/Prof Corinne Caillaud, Associate Dean Education, Faculty of Health Sciences</td>
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<td>Prof Sue McAllister. Associate Dean, Work Integrated Learning, Faculty of Health Sciences</td>
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<td>A/Prof Peter McCallum. Director, Education Strategy</td>
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<td>6/6/17</td>
<td>A/Prof Corinne Caillaud, Associate Dean Education, Faculty of Health Sciences</td>
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<td>5/6/17</td>
<td>Lucy Buxton and Louise Atkins, Global Student Recruitment</td>
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<td>5/6/17</td>
<td>Kanchana Ekanayake and Joy Wearne, Academic Services University Library</td>
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<tr>
<td>9/6/17</td>
<td>Alison Byrne Manager, Planning and Analysis, Institutional Analytics and Planning</td>
<td>Phone call / Email</td>
</tr>
<tr>
<td>July 2017</td>
<td>Faculty of Science Undergraduate Studies Committee</td>
<td>Meeting</td>
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*Evidence of the consultation process and outcome(s) achieved should be attached*

1.3 Market Analysis (use this space, to a maximum one page)

There is currently strong and consistent demand for the existing Bachelor of Applied Science (Exercise and Sport Science), with an intake of approximately 150 students per year. Leading to a professionally recognised qualification in Exercise Science, graduates of the proposed Bachelor of Science (Exercise and Sport) will find roles in the sport industry, fitness industry, health industry, occupational health and safety, public health, rehabilitation, research and technology, education and medical insurance.

Recent interviews and surveys of current students, graduates, supervisors and employers, conducted as part of a course review of the Bachelor of Applied Science (Exercise and Sport Science), indicated a desire to strengthen the scientific underpinnings of graduates by providing greater opportunities to take units from other disciplines within the university. This would be particularly beneficial for graduates wishing to focus on Sport Science, where research skills are highly valued. Another need identified was to strengthen the focus on Sport Science to differentiate the degree from the Bachelor of Applied Science (Exercise Physiology). Providing greater opportunity for elective units of study was considered important to enable students to focus on developing skills specific to their own career aspirations.

Moving the program to the BSc degree will require that students have HSC mathematics and include 12 credit points of core mathematics in their degree. This move has been supported by course stakeholders, although there is an
acknowledged risk that it may affect the number of prospective candidates for the degree when other local competitors do not have this requirement. The general view is that the benefits of compulsory mathematics will outweigh the potential risk to course demand.

The University of Sydney were recently ranked #1 in the world for sport, physical therapy and rehabilitation in the QS subject rankings 2017. The Bachelor of Science (Exercise and Sport) will be well positioned to continue the success of the Bachelor of Applied Science (Exercise and Sport Science) in attracting outstanding students, and producing successful and highly employable graduates.

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

The recruitment strategy for the proposed stream will be contiguous with that of the Bachelor of Applied Science (Exercise and Sport Science), and will rely on a co-ordinated approach of both the Science and Health Sciences Global Student Recruitment teams to capitalise on the opportunity to attract students interested in both Science and Exercise Science.

Recruitment strategies are structured around targeted recruitment events, attendance at exhibitions and fairs, preference and conversion campaigns, schools outreach programs, relationship building with targeted high schools in NSW, other states and New Zealand, and supported by marketing collateral and communications, scholarships and admissions strategies.

The key messages will be delivered through all major undergraduate recruitment channels. The student recruitment campaign includes:
- Careers Advisors and Teachers Conference
- School visits, Careers Markets and campus tours
- Student ambassador training
- Contact Centre briefing
- Your Path to Sydney Uni
- Year 10 Academic Excellence Awards
- Meet Sydney events interstate
- Year 10 Information Evening
- Scholarships Information Evening
- Open Day
- Life @ Sydney
- December/January Campaign
- Info Day

Key publications and collateral include:
- UAC Guide
- Undergraduate Guide
- Sydney Courses
- University website
- School's newsletter
- Year 10 guide
- Scholarships guide
- Access Sydney guide
- Aboriginal and Torres Strait Islander Guide
- Open Day/Info Day programs

In addition, internationally we target local and international schools through visits, taster sessions and parents’ events, newsletters, webinars and agent updates. We run a series of open days and info sessions in our key undergraduate international markets to ensure prospective students, parents, heads of schools, guidance counsellors and agents are well informed.

*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)

Marketing and Communications strategies are structured around supporting recruitment events, attendance at exhibitions and fairs, preference and conversion campaigns, schools outreach programs, relationship building with targeted high schools in NSW, other states and New Zealand.

As part of the University’s wider strategy to transform the undergraduate curriculum, the proposed Bachelor of Science (Exercise and Sport) will be included in the ongoing communication initiatives to share and explain the benefits of the new undergraduate degree framework, with key messages developed for the main audiences:

Primary audiences
- High school students, years 10-12
- Parents
• Career advisers/School counsellors
• Agents

Secondary audiences
• School principals/key staff
• Staff
• Alumni
• Media
• Current students

Information about the new stream will be embedded throughout communications to future students and influencers throughout the following publications created by the Student Marketing team, and in specific publications promoting courses offered by the Faculty of Science and Faculty of Health Sciences:
• Undergraduate Guide
• International Guide
• Parents Guide
• Career Advisers newsletter
• Year 10 guide
• Scholarships guide
• Access Sydney guide
• Aboriginal and Torres Strait Islander Guide

Information about the new stream will also be embedded in the promotion of the following campaigns and events:
• Careers Advisors and Teachers Conference
• School visits, Careers Markets and campus tours
• Your Path to Sydney Uni
• Year 10 Academic Excellence Awards
• Meet Sydney events interstate and NZ
• Year 10 Information Evening
• Scholarships Information Evening
• Open Day
• Life @ Sydney
• Main round preference campaign
• Info Day

In addition, videos and collateral will be used by Global Student Recruitment and Mobility during their international schools visits, taster sessions and parents’ events, newsletters, webinars and agent updates. They will also be used during the open days and info sessions in our key undergraduate international markets to ensure prospective students, parents, heads of schools, guidance counsellors and agents are well informed.

1.6 Domestic and international competitors (if applicable)

There are 28 universities in Australia currently offering accredited courses in Exercise and Sport Science. For the sake of brevity, only those courses in NSW or offered by Group of Eight universities are included in this table.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Domestic Fees/ EFTS CSP Band 2</th>
<th>International Fees/ EFTSL</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Technology, Sydney</td>
<td>Bachelor of Sport and Exercise Science</td>
<td>$9,050</td>
<td>$28,180</td>
<td>89.00</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>Bachelor of Exercise and Sports Science (Strathfield, Fitzroy and Banyo campuses)</td>
<td>$9,050</td>
<td>$21,200</td>
<td>Strathfield &amp; Melbourne 58.50 &amp; Banyo (QLD) 17/63</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>Bachelor of Health Science (Sport and Exercise Science)</td>
<td>$9,050</td>
<td>$24,280</td>
<td>82.80-83.40</td>
</tr>
<tr>
<td>University of Wollongong</td>
<td>Bachelor of Exercise Science</td>
<td>$9,050</td>
<td>$28,656</td>
<td>78.00</td>
</tr>
<tr>
<td>University of Newcastle</td>
<td>Bachelor of Exercise and Sports Science (Exercise Science Sequence)</td>
<td>$9,050</td>
<td>$30,290.00</td>
<td>73.00</td>
</tr>
</tbody>
</table>
Course Management proposal – Bachelor of Science (Exercise and Sport)

<table>
<thead>
<tr>
<th>University</th>
<th>Course Details</th>
<th>Fee 2018</th>
<th>Fee 2020</th>
<th>ATAR/OP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Sturt University</td>
<td>Bachelor of Exercise Science (Bathurst campus)</td>
<td>$9,024</td>
<td>$28,000</td>
<td>70.00</td>
</tr>
<tr>
<td>University of New England</td>
<td>Bachelor of Exercise and Sports Science</td>
<td>$9,048</td>
<td>$25,560</td>
<td>72.55 (2016)</td>
</tr>
<tr>
<td>Southern Cross University</td>
<td>Bachelor of Sport and Exercise Science</td>
<td>$9,048</td>
<td>$24,080</td>
<td>68/13 ATAR/OP</td>
</tr>
<tr>
<td>University of Queensland</td>
<td>Bachelor of Exercise and Sport Sciences</td>
<td>Comparative to above</td>
<td>$28,560</td>
<td>60.45</td>
</tr>
<tr>
<td>University of Western Australia</td>
<td>Bachelor of Science with double major in Sport Science and Exercise and Health</td>
<td>$9,050</td>
<td>$35,690</td>
<td>80.00</td>
</tr>
</tbody>
</table>

1.7 Course(s) to be closed as a consequence of this proposal

The proposal will result in the closure of the existing Bachelor of Applied Science (Exercise and Sport Science). Admission to the Bachelor of Applied Science (Exercise and Sport Science) will be suspended, with the final intake to the course in 2018. Students will be offered the opportunity to transition to the new curriculum, and transitional arrangements will apply as the course is taught out.

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 proposed Bachelor of Science (Exercise and Sport) stream will replace a longstanding and viable course currently offered by the Faculty of Health Sciences. In transforming the curriculum to a program and stream in Science, due consideration has been made to economies of scale, such that wherever possible, core units of study in the program will also be required in the Bachelor of Applied Science (Exercise Physiology). Minor amendments to the Bachelor of Applied Science (Exercise Physiology) to align curricula responding to Exercise Science accreditation requirements will be subject to a separate course proposal. Funding to support development of the new curricula will continue to be sought through the University’s strategic Education Comapct.

The financial impact of this proposal will be in the form of redistribution of student load and fee income from the present model in the Bachelor of Applied Science (Exercise and Sport Science). The current course has a consistent commencing intake of approximately 120 students per year, and commencing and continuing student enrolments of over 300 students. The Faculty of Health Sciences takes the majority of student load for the Bachelor of Applied Science (Exercise and Sport), with some teaching load also supported by the Sydney School of Medicine. Under the new curriculum framework, student load will likely see a redistribution across the Faculty of Health Sciences, Faculty of Science, Sydney School of Medicine and others Faculties, reflecting the increased focus on science and broader range of electives available to students in the Bachelor of Science (Exercise and Sport).

PART 3: Course details

<table>
<thead>
<tr>
<th>Course name:</th>
<th>Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course abbreviation:</td>
<td>BSc</td>
</tr>
<tr>
<td>Start year:</td>
<td>2019</td>
</tr>
<tr>
<td>Start semester:</td>
<td>1</td>
</tr>
<tr>
<td>Name of award:</td>
<td>Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies</td>
</tr>
<tr>
<td>Combined degree?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Combined type? (if applicable)</td>
<td>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</td>
</tr>
<tr>
<td>Honours offered?</td>
<td>Yes No</td>
</tr>
</tbody>
</table>
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: 069903 Secondary code: (Combined courses only)

3.11 Course AQF Level
Click the link to view approved accreditation criteria before nominating a Level
☐ Level 5: Diploma
☐ Level 6: Advanced diploma/Associate degree
☒ Level 7: Bachelor degree
☑ Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma
☐ Level 9: Masters degree (research, coursework and extended)
☐ Level 10: Doctoral degree

3.12 Short course description: for the UAC Guide, Good Universities Guide

3.13 Full course description: for Sydney Courses

3.14 Australian Higher Education Statement (AHEGS)

AHEGS statements will be developed in accordance with the guidelines of the AHEGS working group jointly established the SEG Education Committee and the Registrar’s portfolio.

Detail
The Bachelor of Science (Exercise and Sport) is an undergraduate coursework qualification, taught in English, requiring the accumulation of 144 credit points over three years of full-time study (or part-time equivalent). Admission is normally on the basis of a senior secondary qualification; however, alternative pathways exist for non-recent school leavers.

Outcomes
Successful graduates will be eligible for accreditation as Exercise Scientists. Exercise Scientists help people recover from injury, maximise the performance of elite athletes, promote healthy ageing and generally improve people’s health and wellbeing.

Features
The course structure requires the completion of the Exercise and Sport major, a minor in Physical Activity and Health, and 12 credit points of Science degree core units. In addition, the course provides an opportunity for completion of a 2nd minor or 2nd major and electives to a total of 144cp. All students complete at least 140 hours of approved professional experience with low risk client and have the opportunity to participate in an international exchange as part of the course.

Accreditation
The Bachelor of Science (Exercise and Sport) stream will be accredited by Exercise and Sports Science Australia (ESSA) at the level of Exercise Scientist.

3.15 Expected normal length of candidature:

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min:</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Max:</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

3.16 Minimum credit points for completion:

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>BSc(Exercise and Sport)</th>
</tr>
</thead>
<tbody>
<tr>
<td>144</td>
<td>(Bachelor of Science)</td>
</tr>
<tr>
<td>192</td>
<td>(Bachelor of Advanced Studies)</td>
</tr>
</tbody>
</table>
### 3.17 Location/campus for student attendance:
- Camperdown and Darlington
- Rozelle
- Conservatorium
- Mallett Street
- Cumberland
- Fully online
- Offshore (please specify):
- Other (please specify):
- Hospital (Clinic) (please specify):

### 3.18 Mode of delivery:
- Face-to-face teaching
- Distance education (for online component of Open Learning Environment)
- Offshore delivery

### 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

### 3.21 Does the course involve internships or overseas study?
- Yes
- No

**Work Integrated Learning placements will be required at 3000-level. Partnerships have already been established and will continue be supported by the Faculty of Health Sciences.**

### 3.22 Other course enrolment requirements:
- Criminal record check
- Prohibited Employment Declaration
- Health records and Privacy Information Declaration
- Working with Children

### 3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation?
- Yes
- No

Exercise and Sport Science Australia (ESSA)
The existing Bachelor of Applied Science (Exercise and Sport Science) is accredited until 2020. The Faculty of Health Sciences will seek professional accreditation for the Bachelor of Science (Exercise and Sport) with ESSA in early 2018.

### 3.24 Prohibition (if applicable)
- None

### 3.25 Articulation pathway (if applicable): N/A

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
</table>

### 3.26 Proposed commencing year course fee per 1 EFTSL

<table>
<thead>
<tr>
<th>Domestic fee-paying:</th>
<th>$ as per Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>International fee-paying:</td>
<td>$47,000.00 or as per Bachelor of Science</td>
</tr>
</tbody>
</table>

| HECS (Student contribution) | $9,050.00 (or as per Bachelor of Science) |

### 3.27 Incidental (ancillary) fees (if applicable):

The CRICOS register requires an indication of any compulsory costs other than tuition fees (e.g. field trip fees.) Will the proposed course incur any compulsory costs other than tuition fees and compulsory subscriptions? If yes, please indicate the amount.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services and Amenities Fees</td>
<td>$147 / Semester (approx.)</td>
</tr>
<tr>
<td>Uniforms and equipment</td>
<td>$200 (approx.)</td>
</tr>
</tbody>
</table>

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

**Proposed enrolments in first three years of the course**

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Proposed enrolments in first three years of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
<td>S1</td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td>110</td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
<td>4</td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
<td>Research Training Scheme (RTS)</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
</tr>
</tbody>
</table>
PART 4: Admission details

The following information will be used for internal and external publication and marketing purposes.

4.1 Admission pathway: ☒ UAC ☐ Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.2 Areas of study: Anatomy, biochemistry, biomechanics, motor control and learning, nutrition, physiology/exercise physiology, psychology and the application of these fundamental sciences to sport, exercise, ageing, public health, rehabilitation and research.

4.3 Assumed knowledge: 2 unit mathematics (required – assumed knowledge)
Chemistry (recommended studies)

4.4 Minimum education requirements:

Year 12 (senior secondary certificate) or equivalent ☒ Graduate Certificate ☐
Relevant employment or professional experience ☐ Graduate Diploma ☐
Bachelor’s (Pass) ☐ Master’s – advanced learning ☐
Bachelor’s (Hons) ☐ Master’s – professional ☐
Additional information: Master’s – research ☐

4.5 Estimated or target minimum ATAR (for UG only): 2019 80.0 2020 TBC

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.): n/a

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

4.8 Second semester admission: ☒ Yes ☐ No
A specific pattern of enrolment will be proposed to allow students to complete within the standard three year timeline.

4.9 International student admission: ☒ Yes ☐ No
Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)? ☐ Yes ☒ No If yes, please indicate IELTS equivalent:

Other international student entry requirements: n/a

PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

The Bachelor of Science (Exercise and Sport) and Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies will require unique CRICOS codes to reflect professional placement requirements in the Exercise and Sport program.

5.1 CRICOS Code: ☐ Application pending ☐ Not applicable
International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.

| 5.2 | UAC Code: | ☐ Application pending | ☐ Not applicable |

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

**PART 6: Academic purpose**

### 6.1 Academic rationale

**Provide an academic rationale for the course or the amendment to the course.**

This statement will explain the reason for the course’s existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

**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 stream exists in order to provide a broad understanding of the scientific principles of Exercise and Sport Science; giving graduates the ability to become accredited Exercise Scientists recognised by Exercise and Sport Science Australia.

### 6.2 Academic aims and objectives

**State the academic aims of the course or the amendment to the course.**

The stream aims to provide students with a broad scientific education underpinning the principles and practice of Exercise Science. Graduates will be able to fill roles as accredited exercise scientists, described by Exercise and Sport Science Australia as to educate, promote and implement the adoption of physical activity and/or exercise; at an individual, community or population level. An objective of developing the program within the wider BSc course is to allow students flexibility to enhance their expertise in other complementary branches of science.

### 6.3 Statement of learning outcomes

**State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.**

On completion of this stream, graduates will:

1. Promote safe and effective engagement in physical activity and sport settings through extending knowledge and understanding of human structure, function, and behaviour.
2. Demonstrate a scientific and evidence-based approach to professional decision-making to ensure high quality delivery of health promotion, performance enhancement in sport, exercise and behaviour change strategies.
3. Integrate knowledge from the basic and applied sciences as well as the social sciences to articulate a holistic view of people and their health and performance needs.
4. Demonstrate ethical and professional behaviour that is consistent with an exercise and sport scientist.
5. Demonstrate an evidence-based approach to professional decision-making, delivery of exercise and behaviour change strategies.
6. Demonstrate the necessary skills, attitudes and behaviours to provide responsible, ethical practices within professional boundaries.
6.4 Statement of graduate qualities

Provide a statement of the qualities that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained. Please refer to the University policy Generic Attributes of Graduates for explanations on the five clusters of abilities and skills.

6.4.1 Depth of disciplinary expertise: Graduates will gain an integrated understanding and the ability to apply their knowledge of the sub-disciplines of exercise science to design and deliver exercise programs and assessments that meet the specific needs of apparently healthy clients.

6.4.2 Broader skills: critical thinking and problem solving, communication (oral and written), information/digital literacy, inventiveness: Graduates will demonstrate evidence-based practice, including the ability to compile, critically evaluate, design and communicate (oral and written) the scientific rationale for their professional decision making and service delivery.

6.4.3 Cultural competence: Graduates will demonstrate conduct that is sensitive to client diversity and equity, and is consistent with the ESSA Code of Professional Conduct and Ethical Practice.

6.4.4 Interdisciplinary effectiveness: Graduates will be practice within the scope of exercise science training, and recognition of the need to refer a client to other related professionals. Students will undertake at least one interdisciplinary project in the later stages of their candidature.

6.4.5 An integrated professional, ethical and personal identity: Graduates will be committed to self-development in the field of exercise science through educational engagement and ongoing learning, self-evaluation of practice, inter-professional working relationships and the support of new graduates, and advocacy for exercise science.

6.4.6 Influence: Graduates will be effective in exercising professional and social responsibility and making a positive contribution to society and will be able to enhance public perception in understanding the value of exercise scientists through involvement in community activities, public discourse and research.

<table>
<thead>
<tr>
<th>Depth of disciplinary expertise</th>
<th>Broader skills</th>
<th>Cultural Competence</th>
<th>Interdisciplinary effectiveness</th>
<th>An integrated, professional, ethical and personal identity</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promote safe and effective engagement in physical activity and sport settings through extending knowledge and understanding of human structure, function, and behaviour</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate a scientific and evidence-based approach to professional decision-making to ensure high quality delivery of health promotion, performance enhancement in sport, exercise and behaviour change strategies.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Integrate knowledge from the basic and applied sciences as well as the social sciences to articulate a holistic view of people and their health and performance needs.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate ethical and professional behaviour that is consistent with an exercise and sport scientist</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate an evidence-based approach to professional decision-making, delivery of exercise and behaviour change strategies</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate the necessary skills, attitudes and behaviours to provide responsible, ethical practices within professional boundaries</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course. The proposed Exercise and Sport stream will require students to complete an accredited sequence of core units in Exercise and Sport, consisting of a major in Exercise and Sport (with a 2 x 3 x 3 structure), and a minor in Physical Activity and Health. In addition, students will complete the core requirements for the Bachelor of Science and 12cp of Open Learning Environment units.

The Exercise and Sport major will only be available within the Bachelor of Science (Exercise and Sport) or Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies.

Students will in the Bachelor of Science (Exercise and Sport) will have the opportunity to 'upgrade' to the Physical Activity and Health major by completing an additional 12 credit points of 3000-level units for the major (from Table S).

The Exercise and Sport major contains the capstone unit EXSS3XXX Practicum in Exercise Science. This unit includes structured industry placements requiring the synthesis and practice of knowledge from across the program. This capstone unit will also provide students the opportunity to undertake a disciplinary project and interdisciplinary experience in a Work Integrated Learning setting. EXSS3XXX Physical Activity and Society will also provide students the opportunity to undertake an interdisciplinary experience. In addition, the units EXSSXXXX Motor Control and Learning and EXSS3XXX Movement Analysis will contain authentic project-based assessments.

Figure 1: Bachelor of Science (Exercise and Sport)

<table>
<thead>
<tr>
<th>1</th>
<th>BIOS1068 Functional Anatomy A</th>
<th>BIOS1069 Functional Anatomy B</th>
<th>EXSS1XXX Fundamental s of Exercise Physiology</th>
<th>BIOS1170 Body Systems</th>
<th>Degree core</th>
<th>Degree core</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>EXSS2XXX Principles of Biomechanics</td>
<td>EXSS2XXX Psychology of Exercise &amp; Physical Activity</td>
<td>EXSS2XXX Exercise Delivery</td>
<td>EXSS2XXX Personalised Exercise Prescription</td>
<td>EXSS2XXX Exercise Training: Physiology and Biochemistry</td>
<td>OLE</td>
</tr>
<tr>
<td>3</td>
<td>EXSSXXX Motor Control and Learning*</td>
<td>EXSS3XXX Movement Analysis*</td>
<td>EXSS3XXX Practicum in Exercise Science**</td>
<td>EXSS3XXX Physical Activity and Society</td>
<td>EXSS3XXX Nutrition for Exercise and Health</td>
<td>OLE</td>
</tr>
</tbody>
</table>

* Includes disciplinary project  
** Includes Interdisciplinary experience and Disciplinary project

Figure 2: Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies

<table>
<thead>
<tr>
<th>1</th>
<th>BIOS1068 Functional Anatomy A</th>
<th>BIOS1069 Functional Anatomy B</th>
<th>EXSS1XXX Fundamental s of Exercise Physiology</th>
<th>BIOS1170 Body Systems</th>
<th>Degree core</th>
<th>Degree core</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>EXSS2XXX Principles of Biomechanics</td>
<td>EXSS2XXX Psychology of Exercise &amp; Physical Activity</td>
<td>EXSS2XXX Exercise Delivery</td>
<td>EXSS2XXX Personalised Exercise Prescription</td>
<td>EXSS2XXX Exercise Training: Physiology and Biochemistry</td>
<td>OLE</td>
</tr>
<tr>
<td>3</td>
<td>EXSSXXX Motor Control and Learning*</td>
<td>EXSS3XXX Movement Analysis*</td>
<td>EXSS3XXX Practicum in Exercise Science**</td>
<td>EXSS3XXX Physical Activity and Society</td>
<td>EXSS3XXX Nutrition for Exercise and Health</td>
<td>OLE</td>
</tr>
</tbody>
</table>

| 4 | Advanced Coursework (12cp) | Advanced Coursework or Honours Thesis (24cp) |

* Includes disciplinary project  
** Includes Interdisciplinary experience and/or Disciplinary project

Exercise and Sport Major (core)  
Physical Activity and Health minor (core)  
Open Learning Environment  
Degree requirements
### Figure 3: Exercise and Sport major (only available in the Exercise and Sport stream)

<table>
<thead>
<tr>
<th></th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BIOS1068</td>
<td>Functional Anatomy A</td>
</tr>
<tr>
<td></td>
<td>BIOS1069</td>
<td>Functional Anatomy B</td>
</tr>
<tr>
<td>2</td>
<td>EXSS2XXX</td>
<td>Principles of Biomechanics</td>
</tr>
<tr>
<td></td>
<td>EXSS2XXX</td>
<td>Psychology of Exercise &amp; Physical Activity</td>
</tr>
<tr>
<td></td>
<td>EXSS2XXX</td>
<td>Exercise Delivery</td>
</tr>
<tr>
<td>3</td>
<td>EXSS3XXX</td>
<td>Motor Control and Learning*</td>
</tr>
<tr>
<td></td>
<td>EXSS3XXX</td>
<td>Movement Analysis*</td>
</tr>
<tr>
<td></td>
<td>EXSS3XXX</td>
<td>Practicum in Exercise Science**</td>
</tr>
</tbody>
</table>

* Includes disciplinary project
** Includes Interdisciplinary experience and Disciplinary project

### Figure 4: Physical Activity and Health minor (Table A and Table S)

<table>
<thead>
<tr>
<th></th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EXSS1XXX</td>
<td>Fundamentals of Exercise Physiology</td>
</tr>
<tr>
<td></td>
<td>BIOS1170</td>
<td>Body Systems</td>
</tr>
<tr>
<td>2</td>
<td>EXSS2XXX</td>
<td>Personalised Exercise Prescription</td>
</tr>
<tr>
<td></td>
<td>EXSS2XXX</td>
<td>Exercise Training: Physiology and Biochemistry</td>
</tr>
<tr>
<td>3</td>
<td>EXSS3XXX</td>
<td>Physical Activity and Society</td>
</tr>
<tr>
<td></td>
<td>EXSS3XXX</td>
<td>Nutrition for Exercise and Health</td>
</tr>
<tr>
<td>UoS collection name</td>
<td>UoS code ¹</td>
<td>UoS name</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Exercise and Sport Major</td>
<td>BIOS1068</td>
<td>Functional Musculoskeletal Anatomy A</td>
</tr>
<tr>
<td>Exercise and Sport Major</td>
<td>BIOS1069</td>
<td>Functional Musculoskeletal Anatomy B</td>
</tr>
<tr>
<td>Exercise and Sport Major</td>
<td>EXSS2XXX</td>
<td>Principles of Biomechanics</td>
</tr>
<tr>
<td>Exercise and Sport Major</td>
<td>EXSS2XXX</td>
<td>Psychology of Exercise &amp; Physical Activity</td>
</tr>
<tr>
<td>Exercise and Sport Major</td>
<td>EXSS3XXX</td>
<td>Exercise Delivery</td>
</tr>
<tr>
<td>Exercise and Sport Major</td>
<td>EXSS3XXX</td>
<td>Practicum in Exercise Science</td>
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<td>EXSS3XXX</td>
<td>Motor Control and Learning</td>
</tr>
<tr>
<td>Exercise and Sport Major</td>
<td>EXSS3XXX</td>
<td>Movement Analysis</td>
</tr>
<tr>
<td>Physical Activity and Health minor</td>
<td>EXSS1XXX</td>
<td>Fundamentals of Exercise Physiology</td>
</tr>
<tr>
<td>Physical Activity and Health minor</td>
<td>BIOS1170</td>
<td>Body Systems</td>
</tr>
<tr>
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<td>Personalised Exercise Prescription</td>
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<td>EXSS3XXX</td>
<td>Physical Activity and Society</td>
</tr>
<tr>
<td>Physical Activity and Health minor</td>
<td>EXSS3XXX</td>
<td>Nutrition for Exercise and Health</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Mode of Delivery</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS1XXX Fundamentals of Exercise Physiology</td>
<td>Normal – Blended learning consisting of lectures, small group tutorials, practicals and online delivery of learning material and assessments.</td>
<td>The primary focus of this unit is the development of fundamental skills essential for the practicing exercise scientist and exercise physiologist. As such the inclusion of regular small group practical classes in which those skills are learned are essential. Competency of which will be individually assessed in a final semester practical skills mastery and competency task. To ensure an adequate understanding of the theory underscoring skill selection and implementation relative to the population and physiological outcome studied, lectures and online reading materials will be made available to students. Small group tutorials will provide an opportunity for students to discuss content with peers and teaching staff in a direct supportive environment.</td>
</tr>
<tr>
<td>BIOS1068 Functional Anatomy A</td>
<td>Normal – Blended learning consisting of lectures, small group tutorials, practicals and online delivery of learning material and assessments.</td>
<td>Lectures and laboratory classes will be used to deliver the unit content. Students will be expected to prepare for and participate actively in practical classes which will include the study of human cadaveric material. Group participation and student interaction for problem-solving is encouraged, and students are expected to learn from self-directed learning/private study outside scheduled class times. The Anatomy Museum is available for private study.</td>
</tr>
<tr>
<td>BIOS1069 Functional Anatomy B</td>
<td>Normal – Blended learning consisting of lectures, small group tutorials, practicals and online delivery of learning material and assessments.</td>
<td>Lectures and laboratory classes will be used to deliver the unit content. Students will be expected to prepare for and participate actively in practical classes which will include the study of human cadaveric material. Group participation and student interaction for problem-solving is encouraged, and students are expected to learn from self-directed learning/private study outside scheduled class times. The Anatomy Museum is available for private study.</td>
</tr>
<tr>
<td>BIOS1170 Body Systems</td>
<td>Normal – Blended learning consisting of lectures, small group tutorials, practicals and online delivery of learning material and assessments.</td>
<td>Lectures and laboratory classes will be used to deliver the unit content. Students will be expected to prepare for and participate actively in practical classes which will include the study of human cadaveric material. Group participation and student interaction for problem-solving is encouraged, and students are expected to learn from self-directed learning/private study outside scheduled class times. The Anatomy Museum is available for private study.</td>
</tr>
<tr>
<td>EXSS2XXX Personalised Exercise Prescription</td>
<td>Normal – Blended learning consisting of lectures, small group tutorials and online delivery of learning material and assessments.</td>
<td>The primary focus of this unit is to develop the capacity to integrate knowledge of the role of exercise in health for the individual throughout their lifespan. The learning experiences will be borne out of the synthesis of evidence from both the literature base and personal experience with data analysis. The delivery focus then will be on lectures and online delivery of content with small group tutorials providing an opportunity for engagement with peers and staff.</td>
</tr>
<tr>
<td>EXSS2XXX Principles of Biomechanics</td>
<td>Normal – Blended learning consisting of lectures, small group practicals, tutorials and online delivery of learning material and assessments.</td>
<td>This unit of study introduces student’s mechanical properties that can be applied to understand human movement. Lectures will provide an opportunity for students to experience how basic principles of physics and...</td>
</tr>
<tr>
<td>Course Code</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>EXSS2XXX</td>
<td>Exercise Training: Physiology and Biochemistry</td>
<td></td>
</tr>
<tr>
<td>EXSS2XXX</td>
<td>Psychology of Exercise and Physical Activity</td>
<td></td>
</tr>
<tr>
<td>EXSS2XXX</td>
<td>Exercise Delivery</td>
<td></td>
</tr>
<tr>
<td>EXSS3XXX</td>
<td>Physical Activity and Society</td>
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</tr>
<tr>
<td>EXSS3XXX</td>
<td>Motor Control and Learning</td>
<td></td>
</tr>
<tr>
<td>EXSS3XXX</td>
<td>Nutrition for Exercise and Health</td>
<td></td>
</tr>
</tbody>
</table>

**Course Management proposal – Bachelor of Science (Exercise and Sport)**

Mathematics can be applied to specific cases of movement with small group tutorials essential in providing an opportunity for engaged peer and staff discussions. Practical classes provide an essential experiential learning environment for the application of theory into practice.

**EXSS2XXX Exercise Training: Physiology and Biochemistry**

- Normal – Blended learning consisting of lectures, small group practicals, tutorials and online delivery of learning material and assessments.
- This unit of study builds on the platform established in EXSS1XXX Fundamentals of exercise physiology to consolidate prior knowledge and competency with a focus now on interpretation, application and integration of knowledge with skills.

  - The practical component of this unit then is key feature with the implementation of a barrier skills test to consolidate prior learning. Practical classes throughout semester introduce higher order exercise testing skills in the context of training adaptations.

  - Theory underscoring the observed changes in practical classes is delivered through a blend of online case studies, lecture content and small group tutorial discussions.

**EXSS2XXX Psychology of Exercise and Physical Activity**

- Normal – Blended learning consisting of lectures, small group tutorials and online delivery of learning material and assessments.
- A major component of this unit will be a Group Project on the Facilitation of Exercise Behavioural Change. Lectures and tutorials will facilitate the development of knowledge and skills required to complete this project.

**EXSS2XXX Exercise Delivery**

- Normal – Blended learning consisting of lectures, small group tutorials and online delivery of learning material and assessments.
- This unit will focus on the delivery of an exercise program, including the instruction and leadership of individual and group exercise sessions. Theoretical and practical concepts will be integrated to ensure best practice across a range of exercise delivery modes.

**EXSS3XXX Physical Activity and Society**

- Normal – Blended learning consisting of lectures, small group tutorials and online delivery of learning material and assessments.
- This unit of study builds on the platform established in EXSS2XXX Personalised Exercise Prescription to consolidate prior knowledge with a focus on interpretation, application and integration of knowledge of the individual, now at the population level.

  - This unit of study will include a multi-disciplinary assessment task that seeks through small group tutorials, to synthesise knowledge from the applied basic sciences of physiology with that of the translational sciences such as public health.

  - Lectures will provide an opportunity for students to experience delivery of course content from teaching staff selected from varying disciplines.

**EXSS3XXX Motor Control and Learning**

- Normal – Blended learning consisting of lectures, small group practicals, tutorials and online delivery of learning material and assessments.
- A major component of this unit will be the development of a Skill Training Project. Lectures and tutorials will facilitate the skills and knowledge required to complete this project, as well as the development of oral communication abilities. Laboratory experiments will accompany lecture material to reinforce important concepts from the lecture material.

**EXSS3XXX Nutrition for Exercise and Health**

- Normal – Blended learning consisting of lectures, small group practicals, tutorials and online delivery of learning material and assessments.
- This unit of study builds on the platform established in both EXSS1XXX Fundamentals of exercise physiology and EXSS2XXX Exercise Training: Physiology and Biochemistry to consolidate prior knowledge.

  - The practical component of this unit then is key feature which introduces the student to how to integrate their exercise testing skills developed in the context of training adaptations to nutrition based context.

  - Theory underscoring the role of nutrition in health and exercise performance is delivered through a blend of online case studies, lecture content and small group tutorial discussions.
### 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.

There will be a variety of assessment regimes implemented across the various units of study within the Exercise and Sport program. These assessments regimes will be consistent with the Faculty of Health Sciences Learning and Teaching plans as well as the Academic Board requirements for standards based assessment.

<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>Written Examination</td>
<td>50%</td>
<td>No</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>5%</td>
<td>No</td>
</tr>
<tr>
<td>Practical skills examination</td>
<td>20%</td>
<td>No</td>
</tr>
<tr>
<td>Assignment</td>
<td>20%</td>
<td>No</td>
</tr>
<tr>
<td>Clinical practice</td>
<td>5%</td>
<td>Yes – student performance on placement will be assessed by the placement supervisor</td>
</tr>
</tbody>
</table>

### 7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above

The University of Sydney Strategic Plan (2016-2020) includes an approach to assessing graduate qualities (Strategy 4 Initiative 1). This process will ensure students achieve the graduate qualities and learning outcomes they are mapped to at the unit, minor, major, program and stream level. The development of a university-wide common rubric for assessing graduate qualities by the Education Portfolio will provide assurance that graduate qualities will be met in the revised curriculum.

The course will be monitored and evaluated by means of student evaluations, regular meetings with teaching staff, and monitoring of assessment outcomes. These are in concert with the external assessment of the curriculum for meeting the ESSA Exercise Science standards. One aspect of the new curriculum is the implementation of
assessment to ensure retention of skills and knowledge at each level of learning, by including barrier tasks to revise prior material at the commencement of the next level. This approach is particularly used in practical skills to compound achieved skills.

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 | All Units of study will be evaluated annually using centrally coordinated USS. Numerical and open responses will be made available to Course Directors as well as UoS coordinators. At the end of each semester, UoS coordinators will present results and feedback on assessment strategies to discipline teaching groups. Student feedback will be sought annually from student leaders through the Discipline student Liaison Officer. A report of each of these monitoring processes will be submitted to the Faculty Office of the Associate Dean Learning and Teaching. |
| • review content, delivery and Resolutions of the course | Prior to each semester, UoS coordinators of units in the following semester will present their assessment strategy and alignment with learning outcomes to Discipline specific teaching committee. All units of study are subject to an annual review and auditing for accreditation with the external professional body - ESSA (Exercise and Sport Science Australia). This is the responsibility of the Course Director in consultation with teaching staff. |
| • review and rationalise Units of Study for the course | All units of study are subject to an annual review and auditing for accreditation with the external professional body - ESSA (Exercise and Sport Science Australia). This is the responsibility of the Course Director in consultation with teaching staff. |

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.

The stream coordinator (or equivalent) will be responsible for regularly monitoring units of study and assessments across the stream to ensure learning outcomes and graduate qualities are being appropriately assessed. The program director also has the responsibility of monitoring workload and staffing for the Discipline. It is the responsibility of individual unit of study coordinators to manage allocation of teaching responsibilities within the unit and to ensure the quality of learning activities of the specific UoS.

Prior to participating in course assessment, it will be compulsory for students to complete the University's Academic Honesty Education Module and a link to the University Academic Honesty and plagiarism policy will be available in all unit of study outlines, in line with University policy. All Units of Study requiring written submissions for assignments will utilise plagiarism detection software (Turnitin) for submission.

In addition to course content, staff and assessment strategies are subject to regular review and auditing for sustained course accreditation with the external professional body, Exercise and Sport Science Australia.

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.

Student workload will be consistent with University policy, and will equate on average to 35 – 45 hours of work per week (including timetabled classes). This is described in more detail below.
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).

Prior to the commencement of each semester, program assessment meetings are held to ensure written assignments, exams and oral presentations and practical assessments are scheduled throughout the semester in a manner that prevents excessive assessments at any given period.

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.

Full-time students are required to complete 24 credit points per semester. Students accepted to the embedded honours pathway in the Bachelor of Advanced Studies will be required to undertake an honours project or thesis of at least 24 credit points. This is comparable with honours components offered within liberal undergraduate degrees in the University, which require a minimum of 12cp and maximum of 36cp weighting.

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

Student workload is distributed across the semester with a combination of online learning, face-to-face teaching, and independent study. Work integrated learning placements in EXSS3XXX Practicum in Exercise Science will form part of the normal workload for these 6cp units of study; however, placements may occur within intensive blocks or outside of the standard semester weeks according to availability. This is in line with other professionally accredited courses that require work integrated learning placements.

The scheduling of timetabled classes for the Exercise and Sport program will be subject to relevant Faculty workload policy and procedures to ensure students have an appropriate blend of timetabled class activities, in addition to time for depth of research and independent learning.

7.7 Academic advice, support and student representation

Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.

Academic advice, support and representations will be provided by both the Faculty of Health Sciences and Faculty of Science academic and support staff. The course is planned to be face to face and not online. Students will be able to gain representation though the Faculty of Science programmes as other students from the Faculty of Science.

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.

The Unit of study outline will provide students with details on the specific assessment tasks for each unit of study. In a number of units and also for clinical placement, assessment includes a ‘mastery’ component. This requires the student to achieve an acceptable level of competency in either particular skills or academic content areas to pass the unit. These ‘mastery’ or ‘barrier’ assessments may be in addition to passing the remainder of assessments in a unit such that a 50% grade overall will not ensure a pass in the unit. Additional attempts to obtain the level of mastery required will be offered to students to facilitate them successfully completing units with mastery/barrier tasks. These processes will be made clear in the assessment information in the unit of study outline.

The workload model for the Faculty of Health Sciences taught units includes two hours of lecture per week and one hour of either practical or tutorial. Academic staff collaborate on the assessment schedule to assist in the distribution of assessments over the semester so students have sufficient time for depth of research and learning.

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.
The combined Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies will be subject to the same arrangements as the Bachelor of Science / Bachelor of Advanced Studies, details of which are set out in the course resolution.

7.10 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the University of Sydney Coursework Rule, all Advanced Learning Masters degrees and all Professional Masters degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

The Faculty of Health Sciences will seek professional accreditation of the Exercise and Sport stream by Exercise and Sport Science Australia. Students completing the Bachelor of Science (Exercise and Sport) will meet all learning outcomes required for accreditation at the level of Exercise Scientist. The stream has been designed with the following 15 Exercise Science Standards and 7 graduate attributes of ESSA in mind:

Exercise Science Standards:

1. Biomechanics
2. Exercise Delivery
3. Exercise Physiology
4. Exercise Prescription
5. Functional Anatomy
6. Growth and Development
7. Health, Exercise and Sport Assessment
8. Health, Exercise and Sport Psychology
9. Human Anatomy
10. Human Physiology
11. Motor Control and Learning
12. Nutrition
13. Physical Activity and Health
14. Professional Practice
15. Research Methods and Statistics

Graduate Attributes:

1. An integrated understanding of the sub-disciplines of exercise science
2. Application of the knowledge and skill sets of exercise science, including the design and delivery of exercise programs and assessments to meet the specific needs of apparently healthy clients
3. Delivery of exercise programs for clients with pathology or injury that have been prescribed by an appropriately qualified health professional
4. Practice that is within the scope of exercise science training, and recognition of the need to refer a client to other related professionals
5. Conduct that is sensitive to client diversity and equity, and is consistent with the ESSA code of Professional conduct and ethical practice
6. Evidenced-based practice, including the ability to compile, critically evaluate, and communicate the scientific rationale for their professional decision making and service delivery
7. Commitment to self-development in the field of exercise science through educational engagement and ongoing learning, self-evaluation of practice, interprofessional working relationships and the support of new graduate, and advocacy for exercise science.

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.

N/A
7.12 Resolutions

Senate, Faculty and Course Resolutions

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable.

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

No

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

No

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)

Yes

Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

7.12.4 Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar)

No

Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

7.12.5 Last semester intake under existing Resolutions

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.12.6 Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students?

7.12.7 For course deletions, advise the last date for enrolments into the existing course

The last intake into the Bachelor of Applied Science (Exercise and Sport) will be 2018

7.12.8 For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students

7.12.9 For course deletions, outline the provisions in place for students enrolled under existing Resolutions

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
8.1.1 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)

Teaching within the Exercise and Sport program will be delivered by academic staff from the Discipline of Exercise and Sport Science and Work Integrated Learning in the Faculty of Health Sciences, and Discipline of Biomedical Science in the Sydney Medical School.

8.1.2 What are the strengths of the department/school relevant to this proposal?

The Discipline of Exercise and Sport Science currently offers a longstanding and successful professionally accredited undergraduate course in Exercise and Sport Science, as well as professional accredited undergraduate and postgraduate courses in Exercise Physiology. The Discipline has the required equipment, experience staff and technical support to ensure continuation of the University’s industry-leading coursework in Exercise and Sport Science within the Bachelor of Science.

8.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

Work placement supervisors will be integral to the successful delivery of work integrated learning placements. The Faculty of Health Sciences Work Integrated Learning portfolio will continue to manage and ensure quality of support for external placement supervisors and student learning on placement.

8.2 Teaching space and related facilities

The Exercise and Sport stream will utilise teaching facilities as per the current Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Applied Science (Exercise Physiology). Planning is currently underway for the move of the Faculty of Health Sciences to Camperdown Campus as early as 2019. Where possible arrangements will be made to deliver units of study to Camperdown Campus ahead of this move, subject to availability appropriate teaching spaces (for example, in the Charles Perkins Centre). Some practical spaces and specialised teaching equipment may be required to remain at Cumberland campus until the Faculty moves to the new Health Precinct, and there is a possibility that Bachelor of Science (Exercise and Sport) students may be required to attend classes across both campuses. There are three core first-year units delivered by the Discipline of Biomedical Science, hence the availability of those units will determine the campus of delivery. This will be given due consideration in the annual timetable planning process.

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.

8.3.1 Computer technology

Specialist computer hardware and software is already in use within the discipline of Exercise and Sport Science for delivery of such material as Biomechanics, Nutrition for Exercise and Health, etc. This existing equipment will continue to be available when the program moves to the BSc.

8.3.2 Other equipment

Specialist laboratory equipment utilises computer control for data collection and analysis. This equipment will continue to be available for the new program.
8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe the intention of the course and specify its requirements as clearly as possible with minimum content. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty resolution. In general, course resolutions should not re-state rules at a higher level – they should list additions or enhancements to those rules only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.
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 of Science, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies and procedures on Academic Honesty in Coursework. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science / Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2. Attendance pattern

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

3. Streams

(1) Candidates may enter and complete the Bachelor of Science or the Bachelor of Science/Bachelor of Advanced Studies through a stream.

(2) The Bachelor of Science is available in the following streams:
   - Health
   - Medical Science
   - Dalyell.
   - Exercise and Sport

(3) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.

(4) The Bachelor of Science/Bachelor of Advanced Studies is available in the following streams:
   - Advanced
   - Agriculture
   - Animal and Veterinary Bioscience
   - Food and Agribusiness
   - Health
   - Medical Science
   - Dalyell.
   - Exercise and Sport

(5) Completion of a stream is not a requirement of the Bachelor of Science/Bachelor of Advanced Studies. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.

(6) Candidates wishing to transfer between streams should contact the Student Centre.

(7) Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4. Cross-faculty management

(1) Candidates in Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies will be under the supervision of the Faculty of Science throughout.

(2) Candidates undertaking honours will be under the management of the Faculty of Science. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the academic governance of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Science on all matters relating to
admission, requirements, award of honours mark and award of honours grade. (3) The Dean of the Faculty of Science shall exercise authority in any matter concerned with the Bachelor of Science/Bachelor of Advanced Studies and the Bachelor of Science/Bachelor Advanced Studies with honours not otherwise dealt with in these resolutions.

5. Admission to candidature
(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or 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 and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.
(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6. Requirements for award
(1) The units of study that may be taken for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are set out in:
(a) Table A for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies;
(b) Table S of the Shared Pool for Undergraduate Degrees; and
(c) Table O of the Shared Pool for Undergraduate Degrees. In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.
(2) Bachelor of Science
To qualify for the award of the Bachelor of Science, a candidate must complete 144 credit points, comprising:
(a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
(b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
(c) a minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed and specified in Table A or Table S; and
(d) a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O and
(e) where appropriate, elective units from Table A and Table S; and
(f) if enrolled in a stream, complete the requirements for the stream as specified in Table A.
(2) Bachelor of Science/Bachelor of Advanced Studies
To qualify for the award of the Bachelor of Science/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:
(a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
(b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
(c) a second major (48 credit points) as defined in Section 7 below and specified in Table A or Table S; and
(d) a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
(e) a minimum of 24 credit points at 4000 level from Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of 36 credit points; and
(f) where appropriate, elective units from Table A or Table S; and
(g) if enrolled in a stream, complete the requirements for the stream as specified in Table A.

7. Programs, majors and minors

(1) Bachelor of Science

(a) Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Science. Requirements for completion of majors and minors are as set out in Table A and Table S.

(b) Candidates in the Bachelor of Science have the option of completing:

(i) a program (which contains a major); and

(ii) a second major from Table A or Table S in place of the minor.

(2) Bachelor of Science/Bachelor of Advanced Studies

Completion of a major or a program (which contains a major) from Table A and second major from Table A or Table S is a requirement of the Bachelor of Science/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.

(3) The majors and minors available in Table A in the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:

<table>
<thead>
<tr>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Histology</td>
<td>Anatomy and Histology</td>
</tr>
<tr>
<td>Animal Health, Disease and Welfare</td>
<td>Animal Health, Disease and Welfare</td>
</tr>
<tr>
<td>Animal Production</td>
<td>Animal Production</td>
</tr>
<tr>
<td>Animal Veterinary Bioscience (only available in Animal Veterinary Bioscience program)</td>
<td></td>
</tr>
<tr>
<td>Applied Medical Science</td>
<td>Applied Medical Science</td>
</tr>
<tr>
<td>Behavioural Sciences</td>
<td>Behavioural Sciences</td>
</tr>
<tr>
<td>Biochemistry and Molecular Biology</td>
<td>Biochemistry and Molecular Biology</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Cell and Developmental Biology</td>
<td>Cell and Developmental Biology</td>
</tr>
<tr>
<td>Chemistry Computer Science Data Science</td>
<td>Chemistry Computer Science Data Science</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology</td>
<td>Wildlife Conservation</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Environmental Science (only available in Environmental Science program)</td>
<td>Financial Mathematics and Statistics</td>
</tr>
<tr>
<td>Exercise and Sport (only available in the Exercise and Sport stream)</td>
<td>Food Science</td>
</tr>
<tr>
<td>Financial Mathematics and Statistics</td>
<td>Genetics and Genomics</td>
</tr>
<tr>
<td>Food Science</td>
<td>Geography</td>
</tr>
<tr>
<td>Genetics and Genomics</td>
<td>Geology and Geophysics</td>
</tr>
<tr>
<td>Geography</td>
<td>History and Philosophy of Science</td>
</tr>
<tr>
<td>Geology and Geophysics</td>
<td>Human Movement (only available in Health stream) Immunology</td>
</tr>
<tr>
<td>Health (only available in Health stream)</td>
<td>Pathology</td>
</tr>
<tr>
<td>History and Philosophy of Science</td>
<td>Infectious Diseases</td>
</tr>
<tr>
<td>Human Movement (only available in Health stream)</td>
<td>Information Systems</td>
</tr>
<tr>
<td>Immunology and Pathology</td>
<td>Marine Science</td>
</tr>
<tr>
<td>Infectious Diseases</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Information Systems</td>
<td>Medicinal Chemistry</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Nutrition Science</td>
</tr>
<tr>
<td>Medical Science (only available in Medical Science program)</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>Medicinal Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Physiology</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Physical Activity and Health</td>
</tr>
</tbody>
</table>
Table:

<table>
<thead>
<tr>
<th>Nutrition Science</th>
<th>Plant Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacology</td>
<td>Quantitative Life Sciences</td>
</tr>
<tr>
<td>Physics</td>
<td>Software Development</td>
</tr>
<tr>
<td>Physiology</td>
<td>Soil Science and Hydrology</td>
</tr>
<tr>
<td>Plant Production</td>
<td>Statistics</td>
</tr>
<tr>
<td>Quantitative Life Sciences</td>
<td></td>
</tr>
<tr>
<td>Software Development</td>
<td></td>
</tr>
<tr>
<td>Soil Science and Hydrology</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
</tr>
</tbody>
</table>

(4) The programs available in Table A of the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:

<table>
<thead>
<tr>
<th>The programs available in the Bachelor of Science are:</th>
<th>The programs available in the Bachelor of Science/Bachelor of Advanced Studies are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agroecosystems</td>
<td>Agriculture (only available in Agriculture stream)</td>
</tr>
<tr>
<td>Medical Science (only available in Medical Science stream)</td>
<td>Agroecosystems</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Food and Agribusiness (only available in Food and Agribusiness stream)</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Animal Veterinary Bioscience (only available in Animal Veterinary Bioscience stream)</td>
</tr>
<tr>
<td>Psychology</td>
<td>Medical Science (only available in Medical Science stream)</td>
</tr>
<tr>
<td>Mathematical Sciences (only available in Dalyell stream)</td>
<td>Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Nanoscience and Nanotechnology</td>
</tr>
<tr>
<td></td>
<td>Neuroscience</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Mathematical Sciences (only available in Dalyell stream)</td>
</tr>
</tbody>
</table>

(5) The minors and majors available as second majors in the Bachelor of Science are as listed in Table A and Table S.

8. Progression rules

(1) Progression within a stream, program or Honours component
Enrolment and progression for each candidate for a stream, program or honours component is governed by progression rules specified in the relevant Table for the component.

(2) Progression within the Bachelor of Science/Bachelor of Advanced Studies
Except with the permission of the Dean, candidates who are not in the Dalyell stream must complete the degree requirements listed under Section 6(1) before progressing to 4000-level units, including (4000-level project units).

(3) 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.
(b) Candidates must achieve a Weighted Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over for each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain a Weighted Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.

(4) Progression within the Advanced Stream
(a) Candidates in the Advanced Stream may attempt advanced or units at higher levels than the usual sequence.
(b) Candidates must achieve a Weighted Average Mark of at least 65.0 for each 48 credit-point block to continue in the Advanced Stream. Candidates who do not maintain a Weighted Average Mark at this level may continue in the Bachelor of Science, major, program or minor but will not remain in the Advanced Stream.

9. Requirements for the Bachelor of Science/Bachelor of Advanced Studies with Honours

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Science/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Science must complete the requirements for the honours component full-time over two consecutive semesters. If the School is satisfied that a student is unable to attempt the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Science, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Science. 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 component is undertaken.

(2) Admission to the honours program is by permission of the Associate Dean and relevant honours coordinator or head of department after the completion of all of the following requirements:

(a) a Bachelor of Science degree (or equivalent) including at least one major or program; or

144 credit points, including at least one major or program, any degree or stream-specific core, and a minor, or equivalent studies at another institution.

(b) a WAM of at least 65.0 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed honours project; or

a credit average in 48 credit points in relevant intermediate and senior Science units of study relevant to the honours area, as determined by the School concerned;

(c) any requirements for honours entry set by the relevant department, school or faculty.

(3) To qualify for the award of the Bachelor of Science/Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the pass degree and at least 36 and a maximum of 48 credit points of additional honours units at 4000 level or above, including an honours research project of at least 12 and a maximum of 36 credit points, and at least 12 and a maximum of 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 Faculty of Science are listed in Table A for the relevant faculty or Table S in the Shared Pool for Undergraduate degrees.

(4) The grade of honours will be determined by an honours mark calculated from work, including the embedded honours component as specified in these resolutions, in the resolutions for the Faculty of Science or in the resolutions of the relevant faculty.

10. Award of the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and Bachelor of Science/Bachelor of Advanced Studies with Honours

(1) Candidates for the Bachelor of Science/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Science who do not meet requirements for the combined degree will be awarded the Bachelor of Science.

(2) Honours in the Bachelor of Science/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Science or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an Honours Mark in the range</th>
<th>Will be awarded Honours…</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 ≤ Honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 ≤ Honours mark &lt;70</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70 ≤ Honours mark &lt;75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 ≤ Honours mark &lt;70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Science/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 Science, or the Bachelor of Science/Bachelor of Advanced Studies will be awarded the Bachelor of Science or Bachelor of Science/Bachelor of Advanced Studies as appropriate.

11. Cross-institutional study
Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Science.

12. International exchange
The Faculty of Science encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Science.

13. Course transfer
A candidate may transfer from the Bachelor of Science and elect to complete the Bachelor of Science/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Science. A candidate may abandon the Bachelor of Science/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Science in accordance with these resolutions and receive credit in accordance with the requirements of the Bachelor of Science. Readmission to the Bachelor of Science/Bachelor of Advanced Studies 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.

14. Credit for previous study
Credit transfer is subject to the provisions of the Coursework Rule and the Resolutions of the Faculty of Science or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

15. Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 and students who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2019 who elect to transfer and proceed under these resolutions should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Science/Bachelor of Advanced Studies combined degree prior to 2020 and 2000 and 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 2020 or the single degree before the end of Semester 2 2019.

(2) Candidates who commence candidature after 1 January, 2019 who are seeking credit for prior study should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Science/Bachelor of Advanced Studies combined degree prior to 2020 and 2000 and 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 2020 or the single degree before the end of Semester 2 2019. Where a student in the Bachelor of Science proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the Bachelor of Science degree under the resolutions that applied at 1 January 2017.

(3) 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.
### Table A

#### Exercise and Sport stream

The Exercise and Sport stream is 84 credit points, consisting of:

(i) A 48 credit point major in Exercise and Sport

(ii) A 36 credit point minor in Physical Activity and Health

#### Exercise and Sport major

This major is only available to students enrolled in the Exercise and Sport stream.

Achievement of the major in Exercise and Sport requires 48 credit points from this table including:

(i) 12 credit points of 1000-level core units

(ii) 18 credit points of 2000-level core units

(iii) 18 credit points of 3000-level core units

#### Physical Activity and Health minor

Achievement of a minor in Physical Activity and Health requires 36 credit points from this table including:

(i) 12 credit points of 1000-level core units

(ii) 12 credit points of 2000-level core units

(iii) 12 credit points of 3000-level core units
Exercise and Sport Major

Units of study

The relevant 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>Session</th>
<th>Available as standalone elective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1068 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S1C</td>
<td>S2C</td>
</tr>
<tr>
<td>BIOS1069 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td>P: BIOS1168</td>
<td></td>
<td></td>
<td></td>
<td>S1C</td>
<td>S2C</td>
</tr>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2XXX Principles of Biomechanics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TBC</td>
<td>S1C</td>
</tr>
<tr>
<td>EXSS2XXX Psychology of Exercise &amp; Physical Activity</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TBC</td>
<td>S2C</td>
</tr>
<tr>
<td>EXSS2XXX Exercise Delivery</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TBC</td>
<td>S2C</td>
</tr>
<tr>
<td><strong>3000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS3XXX Motor Control and Learning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TBC</td>
<td>S1C</td>
</tr>
<tr>
<td>EXSS3XXX Movement Analysis</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TBC</td>
<td>S2C</td>
</tr>
<tr>
<td>EXSS3XXX Practicum in Exercise Science</td>
<td>6</td>
<td>P: EXSS2XXX Exercise Delivery (TBC)</td>
<td></td>
<td></td>
<td></td>
<td>TBC</td>
<td>S1C</td>
</tr>
<tr>
<td><strong>4000-level units of study</strong></td>
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<td>TBC</td>
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<tr>
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<td></td>
<td>TBC</td>
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</tbody>
</table>
# Physical Activity and Health minor

Achievement of a minor in Physical Activity and Health requires 36 credit points from this table including:

- (i) 12 credit points of 1000-level core units
- (ii) 12 credit points of 2000-level core units
- (iii) 12 credit points of 3000-level core units

## Units of study

The relevant 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>Session</th>
<th>Available as standalone elective</th>
</tr>
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<tbody>
<tr>
<td>BIOS1170 Body Systems</td>
<td>6</td>
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<td></td>
<td></td>
<td>S1C S2C</td>
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</tr>
<tr>
<td>EXSS1XXX Fundamentals of Exercise Physiology</td>
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<td>S1C</td>
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<tr>
<td>EXSS2XXX Personalised Exercise Prescription</td>
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<td></td>
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<td>TBC S1C</td>
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</tr>
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<tr>
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<td>TBC S1C</td>
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</tr>
<tr>
<td>EXSS3XXX Nutrition for Exercise and Health</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>TBC S2C</td>
<td></td>
</tr>
</tbody>
</table>
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.

The Library Director should sign on the front page of this course proposal, as confirmation that:

- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

1. Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills? □ Yes □ No

2. Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service? □ Yes □ No

   Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.

3. List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.

   Text here

This section to be completed by library staff

Library resources required

<table>
<thead>
<tr>
<th>Does the Library already collect resources in this area?</th>
<th>□ Yes □ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial costs of acquiring basic resources (digital and non-digital)</th>
<th>$AUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
<td></td>
</tr>
<tr>
<td>New journal titles (including back-runs)</td>
<td></td>
</tr>
<tr>
<td>Additional databases / digital resources</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ongoing costs of resources</th>
<th>$AUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual costs of maintain new subscriptions (journals and databases)</td>
<td></td>
</tr>
<tr>
<td>The library may need to acquire new information resources and/or new editions of existing resources and/or subscribe to new databases in the Bachelor of Science (Exercise and Sport) Bachelor of Science (Exercise and Sport) / Bachelor of Advanced Studies subject area as they are released</td>
<td></td>
</tr>
</tbody>
</table>

Additional resource requirements

- Include requirements for information and research learning skills programs, library guides and e-learning materials etc.
- The library has been involved in the process of course redesign and has an ongoing relationship with the course coordinator. The Academic Liaison Librarian will continue liaising with the course coordinator to ensure that a request digital and print collections are available to support this course.

Comments

Specify opportunities for developing research and learning resources.

The Academic Liaison Librarian will keep in contact with the course coordinator to discuss any future opportunities for the Library to contribute to developing and embedding content to support the research component of the proposed course. This may include the development of opportunities for the student to refine their information/digital literacy capabilities.

Implications

Include issues regarding staff / time to develop and deliver the programs and other support materials.

ALL for Exercise & Sports Sciences will keep in contact with the course coordinator to discuss any future possibility of the library involvement into developing and embedding content to support research component of the proposed course.

Estimated number of hours

Approved by the Academic Board, 3 December 2014
RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Science to introduce the Bachelor of Science / Master of Mathematics;
(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Science;
(3) approve the introduction of course resolutions and the amendment of unit of study tables arising from this proposal with effect from 1 January 2019.

EXECUTIVE SUMMARY

This new vertically integrated master program is designed to give students a depth and breadth which is comparable to PhD qualifying exams offered in many US institutions. We aim for this program to be a beacon for those high-achieving domestic and international students.

This type of program has grown in strength internationally and will also be an attractive option to our Bachelor of Science (Advanced Mathematics) students. It will also appeal to a much broader cohort, and will certainly attract those students who would be likely to go on to undertake further research.

The program prepares students for research in Mathematics, Statistics, Financial Mathematics and Statistics and Data Science, incorporating a 24cpt research based projects.

The Faculty will use existing units of study for years one and two, with approximately 24 cpts of new units of study will need to be developed. Characteristic features of our new curriculum framework which includes interdisciplinary experience are also embedded into these programs.

The degree is closely aligned to the University strategy on vertically integrated Master degrees and have expected qualities of the graduates have been mapped to the University of Sydney Graduate Qualities.

IMPLEMENTATION

For implementation commencing 1 January 2019

ATTACHMENTS

1. Bachelor of Science/Master of Mathematics and attachments, including resolutions
Course management template

Use this template to:

- propose a new course of study following approval of an EO

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at:

pio.ccpc@sydney.edu.au

For all purposes, please complete these key details:

<table>
<thead>
<tr>
<th>This submission relates to the following</th>
<th>New Resolutions are appended to this submission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of course</strong></td>
<td>Bachelor of Science/Master of Mathematics</td>
</tr>
<tr>
<td>School/department</td>
<td>Mathematics and Statistics</td>
</tr>
<tr>
<td>Managing faculty</td>
<td>Science</td>
</tr>
<tr>
<td>Name of proponent</td>
<td>Jacqui Ramagge, Mary Myerscough</td>
</tr>
<tr>
<td>Telephone</td>
<td>0407 065 911, x 13724</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Jacqui.ramagge@sydney.edu.au">Jacqui.ramagge@sydney.edu.au</a> <a href="mailto:mary.myerscough@sydney.edu.au">mary.myerscough@sydney.edu.au</a></td>
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<td>24 August 2017</td>
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<td>Undergraduate</td>
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<table>
<thead>
<tr>
<th>Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROF. TREvor HAMBLEy</td>
</tr>
<tr>
<td>Faculty Manager</td>
</tr>
<tr>
<td>JasMINE ChAmBErs</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Education)</td>
</tr>
<tr>
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<tr>
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<tr>
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<table>
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<tr>
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<tr>
<td>Attachment 6</td>
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</table>

<table>
<thead>
<tr>
<th>Head of School</th>
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</thead>
<tbody>
<tr>
<td>[Signature]</td>
</tr>
</tbody>
</table>

Faculty of Science MMath and VIM
Course management template

Use this template to:

- propose a **new course** of study following approval of an EOI

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at:

pio.ccpc@sydney.edu.au

For all purposes, please complete these key details:

<table>
<thead>
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<tr>
<td>☒ New course</td>
</tr>
<tr>
<td>New Resolutions are appended to this submission</td>
</tr>
</tbody>
</table>

| Name of course | Bachelor of Science/Master of Mathematics |

<table>
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<th>School/department</th>
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<tbody>
<tr>
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<td>Jacqui Ramagge, Mary Myers cough</td>
</tr>
<tr>
<td>Telephone</td>
<td>0407 065 911, x 13724</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Jacqui.ramagge@sydney.edu.au">Jacqui.ramagge@sydney.edu.au</a>, <a href="mailto:mary.myerscough@sydney.edu.au">mary.myerscough@sydney.edu.au</a></td>
</tr>
</tbody>
</table>

| Version date  | 24 August 2017 |

| Undergraduate | ☑ Postgraduate coursework | ☐ Postgraduate research |

<table>
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<tr>
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<tbody>
<tr>
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<tr>
<td>Deputy Vice-Chancellor (Education)</td>
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<td>Divisional Finance Director</td>
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<td>Head of Recruitment</td>
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<tr>
<td>Library Director</td>
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<td>Head of School</td>
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</table>
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- **1.3 Market analysis**
- **1.4 Recruitment strategy**
- **1.5 Marketing and communications strategy**
- **1.6 Domestic and international competitors**
- **1.7 Associate course closure(s)**

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### PART 3: Course details

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- **3.2 Course abbreviation**
- **3.3 Start year and Start semester**
- **3.4 Name of award**
- **3.5 Combined degree?**
- **3.6 Combined type**
- **3.7 Honours offered?**
- **3.8 Honours type**
- **3.9 Course group**
- **3.10 Field of Education (ASCED) code**
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- **3.14 AHEGS content**
- **3.15 Expected normal length of candidature**
- **3.16 Minimum credit points for completion**
- **3.17 Location/campus**
- **3.18 Mode of delivery**
- **3.19 Timetabling**
- **3.20 Clinical and industrial placement or experience**
- **3.21 Internships and overseas study**
- **3.22 Other enrolment requirements**
- **3.23 Professional accreditation**
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- **5.2 UAC code**

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- **6.1 Academic rationale**
- **6.2 Academic aims and objectives**
- **6.3 Statement of learning outcomes**
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<td>Assurance of learning</td>
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<td>Quality assurance arrangements and course review</td>
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<td>Student workload Academic advice, support and student representation</td>
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<td>7.7</td>
<td>Academic advice, support and student representation</td>
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<td>7.8</td>
<td>Remediation of assessment</td>
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<td>7.9</td>
<td>Combined degrees and inter-faculty arrangements</td>
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<td>7.10</td>
<td>Influence of external accreditation or other professional requirements</td>
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<td>7.11</td>
<td>Joint ventures with other universities</td>
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<td>Resolutions</td>
<td>Attachment 6 Attachment 7</td>
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<tr>
<td>8.2</td>
<td>Teaching space and related facilities</td>
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</tr>
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<td>8.3</td>
<td>IT requirements</td>
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<td>8.4</td>
<td>Library resources</td>
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<td>Resolutions</td>
<td>Y</td>
</tr>
</tbody>
</table>

Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

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

At the strategic level, this course is part of the educational component of a “Think Maths, Think USyd” vision of Mathematics and Statistics at the University of Sydney. The target audience consists of students wishing to undertake PhD studies in the mathematical sciences either at the University of Sydney or overseas.

Undergraduates at the University of Sydney would be able to vertically integrate an MMath with a BSc (subject to course approval). This would allow them to complete a deep training in the mathematical sciences and enable us to maintain our strong reputation for undergraduate preparation with top international graduate schools. Domestic students would complete the vertically integrated program in 4.5 years, which is well-timed with the start of PhD studies in the northern hemisphere. Such an option would mean they would be less likely to take up an APA only to drop it 6 months later as they accept positions overseas.

The stand-alone MMath would also appeal to international students seeking an overall PhD experience more like that provided in the USA. At present, our typical four-year PhD program appears short compared to programs in the USA that incorporate a two-year coursework component. The MMath+PhD would be comparable to the PhD experience at elite institutions in the USA. The combination could be marketed to international students as such, and we would be better placed to develop cotutelle agreements with elite institutions in the USA.

We anticipate there will also be a small market for students from the USA and Europe wanting to undertake the coursework component of their US PhD with us by coming to Sydney for an MMath as they move from their undergraduate institution in the USA to their postgraduate institution. We have specifically designed the content so that students have a background that will enable them to “test out” of PhD qualifying exams in most USA institutions.

1.2 Summary of internal consultation with other faculties and business services units

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 June 2017</td>
<td>CCPC – NoI discussed</td>
<td>Meeting</td>
<td>Attached minutes endorsing the development of the full proposal of MMath</td>
</tr>
<tr>
<td>29 June 2017</td>
<td>Head of FASS Annamarie Jagose</td>
<td>Email</td>
<td>Email attached</td>
</tr>
<tr>
<td>27 July</td>
<td>Kristian Adamson</td>
<td>Meeting</td>
<td>Follow up email from Kristian Adamson attached</td>
</tr>
<tr>
<td>1 August</td>
<td>Science Curriculum Project team, Louise Atkins, Mary Myerscough, Jacqui Ramagge, Veronica Boulton</td>
<td>Meeting</td>
<td>Draft Minutes attached</td>
</tr>
<tr>
<td>2 August</td>
<td>Peter McCallum</td>
<td>Email</td>
<td>Email attached</td>
</tr>
<tr>
<td>9 August</td>
<td>PGSC</td>
<td>Meeting</td>
<td>Draft Minutes attached</td>
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<tr>
<td>10 August</td>
<td>UGSC</td>
<td>Meeting</td>
<td>Draft Minutes attached</td>
</tr>
<tr>
<td>21 August</td>
<td>Michael Kertesz, Pauline Ross, Jacqui Ramagge</td>
<td>Meeting</td>
<td>Jacqui Ramagge's calendar page attached</td>
</tr>
<tr>
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<td>Jacquie Ramagge, Pip Pattison</td>
<td>Email</td>
<td>Attached</td>
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<td>PGSC</td>
<td>Via circulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UGSC</td>
<td>Via circulation</td>
<td></td>
</tr>
<tr>
<td>5 September</td>
<td>Faculty Board</td>
<td>Meeting</td>
<td></td>
</tr>
</tbody>
</table>

*Evidence of the consultation process and outcome(s) achieved should be attached

See Attachment 1 for Evidence of consultation after UGSC
1.3 Market Analysis *(use this space, to a maximum one page)*

Currently the United Kingdom is the only country where we are finding numerous undergraduate entry M Mathematics degrees. In the USA and Australia many institutions have a stand alone 1-2 year M Mathematics (of various names), however in the USA more often they are preparing for PhD study.

An undergraduate degree is no longer seen as an advantage for career success and progression, and many students are already thinking about their options after their undergraduate degree before starting it. Offering a combined version (B Science/M Mathematics) in addition to the standalone M Mathematics, provides options for students at all stages. It will also allow targeted strategies based on needs in different countries.

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

*Include recruitment costs in the financial viability analysis (Part 2)*

Historically Science has been very successful in recruiting high achieving students utilising a range of advanced degrees, such as the B Science (Advanced Mathematics), and the Talented Students Program. The Advanced Mathematics degree enrolled approximately 50 domestic and 10 international students in semester 1, 2017.

The new Sydney Undergraduate Experience, specifically the new Bachelor of Advanced Studies and Dalyell Scholars Program will be the focus for recruiting high achieving mathematics students. There needs to be clarity around our mathematics offerings, to ensure we attract the right students into each mathematics option:

- B Science – financial mathematics and statistics, mathematics, and statistics majors
- B Science/B Advanced Studies (including our Advanced stream) – financial mathematics and statistics, mathematics, and statistics majors
- Dalyell Scholars stream (in both B Science and B Science/B Advanced Studies) – mathematical sciences program; financial mathematics and statistics, mathematics, and statistics majors

Given all undergraduate units are already running, there is little cost of running the degree. We anticipate a number of our Dalyell level students to choose this option instead of the straight B Science or B Science/B Advanced Studies.

Our recruitment strategies are structured around targeted recruitment events, attendance at exhibitions and fairs, preference and conversion campaigns, schools outreach programs, relationship building with targeted high schools in NSW, interstate and internationally, and supported by marketing collateral and communications, scholarships and admissions strategies. Internationally, this model would benefit from a focus in the USA and UK.

The key messages will be delivered through all major undergraduate recruitment channels. The student recruitment campaign audiences include:

- Prospective students: high achieving; year 10, 11, 12; non-recent school leavers
- High school community: careers advisers and teachers; executive
- Internal: ambassadors; contact centre staff; academic and professional staff; alumni

Major events/activity where the program will be promoted are:

- Careers Advisors and Teachers Conference
- School visits, Careers Markets and campus tours (Australia and overseas).
- Your Path to Sydney Uni
- Meet Sydney events interstate and NZ
- Year 10 Information Evening
- Scholarships Information Evening
- Open Day
- Life @ Sydney
- Info Day

Key publications and collateral include:

- UAC Guide
- International Guide
- Undergraduate Guide
- Postgraduate Guide (for MMath only)
- Faculty Guides (UG and Postgraduate)
- Sydney Courses
- University website
The standalone M Mathematics would also see a targeted recruitment campaign through institutions in the USA. Students in the USA typically move from one institution to another between their undergraduate and postgraduate research degrees. The M Mathematics would be of interest to high calibre students seeking an overseas experience between degrees, as they currently utilise this option at Cambridge. The combination of MMath and PhD would also be more competitive with PhD programs in the USA and make cotutelle agreements with the USA feasible.

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.*

### 1.5 Marketing and communications strategy

Marketing and Communications strategies are structured around supporting recruitment events, preference and conversion campaigns, schools outreach programs, relationship building with targeted high schools in NSW, interstate and internationally.

Marketing and communication will work across the following areas:

- **Publications** – online (website, Sydney Courses, social media); print (University and Faculty guides); Specialist print as deemed appropriate
- **Events** – promotion, branding and collateral for events in Australia and overseas
- **Student communications** – support direct communications to enquirers, applicants, and offer holders; both domestic and international

#### Targeting Domestic Students:

- Degree launch
- Open Day and other related events
- Print advertising focusing on the UPS of the program including promotion of outstanding academics and Faculty graduates
- Targeted advertising and web campaign
- Inclusion in marketing collateral
- High school events

#### Targeting International Students:

- Degree launch which will include some targeted international advertising and web campaign
- Inclusion in marketing collateral
- Targeted international promotional channels in target markets
- Promotion through institutions particularly the USA and UK, also promoting through partner institutions

### 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><strong>UNDERGRADUATE ENTRY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge University</td>
<td>B Arts/M Mathematics (4 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Reading</td>
<td>Master of Mathematics (4 years)</td>
<td>$15,900 pa</td>
<td>$33,500pa</td>
</tr>
<tr>
<td>Durham University</td>
<td>Master of Mathematics (4 years)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>University of Portsmouth</td>
<td>Master of Mathematics (4 years)</td>
<td>$15,900 pa</td>
<td>-</td>
</tr>
<tr>
<td>University of Strathclyde</td>
<td>Master of Mathematics (5 years)</td>
<td>$15,800pa</td>
<td>$19,760pa</td>
</tr>
<tr>
<td>University of Southampton</td>
<td>Master of Mathematics; Mathematical physics (4 years)</td>
<td>$15,900pa</td>
<td></td>
</tr>
<tr>
<td>Loughborough University</td>
<td>Master of Mathematics (4 years)</td>
<td>$15,900 pa</td>
<td>$28,000pa</td>
</tr>
<tr>
<td>University</td>
<td>Course Description</td>
<td>Fees 2023 (£)</td>
<td>Fees 2024 (£)</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>University of Leicester</td>
<td>Master of Mathematics (4/5 years)</td>
<td>$15,900 pa</td>
<td>$27,000 pa</td>
</tr>
<tr>
<td>University of Leeds</td>
<td>Master of Mathematics (4 years)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>University of Oxford</td>
<td>Master of Mathematics (4 years)</td>
<td>$16,300 pa</td>
<td>$42,000 pa</td>
</tr>
<tr>
<td>University of Sussex</td>
<td>Master of Mathematics (4 years)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**GRADUATE ENTRY**

<table>
<thead>
<tr>
<th>University</th>
<th>Course Description</th>
<th>Fees 2023 (£)</th>
<th>Fees 2024 (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian National University</td>
<td>Master of Mathematical Sciences (Advanced) (2 years)</td>
<td>$29,280pa</td>
<td>$39,024pa</td>
</tr>
<tr>
<td>University of Melbourne</td>
<td>Master of Science (Mathematics and Statistics) (2 years)</td>
<td>$26,816 pa</td>
<td>$35,584 pa</td>
</tr>
<tr>
<td>University of NSW</td>
<td>Master of Financial Mathematics (1.5 years)</td>
<td>$27,840 pa</td>
<td>$41,333 pa</td>
</tr>
<tr>
<td>University of NSW</td>
<td>Master of Mathematics (1.5 years)</td>
<td>$27,840 pa</td>
<td>$41,333 pa</td>
</tr>
<tr>
<td>University of NSW</td>
<td>Master of Statistics (1.5 years)</td>
<td>$27,840 pa</td>
<td>$41,333 pa</td>
</tr>
<tr>
<td>University of Wollongong</td>
<td>Master of Financial Mathematics (2 years)</td>
<td>$28,032 pa</td>
<td>$29,664 pa</td>
</tr>
<tr>
<td>University of Wollongong</td>
<td>Master of Mathematics (2 years)</td>
<td>$28,032 pa</td>
<td>$29,664 pa</td>
</tr>
<tr>
<td>Bath University</td>
<td>Master of Science, Modern Applications of Mathematics (1.5 years)</td>
<td>$16,750</td>
<td>$29,950</td>
</tr>
<tr>
<td>University of Bristol</td>
<td>Master of Science (Mathematical Sciences) (1 year)</td>
<td>$15,000</td>
<td>$35,000</td>
</tr>
<tr>
<td>University of Cambridge</td>
<td>Master of Advanced Study in Applied Mathematics/ Mathematical Statistics/Pure Mathematics (Part III - 1 year)</td>
<td>£19,851</td>
<td>£28,952</td>
</tr>
<tr>
<td>Glasgow University</td>
<td>Master in Mathematics/Applied Mathematics (1 year)</td>
<td>$12,750</td>
<td>$34,350</td>
</tr>
<tr>
<td>Imperial College London</td>
<td>Master of Science (Pure Mathematics) (1 year)</td>
<td>$16,300</td>
<td>$21,600</td>
</tr>
<tr>
<td>Kings College London</td>
<td>Master of Mathematics (1 year)</td>
<td>$16,500</td>
<td>$32,500</td>
</tr>
<tr>
<td>University of Oxford</td>
<td>Master of Science in Mathematics and Foundations of Computer Science (1 year)</td>
<td>$15,900</td>
<td>$29,400</td>
</tr>
<tr>
<td>Queen Mary University of London</td>
<td>Master of Science (Mathematics) (1 year)</td>
<td>$14,000</td>
<td>$24,700</td>
</tr>
</tbody>
</table>

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

We do not currently offer a taught Masters program in mathematics or statistics. At least half of the units of study envisioned as part of the MMath will also be available to undergraduates taking majors in mathematics, statistics, financial mathematics and statistics, or data science and Honours 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.)

Attachment 2
## PART 3: Course details

<table>
<thead>
<tr>
<th>3.1 Course name:</th>
<th>Bachelor of Science/Master of Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Course abbreviation:</td>
<td>BSc/MMath</td>
</tr>
<tr>
<td>3.3 Start year:</td>
<td>2019</td>
</tr>
<tr>
<td>3.4 Name of award:</td>
<td>Bachelor of Science/Master of Mathematics</td>
</tr>
<tr>
<td>3.5 Combined degree?</td>
<td>☒ Yes</td>
</tr>
<tr>
<td>3.6 Combined type: (if applicable)</td>
<td>☐ 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</td>
</tr>
<tr>
<td>3.7 Honours offered?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>3.8 Honours type: (if applicable)</td>
<td>☐ Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year</td>
</tr>
<tr>
<td>3.9 Course group:</td>
<td>☒ Undergraduate</td>
</tr>
<tr>
<td>3.10 Field of Education (ASCED) codes:</td>
<td>Primary code:</td>
</tr>
<tr>
<td>3.11 Course AQF Level</td>
<td>☐ Level 5: Diploma</td>
</tr>
<tr>
<td>Compliance form:</td>
<td>See Attachment 3.</td>
</tr>
<tr>
<td>3.12 Short course description: for the UAC Guide, Good Universities Guide</td>
<td>The BSc/MMath is designed for students wishing to continue on to research in the mathematical sciences directly from undergraduate studies. The focus can be on mathematics, statistics, financial mathematics and statistics, or data science, with a strong broad training in mathematical sciences as a core aspect of the program.</td>
</tr>
<tr>
<td>3.13 Full course description: for Sydney Courses</td>
<td>The BSc/MMath is designed for students wishing to continue on to research in the mathematical sciences directly from undergraduate studies. The focus can be on mathematics, statistics, financial mathematics and statistics, or data science with a strong broad training in mathematical sciences as a core aspect of the program. The BSc/MMath has a generic science component, which can be computer science, and includes a minor from the list of Table 5 minors for the BSc, which includes the possibility of a minor in another of the four major areas of the degree.</td>
</tr>
<tr>
<td>3.14 Australian Higher Education Graduation Statement (AHEGS) – Not Required</td>
<td>Detail</td>
</tr>
<tr>
<td>3.15 Expected normal length of candidature:</td>
<td>Full-time</td>
</tr>
<tr>
<td>3.16 Minimum credit points for completion:</td>
<td>☒ Camperdown and Darlington</td>
</tr>
</tbody>
</table>

8 Faculty of Science MMath and VIM
Faculty of Science MMath and VIM

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

3.21 Does the course involve internships or overseas study? ☑ Yes ☐ No

3.22 Other course enrolment requirements:
- Criminal record check: ☑ Yes ☐ No
- Prohibited Employment Declaration: ☑ Yes ☐ No
- Health records and Privacy Information Declaration: ☑ Yes ☐ No
- Working with Children: ☑ Yes ☐ No

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation? ☑ Yes ☐ No

3.24 Prohibition (if applicable)

3.25 Articulation pathway (if applicable):

3.26 Proposed commencing year course fee per 1 EFTSL – See Attachment 2
- Domestic fee-paying: $ International fee-paying: $
- HECS (Student contribution): $

3.27 Incidental (ancillary) fees (if applicable):

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

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. NA

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? NA
PART 4: Admission details

The following information will be used for internal and external publication and marketing purposes.

<table>
<thead>
<tr>
<th>4.1 Admission pathway:</th>
<th>☒ UAC ☐ Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Areas of study:</td>
<td>Mathematical sciences</td>
</tr>
<tr>
<td>4.3 Assumed knowledge:</td>
<td>NA (There will be an HSC Mathematics prerequisite for all B. Science)</td>
</tr>
<tr>
<td>4.4 Minimum education requirements:</td>
<td></td>
</tr>
<tr>
<td>Year 12 (senior secondary certificate) or equivalent</td>
<td>☒ Graduate Certificate ☐</td>
</tr>
<tr>
<td>Relevant employment or professional experience</td>
<td>☐ Graduate Diploma ☐</td>
</tr>
<tr>
<td>Bachelor's (Pass)</td>
<td>☐ Master’s – advanced learning ☐</td>
</tr>
<tr>
<td>Bachelor’s (Hons)</td>
<td>☐ Master’s – professional ☐</td>
</tr>
<tr>
<td>Additional information:</td>
<td>HSC Extension 2 Maths Master’s – research ☐</td>
</tr>
<tr>
<td>4.5 Estimated or target minimum ATAR (for UG only):</td>
<td>2019 ATAR: 98 2xxx (e.g. 2017) 2xxx (e.g. 2019)</td>
</tr>
<tr>
<td>4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):</td>
<td>NA</td>
</tr>
<tr>
<td>4.7 If the proposal is for a postgraduate award course, please indicate the application closing date:</td>
<td></td>
</tr>
<tr>
<td>For domestic students, closing date for applications is:</td>
<td>31 January, 30 June</td>
</tr>
<tr>
<td>For international students, closing date for applications is:</td>
<td>31 January, 30 June</td>
</tr>
<tr>
<td>4.8 Second semester admission</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase</td>
<td></td>
</tr>
<tr>
<td>4.9 International student admission:</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td>If yes, please indicate IELTS equivalent:</td>
<td></td>
</tr>
<tr>
<td>Other international student entry requirements:</td>
<td></td>
</tr>
</tbody>
</table>

PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.
5.1 CRICOS Code: ☐ Application pending ☐ Not applicable

International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.

5.2 UAC Code: ☒ Application pending ☐ Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.

The BSc/MMath exists to offer students a high-visibility course providing a sufficiently thorough training in the mathematical sciences to prepare them for progression to a PhD alongside a Table S major in the Bachelor of Science.

6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.

The academic aims are to provide a solid foundation for PhD study similar to that found in preliminary or qualifying programs in the USA. Students should undertake a Table S major from the Bachelor of Science, study three of four core topics in the mathematical sciences at 2000-level, undertake full-year study programs in three areas of the mathematical sciences and further study in at least one specialisation. A 24cp project will further prepare them for research.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

See Attachment 4.

6.4 Statement of graduate qualities

Provide a statement of the qualities that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.

Please refer to Strategy 4, Initiative 1 Table 2: Qualities of the Sydney graduate: foundations for leadership University of Sydney 2016-2020 Strategic Plan (page 32)

6.4.1 Depth of disciplinary expertise

<table>
<thead>
<tr>
<th>Well-developed knowledge in at least four broad areas of the mathematical sciences and deep knowledge in at least one specialist area.</th>
</tr>
</thead>
</table>

6.4.2 Broader skills:

| a- Critical thinking and problem solving |
| b- Communication (oral and written) |
| c- Information/digital literacy |
| d- Inventiveness |

| a- The mathematical sciences represent the epitome of critical thinking and problem-solving. As such, every activity students undertake in the MMath will develop these skills. |
| b- Students will be expected to communicate with others, both expert and non-expert, in both oral and written form. |
| c- Students will be expected to use a number of mathematical software packages during the course of their studies |
| d- Creativity is an essential component of the mathematical sciences. |
6.4.3 Cultural competence
It is expected that there will be a significant international cohort and, particularly when studying specialists units, students will interact with the many international visitors to the school.

6.4.4 Interdisciplinary effectiveness
Examples of applications to other disciplines will be embedded in units and, where appropriate, data and topics from other disciplines will be used to illustrate techniques in a collaborative fashion.

6.4.5 An integrated professional, ethical and personal identity
By the conclusion of the program, students will be part of a vibrant community of mathematical scientists.

6.4.6 Influence
This is expected to be the result of Learning Outcome 1.1: the ability to construct logical, clearly presented and justified arguments incorporating deductive reasoning.

PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.
Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system’s management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

See Attachment 5.

7.2 Pedagogical approach

The pedagogical approach in the undergraduate component will be consistent with a minor in the BSc and an undergraduate degree majoring in mathematics, statistics, financial mathematics and statistics or data science.

At the 4000-level and above, the pedagogical approach will vary slightly depending on the units, with the more applied mathematical and statistical units potentially incorporating more laboratory-based learning use of information technology. All will involve close contact with members of staff, either in groups in the form of interactive lectures or on an individual basis. Some units, particularly the Research Project component, will involve a lot of independent work and one-to-one instruction; this is critical to the development of independence mentioned in Learning Outcome 1.1 and Learning Outcome 5 generally. In units that have lectures, students will be encouraged to form study groups and work in teams wherever possible.

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.
7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and graduate qualities 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.

The in-semester assessment will be formative and designed to meet the learning objectives, particularly LO1-LO3, LO4.1 and LO5. Presentations required as part of their Research Project will develop LO4.2. Participation in the Mathematical Postgraduate Seminar Series, organised by postgraduates for postgraduate students, will be an integral part of the experience and will develop both LO4.2 and the collaborative component of LO5.2.

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
  - Every year

- review content, delivery and Resolutions of the course
  - Every 5 years

- review and rationalise Units of Study for the course
  - Every year

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.

Anonymous student feedback will be sought on the learning experience. This will be used alongside staff observations in reviewing the program.

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>6-9 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>3-6 hours</td>
</tr>
<tr>
<td>Practical experience</td>
<td>0-2 hours</td>
</tr>
<tr>
<td>Independent study</td>
<td>12 hours total for courses + 12 hours Research Project</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>3 hours</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>1 hour Postgraduate Student Seminar</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).

The assessment for all classes will be coordinated to prevent overloading students, with particular attention paid across common combinations of units.

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 ranges used in the description will be combined in such a way that a 6cp unit of study will have no more than 6 contact hours. These are comparable to current expectations for Honours students.
Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

Common combinations of units will be coordinated to ensure that assessments do not coincide and that learning is reinforced across units.

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.

The course will be delivered on campus and face-to-face. All students will have a supervisor for their Research Project who will also act as a mentor. Students will have access to the usual support mechanisms currently afforded to our undergraduate students.

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.

The usual provisions for assessment and reassessment attempts will be made.

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.

This is a vertically integrated degree. It has no implications for the underlying undergraduate program which is within the same Faculty anyway.

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.

Not applicable

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.

The Australian Mathematical Sciences Institute (AMSI) is a consortium of universities and related bodies across the country. Universities, including the University of Sydney, make 4000-level courses available via the Alternative Collaboration Environment and during the AMSI Summer School. Students will be able to incorporate some units of this nature in their MMath, just as Honours students do now. The examination, quality assurance, and support processes are well established and work well.
7.12 Resolutions

Senate, Faculty and Course Resolutions

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable.

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

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

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)

Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

7.12.4 Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar)

Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

7.12.5 Last semester intake under existing Resolutions

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>NA</th>
<th>International</th>
<th>NA</th>
</tr>
</thead>
</table>

7.12.6 Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students?

7.12.7 For course deletions, advise the last date for enrolments into the existing course

7.12.8 For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students

7.12.9 For course deletions, outline the provisions in place for students enrolled under existing Resolutions

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
8.1.1 Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (It is not necessary to provide detailed information on the names or qualifications of individual staff members)

The program can be delivered with current staffing levels while enrolments remain small.

8.1.2 What are the strengths of the department/school relevant to this proposal?

The University of Sydney is the only institution in the country to have been rated well above world standard for the FOR 01 Mathematical Sciences in all ERA exercises to date. We are perfectly placed to deliver this program.

8.1.3 Please indicate whether use will be made of staff not on the University's formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

Through AMSI as mentioned earlier. Also, we expect distinguished research visitors to participate. These will be managed and supervised by the unit coordinators.

8.2 Teaching space and related facilities

<table>
<thead>
<tr>
<th>8.2.1 Teaching rooms</th>
<th>No more required until numbers grow</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.2 Lecture theatres</td>
<td>No more required until numbers grow</td>
</tr>
<tr>
<td>8.2.3 Laboratories</td>
<td>Not applicable</td>
</tr>
<tr>
<td>8.2.4 Staff offices</td>
<td>Offices for students as they won't have labs</td>
</tr>
<tr>
<td>8.2.5 Storage or other space required including any which needs to be rented externally</td>
<td>NA</td>
</tr>
<tr>
<td>8.2.6 Professional placement locations</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>8.3.1 Computer technology</th>
<th>As currently proposed for undergraduate programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.3.2 Other equipment</td>
<td></td>
</tr>
</tbody>
</table>

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 4 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.

See Attachment 8.

9 Resolutions

9.1

See Attachments 6 and 7.
3.6 Master of Mathematics

Professor Ramage presented the proposal to the Committee, observing that the proposed course is to be vertically integrated, and reporting that Advanced Mathematics already has around fifty students. She expressed concern about the lack of visibility of Maths within the new curriculum. Enrolments in the UK have doubled as a result of the Master of Mathematics program offered there. The University of Sydney has an established international reputation due to the depth and breadth of discipline knowledge possessed by its Honours students. The 4.5 years’ duration will create an advantage by allowing students to finish mid-year to go overseas. This would also reduce the attrition on the APAs in Maths created by students terminating their candidature here to go overseas.

Professor Ramage expressed a preference for a stand-alone four-year program for Mathematics at undergraduate level, similar to the four-year Bachelor of Psychology, which can be converted to a BA or BSC, and a direct-entry four-year Masters. However, Mathematics is not listed as a Table A major in the BA, and there is concern for the effects of this on student choices. Proposals for both could be developed with confidence in finding a market, given that students inclined toward Mathematics tend to recognize this early-on, and those inclined toward Statistics tend to recognize the value of it later in their degree. There is concern with losing the market to UNSW. Associate Professor McCallum explained that under the new curriculum, students can complete a BA with a 2nd major in Maths, and does not believe that a stand-alone masters will be able to be advertised in the UAC guide.

The proposed Master of Mathematics will contain a half-year research project, providing a research pathway to a PhD.

The Committee endorsed the EOI’s development to full proposal.

Resolution CCPC2017/5-9

That the Curriculum and Course Planning Committee endorse the Expression of Interest for the Master of Mathematics for development of the full proposal for re-submission to this committee for approval.
1. Proposals
   1.1. MMath new course proposal

Professor Mary Myerscough gave a summary of the proposal noting that it is for three degrees – MMath, BSc/MMath and BA/MMath. The purpose of the degrees is to give a strong entry level into research which means producing better prepared PhD students. The proposal is for 2019 with a strong marketing case.

It was noted that the paperwork was not complete and proposals should be close to a finished state before being tabled at this committee. Professor Myerscough stated that the paperwork has been rushed but will be ready for the next Faculty Board meeting.

The following information regarding the proposal needs to be addressed:

- Require data re enrolment estimates
- Require the Financial Viability Statement
- Exit points for standalone MMath, i.e., Grad Cert and Grad Dip as is usually formulated for Masters. This isn’t required but at least a Grad Cert is quite usual to give students somewhere to go.
- Require exit points for BA/MMath and BSc/MMath for students leaving with B Adv Studies or Hons.
- What are the Capstones? They are required for AQF Level 9 (see the AQF handbook at https://www.aqf.edu.au/)
- Require Learning Outcomes to be mapped to AQF Level 9 requirements
- Require OLEs to be written into the resolutions for BA/MMath and BSc/MMath
- No need for information under Transitional Resolutions as it is a new course and this does not apply
- Require confirmation of Distinction average for entry to MMath
- Require confirmation of credit arrangements for students wishing to enter with Hons, or 3000 level students on the Hons track – needs to be stated in resolutions – both 24 cp and 48 cp are mentioned
- Require more information regarding costs
  - Require clarification around CSPs. What is the situation with CSP’s for this Masters? The UG part is covered, but how does this map onto the PG part?
- Are BA and BSci students required to do Advanced level options in the degree core?

There was not enough detail for the committee to approve the proposal at this point. It was decided that the Chair would meet with Professor Jacqui Ramagge to discuss the points mentioned above. The completed proposal will be resubmitted to PGSC for approval via circulation in order to meet the deadlines for the next Faculty Board.
DRAFT MINUTES

1.1 MMath
Agenda items 6.4-6.6 were discussed en bloc.

The Chair reported that this proposal was tabled at PGSC but needs to come to this committee as well. Various issues were discussed at the PGSC meeting and are being dealt with. This committee is to look at how the proposal related to the UG space.

Professor Mary Myerscough gave a summary of the proposal noting that it will be for high achieving students with the intention of providing a coursework masters that is a pathway to PhD study. She noted that there is a rush to get this ready for 2019 and further refinement is needed over the next couple of weeks.

It was noted that this is the first of the vertically integrated masters for the University.

Action: Professor Pauline Ross is to circulate the vertically integrated masters document as well as the masters of research document.

Associate Professor noted his concerns around exit points. He also noted that the paperwork is not complete and therefore not in a state to be approved.

Professor Myerscough asked the committee to look at the UG aspect of the proposal and noted that of the queries raised at PGSC, only a few related to UG. It was noted that Associate Professor Michael Kertesz, Chair of PGSC, is working with Professor Jacqui Ramagge to discuss the issues raised at PGSC in order to get the paperwork finalised.

The completed proposal will be resubmitted to UGSC for approval via circulation in order to meet the deadlines for the next Faculty Board.

1.1. **BSc/MMath**
Agenda items 6.4-6.6 were discussed en bloc.

1.2. **BA/MMath**
Agenda items 6.4-6.6 were discussed en bloc.

Faculty Board meeting 4 September 2017
Extract from draft minutes
Item 7.5 BSc/MMath New course proposal
Was discussed and approved
Voting: 14 in favour, 0 against, 1 abstaining

A number of emails communications have ensued in relation to the development and support of the BSc/MMaths and would be provided as evidence of consultation on request.
Hi Wendy!

Thanks for the quick response.

It should say DATA1002 and I think the first of your formulations is the clearest. We’ll probably go with that.

Thanks!

Jacqui

Jacqui Ramagge
School of Mathematics and Statistics
University of Sydney
NSW 2006
Australia
E: jacqui.ramagge@sydney.edu.au
M: 0407 065 911
W: jacquiramagge.com

(Apologies if this message sounds terse, it was sent from a mobile device.)

On 25 Oct 2017, at 6:14 pm, Wendy Davis <wendy.davis@sydney.edu.au> wrote:

Hi Jacqui,

Thanks for the email. My confusion was about the phrase “including DATA2001.” The way it’s written is ambiguous. I guessed it to mean that they have to take 12 cp of science core, which must include DATA2001 (if you read the entire sentence starting at 6(3) and concluding with ii, that’s what it says). If that was the case, I would have suggested changing it to say something like, “DATA1002 and 6 additional credit points of science core units…."

However, based on your description, it sounds like it’s intended to mean that students have the option of taking DATA2001 as part of those 12 cp. In that case, I think that something like “12 credit points of science core units of study, which may include DATA2001…”

I’m sure this sounds super pedantic (and it is!), but the way it gets interpreted by the academic model team will determine how it’s actually implemented. We just want to make sure that your intention is clear.

WENDY DAVIS | Associate Professor
Director Illumination Design, Associate Dean Education
Architecture, Design and Planning
THE UNIVERSITY OF SYDNEY
Rm 118, Wilkinson GD4 | The University of Sydney | NSW | 2006
Hi Wendy!

It would help to know what you found confusing about 6(3)ii.

Students in the BSc have to do at least 12cp of maths from a list of maths core units and 12cp of junior science other than mathematical sciences. We tend to speak about the maths core because that is the “extra” stuff that the non-mathematical-sciences students have to take (and there’s a lot of them). For the mathematical science students, meeting the core requirements of the degree means ensuring they have studied 12cp of science outside of maths and stats. This can include computer science. DATA1002 is a computer science unit, not a stats unit, so can count towards the science core. If a student happens to be doing a minor in science then their first-year pair can count as their science core.

The resolutions tried to compress that into 3 lines. I think the summary captures the essence of what is required but may be unclear to the uninitiated. Presumably the happy place is somewhere between the 3 lines provided and the 6 or so lines I wrote above. How much of the above detail would you like to see included?

I note with interest that one of the challenges of true interdisciplinary is the possibility of confusion (I’m thinking of DATA1901 being stats and DATA1002 being computer science in this instance).

Thanks,

Jacqui
Congratulations on your course approval at CCPC today. I just wanted to share my list of things that will need to addressed in the proposal before you move on to the next stage of approvals:

- make sure that the correct ATAR is stated in the proposal and that it’s consistent with the requirements of the Mathematical Sciences program
- clarify 6(3)ii of the resolutions
- I think you’ll also need to change the resolutions of senate (7.12 on the form)
- provide information about what the postgraduate units of study will be

WENDY DAVIS | Associate Professor
Director Illumination Design, Associate Dean Education
Architecture, Design and Planning
THE UNIVERSITY OF SYDNEY
Rm 118, Wilkinson G04 | The University of Sydney | NSW | 2006
T +61 2 9351 5629
E wendy.davis@sydney.edu.au | W http://sydney.edu.au
The BSc component of the BSc/MMath does not have additional costs associated with teaching as all units currently exist.

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP/HECS</td>
<td>8</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>DFEE</td>
<td>4</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>IFEE</td>
<td>6</td>
<td>10</td>
<td>12</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total EFTSL</strong></td>
<td><strong>18</strong></td>
<td><strong>31</strong></td>
<td><strong>38</strong></td>
<td><strong>46</strong></td>
<td><strong>55</strong></td>
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<tr>
<td><strong>Gross Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP/HECS</td>
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<td>344,624</td>
<td>377,391</td>
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<tr>
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<td>157,500</td>
<td>287,109</td>
<td>441,797</td>
<td>533,934</td>
<td>643,941</td>
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<tr>
<td>IFEE</td>
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<td>482,344</td>
<td>633,019</td>
<td>991,650</td>
<td>1,393,999</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>1,114,077</strong></td>
<td><strong>1,452,207</strong></td>
<td><strong>1,924,180</strong></td>
<td><strong>2,451,938</strong></td>
</tr>
<tr>
<td><strong>Direct Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Salary Costs</td>
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<td>186,550</td>
<td>191,213</td>
<td>195,994</td>
<td>200,893</td>
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<td>Part-time Teaching Costs</td>
<td>49,779</td>
<td>55,965</td>
<td>95,607</td>
<td>97,997</td>
<td>120,536</td>
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<td>General Salary Costs</td>
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<td>29,496</td>
<td>48,374</td>
<td>49,583</td>
<td>63,529</td>
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<tr>
<td>Casual Salary Costs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Degree/UoS development cost</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Other Non-salary costs</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total Direct Costs</strong></td>
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<td><strong>272,011</strong></td>
<td><strong>335,194</strong></td>
<td><strong>343,574</strong></td>
<td><strong>384,958</strong></td>
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<tr>
<td><strong>Directly Controllable Margin</strong></td>
<td><strong>359,756</strong></td>
<td><strong>842,065</strong></td>
<td><strong>1,117,013</strong></td>
<td><strong>1,580,606</strong></td>
<td><strong>2,066,980</strong></td>
</tr>
<tr>
<td>Less:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UEM Strategic Programs</td>
<td>23,968</td>
<td>43,449</td>
<td>56,636</td>
<td>75,043</td>
<td>95,626</td>
</tr>
<tr>
<td>UEM Capital Programs</td>
<td>64,528</td>
<td>116,978</td>
<td>152,482</td>
<td>202,039</td>
<td>257,453</td>
</tr>
<tr>
<td>UEM Service Charges</td>
<td>152,983</td>
<td>229,732</td>
<td>288,190</td>
<td>346,819</td>
<td>417,228</td>
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<td><strong>Total</strong></td>
<td><strong>241,479</strong></td>
<td><strong>390,160</strong></td>
<td><strong>497,308</strong></td>
<td><strong>623,901</strong></td>
<td><strong>770,307</strong></td>
</tr>
<tr>
<td><strong>Operating Margin</strong></td>
<td><strong>118,277</strong></td>
<td><strong>451,906</strong></td>
<td><strong>619,705</strong></td>
<td><strong>956,704</strong></td>
<td><strong>1,296,674</strong></td>
</tr>
</tbody>
</table>
### SUMMARY ENROLMENT & LOAD PROFILE

#### LOAD TO ENROLMENT/RETENTION

<table>
<thead>
<tr>
<th>Faculty Shares</th>
<th>Credits pa per enrolment</th>
<th>Load to Enrolment Ratio - CSP</th>
<th>100%</th>
<th>Load to Enrolment Ratio - DFEE</th>
<th>100%</th>
<th>Load to Enrolment Ratio - IFEE</th>
<th>100%</th>
<th>Retention Rate</th>
<th>95%</th>
</tr>
</thead>
</table>

#### Commencing Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP/HECS</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>DFEE</td>
<td>17</td>
<td>17</td>
<td>29</td>
<td>29</td>
<td>39</td>
</tr>
<tr>
<td>IFEE</td>
<td>22</td>
<td>22</td>
<td>29</td>
<td>49</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total commencing enrolment</strong></td>
<td><strong>68</strong></td>
<td><strong>68</strong></td>
<td><strong>87</strong></td>
<td><strong>107</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

#### Faculty of Registration Load (EFTSL)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
</table>

#### Other Faculty Load (EFTSL)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
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</thead>
</table>

#### Load Reductions (eg. Ending programs)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</table>

#### Total Load (EFTSL)

<p>| | | | | | |</p>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

NPV using rate of 6.5% $2,712,592.86
NAME OF COURSE: Master of Mathematics
CODE ________TBD_________________

1. Purpose

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

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

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

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

2. Learning Outcomes

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

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

The purpose of the MMath degree is to prepare students for undertaking research in Mathematics, Statistics or advanced Data Science. The course will not only have a substantial (24 credit point) research-based project but will also foster the skills listed above through advanced coursework units of study that will engage students with the latest research and require them to reflect critically on what they are learning, to solve problems using the theory and ideas they are learning and to communicate in both written and spoken form.

The learning outcomes of the degree have been mapped to the requirements of AQF level 9 qualifications.

3. Volume of Learning

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

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

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

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.
Faculty Response: The course has the appropriate volume of learning to meet the learning outcomes

Tick box: Yes ☐ No ☐

Baseline requirements for admission to the Masters component of these vertically integrated degrees require students to have successfully undertaken study in an area of the Mathematical Sciences as part of the final year of a Level 7 qualification. To be eligible to be awarded the MMath, a student must complete 96 credit points of study over two years.

4. Disciplinary Similarity

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

Faculty Response: The Faculty can justify the volume of learning required where there is disciplinary dissimilarity between Levels 7 and 8 and Level 9.

Tick box: Yes ☐ No ☐

All students who are granted entry to the MMath will have completed study in at least one area of the Mathematical Sciences as part of the final year of a Level 7 qualification and so we anticipate that there will be no problems with disciplinary dissimilarity.

5. Research Project, Capstone or Piece of Scholarship

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

Faculty Response: All students who complete the MMath will complete a 24 credit point research-based project unit.

6. Different Entry Pathways

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

Faculty Response: None required
### BSc/MMath Learning Outcomes
#### School of Mathematics and Statistics

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Upon completion of an MMath graduates will demonstrate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1:</strong> Understanding</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>ability to independently construct logical, clearly presented and justified arguments incorporating deductive reasoning,</td>
</tr>
<tr>
<td>1.2</td>
<td>understanding of the breadth of the discipline, its role in other fields, and the way other fields contribute to development of the mathematical sciences.</td>
</tr>
<tr>
<td><strong>LO2:</strong> Knowledge</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>knowledge of the principles and concepts of a broad range of fundamental areas in the mathematical sciences</td>
</tr>
<tr>
<td>2.2</td>
<td>well-developed knowledge in at least four broad areas of the mathematical sciences and deep knowledge in at least one specialist area.</td>
</tr>
<tr>
<td><strong>LO3:</strong> Inquiry</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>ability to formulate and model practical and abstract problems in mathematical and/or statistical terms using a variety of methods,</td>
</tr>
<tr>
<td>3.2</td>
<td>ability to apply mathematical and/or statistical principles, concepts, techniques and technology to solve practical and abstract problems and interpret results critically</td>
</tr>
<tr>
<td><strong>LO4:</strong> Communication</td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>appropriate interpretation of information communicated in mathematical and statistical form,</td>
</tr>
<tr>
<td>4.2</td>
<td>appropriate presentation of information, reasoning, and conclusions in written, visual, and oral modes of communication, to diverse audiences (expert and non-expert).</td>
</tr>
<tr>
<td><strong>LO5:</strong> Understanding</td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>ability to self-direct learning to extend their existing knowledge and that of others,</td>
</tr>
<tr>
<td>5.2</td>
<td>ability to work effectively and responsibly in an individual or team context,</td>
</tr>
<tr>
<td>5.3</td>
<td>understanding and recognition of what constitutes an ethical and correct application of mathematical and statistical approaches to solving problems.</td>
</tr>
</tbody>
</table>

Resubmitted 20171011
Purpose: The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

<table>
<thead>
<tr>
<th>AQF Descriptor</th>
<th>BSc/ MMath CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Graduates of a Masters Degree (Coursework) will have:</td>
<td></td>
</tr>
<tr>
<td>• a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice</td>
<td>1.2, 2.1, 2.2</td>
</tr>
<tr>
<td>• knowledge of research principles and methods applicable to a field of work and/or learning</td>
<td>1.1, 3.1, 3.2, 5.3</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Graduates of a Masters Degree (Coursework) will have:</td>
<td></td>
</tr>
<tr>
<td>• cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship</td>
<td>1.1, 1.2, 4.1</td>
</tr>
<tr>
<td>• cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice</td>
<td>1.1, 3.1, 3.2, 4.1, 5.1</td>
</tr>
<tr>
<td>• cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level</td>
<td>1.1, 2.1, 2.2, 3.1, 3.2, 4.1</td>
</tr>
<tr>
<td>• communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences</td>
<td>1.1, 4.1, 4.2</td>
</tr>
<tr>
<td>• technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship</td>
<td>1.1, 3.1, 3.2, 4.2</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Graduates of a BSc/ Masters Degree (Coursework) will demonstrate the application of knowledge &amp; skills:</td>
<td></td>
</tr>
<tr>
<td>• with creativity and initiative to new situations in professional practice and/or for further learning with high level personal autonomy and accountability</td>
<td>5.1, 5.2, 5.3</td>
</tr>
<tr>
<td>• to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship</td>
<td>3.1, 3.2, 5.1, 5.2, 5.3</td>
</tr>
</tbody>
</table>

Learning outcomes for the BSc component of the BSc/MMath are the same as the learning outcomes for the Bachelor of Science in the new Science curriculum. Learning outcomes for each of the four Mathematical Sciences majors have been mapped and approved.
Structure of Proposed BSc/MMath degree is a stream based version of current Mathematical Sciences Program which has been expanded to include provision for a Data Science major.

The BSc/MMath vertically integrated master includes a core coding unit, DATA1002. The table below gives the intended structure.

The current (60 cp) Mathematical Sciences Program is expanded to include DATA1002 (66 cp):

- 12 credit points Maths degree core at 1000 level
- 6 credit points core DATA1002
- 24 credit points at 2000 level, including at least three of four specified core units
- 24 credit points at 3000 level

Importantly, the proposed structure for the BSc/MMath also meets broader BSc degree requirements as core 1000 level Data Science units may count towards the Maths degree core (DATA1901) and Science degree core (DATA1002). Further the Program and Science degree core are contained within 72 credit points.

<table>
<thead>
<tr>
<th>First year</th>
<th>12 credit points of Maths degree core units:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH1921 (3cp)</td>
</tr>
<tr>
<td></td>
<td>MATH1923 (3cp)</td>
</tr>
<tr>
<td></td>
<td>MATH1902 (3cp)</td>
</tr>
<tr>
<td></td>
<td>MATH1905 (3cp)</td>
</tr>
<tr>
<td></td>
<td>12 credit points of Science (non-Maths) degree core units:</td>
</tr>
<tr>
<td></td>
<td>DATA1002 (6cp)</td>
</tr>
<tr>
<td></td>
<td>Science 1000 level core (6cp)</td>
</tr>
<tr>
<td>Elective OLE</td>
<td>Major 2 Major 2</td>
</tr>
<tr>
<td>Dalyell /Minor /Minor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second year</th>
<th>24 credit points of 2000 level Mathematics and Statistics units chosen as follows:</th>
</tr>
</thead>
</table>

Second year core units: Students must choose three of MATH2921, MATH2922, STAT2911 and DATA2902

For a Mathematics major students must choose MATH2921 and MATH2922 from the core and then either MATH2923 or MATH2988 as a selective in addition to the third core unit

For a Statistics major, students must choose STAT2911 and DATA2902 from the core, one additional core unit and a selective unit from units offered by the School of Mathematics and Statistics.

For a Financial Mathematics and Statistics major, students must choose STAT2911 from the core, two other core units and MATH2970

For a Data Science major students must choose STAT2911, DATA2902, from the core one other core unit and DATA2001.
<table>
<thead>
<tr>
<th>Third year</th>
<th>6 credit points of core project unit for major with project and interdisciplinary experience</th>
<th>18 credit points of Maths and Stats 3000 and 4000 level units, including any units that are required for intended major that have not been completed before.</th>
<th>Elective/ Major 2/ AdvCW</th>
<th>Elective/ Major 2/ AdvCW</th>
<th>Major 2 /Minor</th>
<th>Major 2 /Minor</th>
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<tbody>
<tr>
<td>Fourth year</td>
<td>24 credit points of 4000 level Advanced Coursework units</td>
<td>24 credit points of 4000 level Advanced Coursework units or 4000 level Project units</td>
<td></td>
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<tr>
<td>Fifth year</td>
<td>24 credit points of 4/5000 level Advanced Coursework units or 4/5000 level Project units</td>
<td></td>
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</table>

The VIM program includes an option of continuing to a fourth year where students will have a range of advanced coursework 4000 level units to choose from or to the vertically integrated MMath if students are enrolled in the BSc/MMath degree. Currently, under the old degree structures, most BSc(Advanced Mathematics) students continue to honours, both in the School of Mathematics and Statistics and also in other Schools in the Faculty of Science, particularly in Physics.

The program will have enough flexibility to accommodate the 2+3+3 structure of the Mathematics and Data Science majors and the 2+2+4 structure of the Statistics and Financial Mathematics and Statistics majors.
<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>coll.</th>
<th>Session</th>
<th>UoS code</th>
<th>UoS name</th>
<th>CO/EL credit count</th>
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<td>Research Project</td>
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<td>MATH5XXX</td>
<td>Mathematics Research Project 1</td>
<td>CO 12</td>
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<td>Statistics Research Project 1</td>
<td>CO 12</td>
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<tr>
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<td>Statistics Research Project 2</td>
<td>CO 12</td>
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<td>two</td>
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<td>Statistics Research Project 1&amp;2</td>
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<td></td>
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<td>MATH4XXX</td>
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<td></td>
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<td>STAT3XXX</td>
<td>electives from Statistics</td>
<td>EL 6</td>
</tr>
</tbody>
</table>
## Resolutions of the Senate

### Degrees, diplomas and certificates of the Faculty of Science

1. **Degrees**

   **With the exception of** the Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, 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 Science. The Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, 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, 2018. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.**

### 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>RHSCIENC-01</td>
<td>Doctor of Science</td>
<td>DSc</td>
<td></td>
</tr>
<tr>
<td>RHAGRECO-01</td>
<td>Doctor of Agricultural Economics</td>
<td>D AgrEc</td>
<td></td>
</tr>
<tr>
<td>RHSCAGRI-01</td>
<td>Doctor of Science in Agriculture</td>
<td>D ScAgr</td>
<td></td>
</tr>
<tr>
<td>RHVETSCI-01</td>
<td>Doctor of Veterinary Science</td>
<td>D VSc</td>
<td></td>
</tr>
<tr>
<td>RPPHDSCI-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
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</tr>
<tr>
<td>RPPHDAGR-01</td>
<td>Doctor of Philosophy (no new intake from 2017)</td>
<td>PhD</td>
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<tr>
<td>RPPHDVET-01</td>
<td>Doctor of Philosophy (no new intake from 2017)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>RPMPHILSCI-01</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td></td>
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<td>RPMPHLAGR-01</td>
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<tr>
<td>MASCSCIENC-01</td>
<td>Master of Science (no new intake from 2016)</td>
<td>MSc</td>
<td></td>
</tr>
<tr>
<td>RMSCVESC-01</td>
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<td>MScVetSc</td>
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<td>RMVETCLS-01</td>
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<td>RMVETSCI-01</td>
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<td>MVSc</td>
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<td>MASCPSICO-01</td>
<td>Master of Science in Coaching Psychology</td>
<td>MSc(CoachPsyc)</td>
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<tr>
<td>MAMASCMG-02</td>
<td>Master of Marine Science and Management</td>
<td>MMarSciMgt</td>
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<tr>
<td>TBD</td>
<td>Master of Mathematics</td>
<td>MMath</td>
<td>96</td>
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<td>MAENVSCI-01</td>
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<td>M EnviSci</td>
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<td>MAENSCLA-02</td>
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<td>M EnviSciLaw</td>
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<td>MASUSTAI-01</td>
<td>Master of Sustainability</td>
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<td>MAANMSCI-01</td>
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<td></td>
<td>Animal Reproduction (no new intake from 2018)</td>
<td>M Anim Sc(Animal Reproduction)</td>
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<tr>
<td>MAVETPHE-01</td>
<td>Master of Veterinary Public Health (no new intake from 2017)</td>
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<tr>
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<td>MAVSTD-03</td>
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<td>Bachelor of Liberal Arts and Science*</td>
<td>BLAS</td>
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<td>BPMEDSCI-02</td>
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<td>B MedSc</td>
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<td>BPPSYCHO-02</td>
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<td>B Sc</td>
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Dalyell
Medical Science
*Advanced* (no new intake from 2018) B Sc(Advanced) 144
*Advanced Mathematics* (no new intake from 2018) B Sc(Advanced Mathematics) 144

BUAGRECO-01 | Bachelor of Agricultural Economics (no new intake from 2015)* | B AgrEc | 192           |

BUFDAGBU-01 | Bachelor of Food and Agribusiness* (no new intake from 2018) | B Food Agrib | 192           |

BPENVSYS-01 | Bachelor of Environmental Systems (no new intake from 2017)* | B Env Sys | 144           |

BURESECN-01 | Bachelor of Resource Economics (no new intake from 2015)* | B Res Ec | 192           |

BUSCAGRI-01 | Bachelor of Science in Agriculture* (no new intake from 2018) | B Sc Agr | 192           |

BUANVEBI-01 | Bachelor of Animal and Veterinary Bioscience* (no new intake from 2018) | B Ar Vet Bio Sc | 192           |

BUSCVETE-01 | Bachelor of Science (Veterinary)* (no new intake from 2018) | B Sc(Vet) | 48            |

BPVETBIO-01 | Bachelor of Veterinary Biology (exit only) | B Vet Biol | 144           |

*may be awarded with honours following a further year of study.
*may be awarded with honours in an integrated program.

### Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMSCI-02</td>
<td>Bachelor of Commerce* and Bachelor of Science* (no new intake from 2018)</td>
<td>B Com/B Sc</td>
<td>240</td>
</tr>
<tr>
<td>BPSMSECI-02</td>
<td>Bachelor of Education (Secondary Mathematics)* and Bachelor of Science*</td>
<td>B Ed(Sec:Maths)/B Sc</td>
<td>240</td>
</tr>
</tbody>
</table>

Dalyell

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>BPENGMSC-01</td>
<td>Bachelor of Engineering* and Bachelor of Medical Science* (no new intake from 2018)</td>
<td>B E/B Med Sc</td>
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<td>BPENGSCI</td>
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Dalyell

Medical Science

<table>
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<th>Course title &amp; stream</th>
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</thead>
<tbody>
<tr>
<td>BPITCMSC-01</td>
<td>Bachelor of Information Technology* and Bachelor of Medical Science* (no new intake from 2018)</td>
<td>B IT/B Med Sc</td>
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<tr>
<td>BPITCSII-01</td>
<td>Bachelor of Information Technology* and Bachelor of Science* (no new intake from 2018)</td>
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<tr>
<td>BPSCIART-02</td>
<td>Bachelor of Science and Bachelor of Arts* (no new intake from 2018)</td>
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<td>BPSCILAW-01</td>
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Dalyell

TBD

Bachelor of Science and Master of Mathematics B Sc/ M Math 216

Dalyell

Advanced

BUSCINUR-02 | Bachelor of Science* and Master of Nursing | B Sc/M N | 192           |

Dalyell

Health
## Credit points

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tbody>
<tr>
<td></td>
<td>Bachelor of Science and Bachelor of Advanced Studies</td>
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<td>Advanced</td>
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<tr>
<td></td>
<td>Agriculture</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Animal and Veterinary Bioscience</td>
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<td></td>
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<tr>
<td></td>
<td>Food and Agribusiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Veterinary Studies/Master of Veterinary Clinical Studies</td>
<td>M Vet Stud/M Vet Clin Stud</td>
<td>48</td>
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<tr>
<td></td>
<td>Canine Medicine</td>
<td>M Vet Stud/M Vet Clin Stud(Canine Medicine)</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Equine Medicine</td>
<td>M Vet Stud/M Vet Clin Stud(Equine Medicine)</td>
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<tr>
<td></td>
<td>Equine Surgery</td>
<td>M Vet Stud/M Vet Clin Stud(Equine Surgery)</td>
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<tr>
<td></td>
<td>Feline Medicine</td>
<td>M Vet Stud/M Vet Clin Stud(Feline Medicine)</td>
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<tr>
<td></td>
<td>Ruminant Medicine</td>
<td>M Vet Stud/M Vet Clin Stud(Ruminant Medicine)</td>
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<tr>
<td></td>
<td>Small Animal Cardiology</td>
<td>M Vet Stud/M Vet Clin Stud(Small Animal Cardiology)</td>
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<tr>
<td></td>
<td>Small Animal Surgery</td>
<td>M Vet Stud/M Vet Clin Stud(Small Animal Surgery)</td>
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<tr>
<td></td>
<td>Veterinary Anaesthesia</td>
<td>M Vet Stud/M Vet Clin Stud(Veterinary Anaesthesia)</td>
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<tr>
<td></td>
<td>Veterinary Dermatology</td>
<td>M Vet Stud/M Vet Clin Stud(Veterinary Dermatology)</td>
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<tr>
<td></td>
<td>Veterinary Diagnostic Imaging</td>
<td>M Vet Stud/M Vet Clin Stud(Veterinary Diagnostic Imaging)</td>
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<tr>
<td></td>
<td>Veterinary Emergency Medicine and Critical Care</td>
<td>M Vet Stud/M Vet Clin Stud(Veterinary Emergency Medicine and Critical Care)</td>
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<tr>
<td></td>
<td>Veterinary Pathology</td>
<td>M Vet Stud/M Vet Clin Stud(Veterinary Pathology)</td>
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<tr>
<td>BPVBLVMED-01</td>
<td>Bachelor of Veterinary Biology/Doctor of Veterinary Medicine</td>
<td>B Vet Biol/DVM</td>
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<tr>
<td></td>
<td>Bachelor of Science and Bachelor of Advanced Computing</td>
<td>BSc/BAdvComp</td>
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<tr>
<td></td>
<td>Health</td>
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</tr>
<tr>
<td></td>
<td>Medical Science</td>
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</table>

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

### Double degrees

<table>
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<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
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<tbody>
<tr>
<td>MACLPHD-01 / RPPHDSCI-04</td>
<td>Master of Clinical Psychology and Doctor of Philosophy</td>
<td>MCP/PhD</td>
<td>96/Research</td>
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<tr>
<td>BPSMISED-01</td>
<td>Bachelor of Medical Science* and Doctor of Medicine (no new intake from 2018)</td>
<td>BMedSc/MD</td>
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<tr>
<td>BPSCADMD-01</td>
<td>Bachelor of Science (Advanced)* and Doctor of Dental Medicine (no new intake from 2018)</td>
<td>BSc(Adv)/DMD</td>
<td>336</td>
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<tr>
<td></td>
<td>Bachelor of Science and Doctor of Dental Medicine</td>
<td>BSc/DMD</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>Dalyell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BPSCINUD-01</td>
<td>Bachelor of Science* and Master of Nutrition and Dietetics</td>
<td>BSc/MND</td>
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<tr>
<td></td>
<td>Dalyell</td>
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<td></td>
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<tr>
<td>BPSCAMED-01</td>
<td>Bachelor of Science (Advanced)* and Doctor of Medicine (no new intake from 2018)</td>
<td>BSc(Adv)/MD</td>
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<tr>
<td></td>
<td>Bachelor of Science and Doctor of Medicine</td>
<td>BSc/MD</td>
<td>336</td>
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<tr>
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<td>Dalyell</td>
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</tr>
<tr>
<td></td>
<td>Medical Science</td>
<td></td>
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</tbody>
</table>

*may be awarded with honours following a further year of study.
## 5 Graduate diplomas

<table>
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<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
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<tbody>
<tr>
<td>GNPSYCOA-01</td>
<td>Graduate Diploma in Coaching Psychology</td>
<td>GradDip(CoachPsyc)</td>
<td>36</td>
</tr>
<tr>
<td>GNMSCMG-02</td>
<td>Graduate Diploma in Marine Science and Management</td>
<td>GradDipMarSciMgt</td>
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<tr>
<td>GNENVSCI-02</td>
<td>Graduate Diploma in Environmental Science</td>
<td>GradDipEnviSci</td>
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<tr>
<td>TBD</td>
<td>Graduate Diploma in Mathematics (exit only)</td>
<td>GradDipMath</td>
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<tr>
<td>GNEDPHY-01</td>
<td>Graduate Diploma in Medical Physics</td>
<td>GradDipMedPhys</td>
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</tr>
<tr>
<td>GNPSYCHO-02</td>
<td>Graduate Diploma in Psychology</td>
<td>GradDipPsych</td>
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</tr>
<tr>
<td>GNSCIENC-01</td>
<td>Graduate Diploma in Science</td>
<td>GradDipSc</td>
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<tr>
<td>GNSUSTAI-01</td>
<td>Graduate Diploma in Sustainability</td>
<td>GradDipSust</td>
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<tr>
<td>GNAGRENV-01</td>
<td>Graduate Diploma in Agriculture and Environment</td>
<td>GradDipAgrEnv</td>
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<tr>
<td>GNANMSCI-01</td>
<td>Graduate Diploma in Animal Science (no new intake from 2018)</td>
<td>GradDipAnimSc</td>
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</tr>
<tr>
<td>GNASCABM-01</td>
<td>Animal Breeding Management (available by distance online only) (no new intake from 2018)</td>
<td>GradDipAnimSc(ABMgt)</td>
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<tr>
<td>GNVETPHE-01</td>
<td>Graduate Diploma in Veterinary Public Health (no new intake from 2017)</td>
<td>GradDipVPH</td>
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<tr>
<td>GNVETBSTD-01</td>
<td>Graduate Diploma in Veterinary Studies (no new intake from 2018)</td>
<td>GradDipVetStud</td>
<td>48</td>
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<tr>
<td>GNWIHEPM-02</td>
<td>Graduate Diploma of Wildlife Health and Population Management (no new intake from 2018)</td>
<td>GradDipMWHPMgt</td>
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</tbody>
</table>

## 6 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>GCPSYCOA-01</td>
<td>Graduate Certificate in Coaching Psychology</td>
<td>GradCert(CoachPsyc)</td>
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<tr>
<td>GCMASCMG-01</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>GradCertMarSciMgt</td>
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<tr>
<td>TBD</td>
<td>Graduate Certificate in Mathematics (exit only)</td>
<td>GradCertMath</td>
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<tr>
<td>GNCWSCI-01</td>
<td>Graduate Certificate in Environmental Science</td>
<td>GradCertEnviSci</td>
<td>24</td>
</tr>
<tr>
<td>GCSCHIPSP-01</td>
<td>Graduate Certificate in Science (History and Philosophy of Science)</td>
<td>GradCertSci(HPS)</td>
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</tr>
<tr>
<td>GCSUSTAI-01</td>
<td>Graduate Certificate in Sustainability</td>
<td>GradCertSust</td>
<td>24</td>
</tr>
<tr>
<td>GNCAGRENV-01</td>
<td>Graduate Certificate in Agriculture and Environment</td>
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<tr>
<td>GCANMCSI-01</td>
<td>Graduate Certificate in Animal Science (no new intake from 2018)</td>
<td>GradCertAnimSc</td>
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</tr>
<tr>
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<td>Animal Breeding Management (available by distance online only) (no new intake from 2018)</td>
<td>GradCertAnimSc(ABMgt)</td>
<td>24</td>
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<td></td>
<td>Animal Genetics (no new intake from 2018)</td>
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<tr>
<td>GCVETPHE-01</td>
<td>Graduate Certificate in Veterinary Public Health (no new intake from 2017)</td>
<td>GradCertVPH</td>
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<tr>
<td>GCVETBSTD-01</td>
<td>Graduate Certificate in Veterinary Studies (no new intake from 2018)</td>
<td>GradCertVetStud</td>
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</tr>
<tr>
<td>GCAGRENV-01</td>
<td>Graduate Certificate in Agriculture and Environment</td>
<td>GradCertAgrEnv</td>
<td>24</td>
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Faculty of Science
<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCWIHEPM-02</td>
<td>Graduate Certificate in Wildlife Health and Population Management (no new intake from 2018)</td>
<td>GradCertWHPMgt</td>
<td>24</td>
</tr>
</tbody>
</table>
Bachelor of Science / Master of Mathematics

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 2010 (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 2015 and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1 Course codes

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<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Stream title</th>
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</thead>
<tbody>
<tr>
<td>TBD</td>
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</tr>
<tr>
<td>TBD</td>
<td>Bachelor of Science/ Master of Mathematics</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for the Bachelor of Science is full time or part time according to candidate choice. The attendance pattern for the Master of Mathematics is full time or part time according to candidate choice.

3 Streams

The Bachelor of Science/Master of Mathematics is a vertically integrated degree and is only available in the following streams:

(a) Advanced
(b) Dalyell

Completion of the advanced stream is a requirement of the Bachelor of Science/Master of Mathematics. The requirements for the completion of the Dalyell stream is in Table S of the Shared Pool for Undergraduate Degrees.

4 Masters type

The masters degree in these resolutions is an Advanced Learning Master’s course, as defined by the Coursework Policy.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or 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 people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policies.

(2) Admissions to the Dalyell stream requires achievement of a minimum tertiary admissions rank (ATAR), or equivalent, set by the Board of Interdisciplinary Studies.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:
   (a) Table A for the Bachelor of Science; and
   (b) Table S from the Shared Pool for Undergraduate Degrees; and
   (c) Table O from the Shared Pool for Undergraduate Degrees; and
   (d) The Table of units for the Master of Mathematics from the Faculty of Science

(2) In these resolutions, Table A, Table S, Table O mean Table A, Table S and Table O as specified here.

(3) To qualify for the award of the Bachelor of Science/Master of Mathematics, a candidate must successfully complete 216 credit points, comprising 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:
   i. 12 credit points of mathematics degree core units, as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
   ii. DATA1002 and 6 additional credit points of science core units of study (excluding units listed as mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
   iii. 60 credit points of the Mathematical Sciences program as defined in Table A, and
   iv. A minor (36 credit points) or second major (48 credit points) as defined in Table A or Table S.
   v. 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
   vi. Where appropriate, elective units from Table A and Table S; and
   vii. If enrolled in the Dalyell stream, complete the requirements for the stream as specified in Table S.

   (a) 96 credit points to qualify for the award of the Master of Mathematics as specified in the Table of units for the Master of Mathematics from the Faculty of Science including:
      (i) No more than 24 credit points of 3000 level electives; and
      (ii) No more than 48 credit points of 4000 level electives; and
      (iii) At least 12 credit points of 5000 level electives, and
      (iv) 24 credit points of research core project units

7 Progression rules
Progression within the Bachelor of Science
(a) Candidates must complete all the requirements for the degree of Bachelor of Science, within three years fulltime or six years on a part time basis excluding any authorised periods of suspension, in order to progress to the Master of Mathematics degree.
(b) Candidates must achieve a Weighted Average Mark (WAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the integrated course. The requirement for progression to the Masters of Mathematics is at least a distinction average in 24 credit points of units in Mathematical Sciences program as defined in Science Table A at 3000 level or above.
(c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the integrated degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.

Progression within the Dalyell Stream
(a) With the permission of the Dalyell coordinator of the School of Mathematics and Statistics, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
(b) Candidates must achieve a WAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a WAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the degree, but will not remain in the Dalyell Stream.

Progression within the Master of Mathematics
Progression within the Master of Mathematics is as specified in the resolutions for the Master of Mathematics.

Award of the degree
(1) The Bachelor of Science is awarded as a Pass degree.
(2) The Master of Mathematics is awarded as a Pass degree only.

Course transfer
A student may abandon this course and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Master of Mathematics in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2018.
LIBRARY IMPACT STATEMENT

Proposed course: BSc/MMath

I have examined the Library needs related to the proposal and certify that existing Library holdings, staffing, services and accommodation are, or will be, adequate to cover the demands that are inherent in it.

Print and electronic collections from the University of Sydney Library system are available to support learning, teaching and research for this program.

To ensure that sufficient resources are available it will be necessary for the Faculty to work closely with the Library to develop the collection.

We look forward to working in partnership with the staff and students to support this course and develop training and services appropriate to their needs.

If, in the future, the Faculty intends delivering the Unit a different mode, it is understood that the Library will be advised and will be asked to provide an additional Library Impact Statements.

Libby O'Reilly
Director, Library Academic Services
for the University Librarian
4th Aug. 2017
To amend the number of Principal Study credit points required for the Bachelor of Music (Composition Stream) in the coursework resolutions.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music; and

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

EXECUTIVE SUMMARY

The number of credit points stated in the Bachelor of Music resolutions for Principal Study in Composition is incorrect. The total number should be 36 credit points and the number of elective units should be 30 credit points.

ATTACHMENTS

Attachment 1: minor course amendment proposal
Attachment 2: course resolution amendment
Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

1. Name of award course
   Bachelor of Music

2. Purpose of proposal
   To amend the course resolutions for the Bachelor of Music (Composition stream) to the correct number of credit points required for Composition Principal Study units of study and electives. In the 2016 draft of the new combined Bachelor of Music resolutions, the number of credit points for principal study units was entered at the same level as the performance stream which was incorrect. The performance stream has 12 credit point Principal Study 5 and 6 units, whereas the Composition stream has 6 credit point Principal Study 5 and 6 units. This means the total number of credit points for Composition Principal Study should be 36 not 48, and the number of elective units should be 30 not 18 credit points.

3. Details of amendment

   (1) Requirements for the Composition stream
   To qualify for the award of the pass degree in the Composition stream, a candidate must successfully complete 192 credit points comprising:
   (a) 48 36 credit points of Composition Principal Study units of study;
   (b) 27 credit points in Music Skills units of study, including 3 credit points of Music Technology;
   (c) 24 credit points of Music Analysis, History and Culture Studies units of study;
   (d) 3 credit points of Performance units of study;
   (e) 36 credit points of Composition discipline units of study as set out in the Pathway Table for this degree;
   (f) 24 credit points of Final Year Project units of study;
   (g) 12 credit points of electives related to the project area of study;
   (h) 48 30 credit points of elective units of study.

4. Transitional arrangements
   N/A

5. Other relevant information

6. Signature of Dean (Acting)

   [Signature]

   Professor Matthew Hindson
   (Deputy HOS and Deputy Dean)
Bachelor of Music

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 Sydney Conservatorium of Music, 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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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BPMUSICM5000</td>
<td>Bachelor of Music</td>
</tr>
<tr>
<td>BHMUSSTH1000</td>
<td>Bachelor of Music (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Streams

(1) The Bachelor of Music is available in the following streams:
(a) Composition
(b) Music Education
(c) Performance

(2) The requirements for the completion of each stream are as specified in these resolutions and in the Table of Units of Study for Undergraduate Degrees for the Sydney Conservatorium of Music. Candidates wishing to enter or exit a stream or transfer between streams should contact the University school.

(3) Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.

4 Cross-faculty management

The Head of School and Dean of the Sydney Conservatorium of Music shall exercise authority in any matter concerned with the Bachelor of Music and the Bachelor of Music (Honours) not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or 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 people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

(2) In addition, admission to this course requires the applicant to complete a music skills or jazz aptitude test. If applying for a stream, fulfill any stream-specific admission requirements; or:
(a) Present a portfolio of work and attend an interview, or
(b) Undertake a practical audition in a nominated instrument or voice, or
(c) Present an example of recent written work and attend an interview

(3) Admission requirements for specific streams:
(a) Applicants for the Performance stream must undertake a practical audition in their nominated instrument or voice. The results of this process will form part of the ranking of applicants;
(b) Applicants for the Composition stream must submit three compositions in different performance media and attend an interview. The results of this process will form part of the ranking of applicants;
(c) Applicants for the Music Education stream must either undertake a practical audition (instrument or voice), or submit composition works, or present recent written work, as well as attend an interview. The results of this process will form part of the ranking of applicants.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:
(a) the Table of units of study for Undergraduate Degrees for the Sydney Conservatorium of Music
(b) the Pathway Tables for the Bachelor of Music
(c) Table S from the Shared Pool of Undergraduate Degrees
(d) Table O (the Open Learning Environment)
(e) Unless otherwise indicated in these resolutions the Table of Units of study, the Pathway Tables, Table S and Table O mean the tables specified here.

(2) To qualify for the award of the Bachelor of Music candidates must complete 192 credit points as specified below, and, if completing a stream, satisfy requirements for the stream

(3) Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.

(4) Requirements for a program

To qualify for the award of the pass degree with a Program, a candidate must successfully complete 192 credit points, comprising:
(a) 60 credit points of units of study in either of the following disciplinary areas, as set out in the Pathway Tables:
(i) Contemporary Music Practice  
(ii) Creative Music  
(iii) Digital Music and Media  
(iv) Improvised Music  

(b) 24 credit points of Music Skills units of study  
(c) 24 credit points of Music Analysis, History and Culture Studies units of study  
(d) 24 credit points of Final Year Project units of study  
(e) 12 credit points of electives related to the project area of study  
(f) 48 credit points of elective units of study  

(5) Requirements for a major  
(a) A major requires the completion of 48 credit points as set out in the Learning and Teaching policy according to one of the following patterns of 6 credit point units:  
(i) 2x1000-level units, 2x2000-level units and 4x3000 level units; or  
(ii) 2x1000-level units, 3x2000-level units and 3x3000 level units.  
(b) For any individual student's enrolment a unit of study will only contribute towards one major except where otherwise approved by the faculty/University school's Units of Study contributing towards one major may not contribute toward any other major completed except where otherwise approved by the faculty/University school.  

(6) Requirements for a minor  
(a) A minor requires the completion of 36 credit points as set out in the Learning and Teaching policy according to one of the following patterns of 6 credit point units:  
(i) 2x1000-level units, 2x2000-level units, and 2x3000-level units; or  
(ii) 2x1000-level units, 3x2000-level units and 1x3000-level unit.  
(b) Units of study contributing towards one minor may not contribute toward any other major completed except where otherwise approved by the faculty/University school.  
(c) To qualify for the award of the pass degree with a Major, a candidate must successfully complete 192 credit points including a minimum of 48 credit points from a designated major in Musicology, comprising:  
(i) 48 credit points in Musicology units of study, as set out in the Pathway Table  
(ii) 24 credit points in Music Skills units of study  
(iii) 24 credit points of Music Analysis, History and Culture Studies units of study  
(iv) 24 credit points of Final Year Project units of study  
(v) 12 credit points of electives related to the project area of study  
(vi) 60 credit points of elective units of study  
(d) Students undertaking a Major may complete a second major from the Shared Pool for Undergraduate Degrees (Table S).  

(7) Requirements for the Performance stream  
To qualify for the award of the pass degree in the Performance stream, a candidate must successfully complete 192 credit points comprising:  
(a) 48 credit points of Principal Study units of study  
(b) 12 credit points in Music Theory units of study;  
(c) 12 credit points of Aural Skills units of study;  
(d) 24 credit points of Analysis, History and Culture Studies units of study  
(e) 24 credit points of Final Year Project units of study  
(f) 12 credit points of related project area units of study;  
(g) 60 credit points of elective units of study as set out in the Pathway Tables for specific Principal Study areas;  
(h) 30 credit points of elective units of study.  

(8) Principal study areas in the Performance stream  
Principal study is available in:  
(a) Historical Performance  
(b) Jazz Performance  
(c) Non-Orchestral Instrumental Performance  
(d) Orchestral Instrumental Performance  
(e) Voice (classical) Performance  

(9) Requirements for the Composition stream  
To qualify for the award of the pass degree in the Composition stream, a candidate must successfully complete 192 credit points comprising:  
(a) 36 credit points of Composition Principal Study units of study;  
(b) 27 credit points in Music Skills units of study, including 3 credit points of Music Technology;  
(c) 24 credit points of Music Analysis, History and Culture Studies units of study;  
(d) 3 credit points of Performance units of study;  
(e) 36 credit points of Composition discipline units of study as set out in the Pathway Table for this degree;  
(f) 24 credit points of Final Year Project units of study;  
(g) 12 credit points of electives related to the project area of study;  
(h) 30 credit points of elective units of study.  

(10) Requirements for the Music Education stream  
To qualify for the award of the pass degree in the Music Education stream, a candidate must successfully complete 192 credit points and reach the minimum levels of achievement as set out in the tables (a) – (e).  
(a) Performance  

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
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</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3, Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>6cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>18</td>
<td>At least 12 credit points from Foundation units including Musical Worlds of Today</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
<td></td>
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</tbody>
</table>

(b) Jazz Studies
<table>
<thead>
<tr>
<th>Area of Study</th>
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</thead>
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<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>6 cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Jazz Music Skills 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>18</td>
<td>At least 12 credit points from Foundation units including Musical Worlds of Today</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

(c) **Composition**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Composition</td>
<td>15</td>
<td>Instrumentation and Orchestration; New Music, New Thinking; Composition Through Improvisation 1</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>6 cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>21</td>
<td>18 cps of music theory and aural skills; Sound Recording Fundamentals</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
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<td>At least 12 credit points from Foundation units including Musical Worlds of Today</td>
</tr>
<tr>
<td>Electives</td>
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</tbody>
</table>

A list of music theory and aural skills units can be found under the "Music Skills" section of the handbook.

(d) **Musicology**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>6 credit points of Historical Studies; 6 credit points of Ethnographical Studies; 6 credit points in Analytical Studies; 4 credit points in senior Musicology Studies</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>12</td>
<td>12 cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>18</td>
<td>18 credit points from Foundation units including Musical Worlds of Today</td>
</tr>
<tr>
<td>Electives including performance</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

(11) **Principal study areas in the Music Education stream**

Principal studies available in the Music Education stream are:

(a) Composition
(b) Musicology
(c) Performance
(d) Brass
(e) Historical Performance
(f) Jazz Studies (instrumental/vocal)
(g) Keyboard
(h) Percussion
(i) Strings
(j) Voice (classical)
(k) Woodwind

7 **Requirements for the Honours degree**

(1) Honours in the Bachelor of Music without stream

(a) Honours is available to students who complete an alternative set of units of study in the final year of the degree. Admission to the honours program is by permission of the Honours Coordinator after the completion of 144 credit points of study including MCGY4601 Research Methods.

(b) Admission normally requires a WAM of at least 75 in 2000-level and 3000-level units.

(c) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units.

(2) Honours in the Bachelor of Music (Performance)

(a) Honours is available to students who complete an alternative set of units of study in the final year of the program. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, and a mark of at least 75 in Principal Study 4 and 6.

(b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Performance.

(3) Honours in the Bachelor of Music (Composition)

(a) Honours is available to students who complete an alternative set of units of study in the final year of the course. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Composition Honours A as set out in the Sydney Conservatorium of Music Handbook. Admission requires a WAM of at least 75 in third year units of study, and a mark of at least 75 in Composition 5 and 6.
To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Composition.

Honours in the Bachelor of Music (Music Education)
(a) The Bachelor of Music (Music Education) is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.
(b) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music (Music Education), will be awarded the pass degree.

Award of the degree
(1) The Bachelor of Music is awarded in the grades of either Pass or Honours.
(2) The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.
(3) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music will be awarded the pass degree.

Cross-institutional study
Cross-institutional study is available in this course under conditions specified in the Resolutions of the Sydney Conservatorium of Music.

International exchange
The Sydney Conservatorium of Music encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Sydney Conservatorium of Music.

Credit for previous study
Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Sydney Conservatorium of Music or, in the case of a major or minor offered by another faculty in Table S any relevant resolutions of that faculty.

Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2018.
(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 the requirements are completed as per the relevant resolutions upon their enrolment. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
The purpose of this document is to bring the Bachelor of Engineering (Honours) Table A majors into alignment with the Learning & Teaching Policy, and to introduce several new majors.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) and related award courses; and
(2) approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2019; and
(3) approve the amendment of unit of study tables arising from the proposal with effect from 1 January 2019.

EXECUTIVE SUMMARY

The BE(Hons) majors were introduced as part of the 2016 BE curriculum restructure, which reduced the number of BE streams from 18 to 8. The majors were formulated as 24 credit points of senior units (3000+ level) prior to the implementation of the L&T Policy definition.

FEIT has reviewed the majors and reformulated them to comply with the revised provision of the L&T Policy. As part of the process of reviewing and revising the existing BE(Hons) majors several additional fields of study were identified where FEIT Schools have research expertise and existing units of study which could be formed into majors. Therefore several new majors are also proposed.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Bachelor of Engineering (Honours)
Minor Course Amendment Proposal

Faculty/Board of Studies: Faculty of Engineering and Information Technologies

Contact person: David Lowe x15653, Christine Lacey x40678

1. Name of award course

Bachelor of Engineering (Honours)

2. Purpose of proposal

The proposal brings the Bachelor of Engineering (Honours) Table A majors into alignment with the Learning & Teaching Policy 2015.

The BE(Hons) majors were introduced as part of the 2016 BE curriculum restructure, which reduced the number of BE streams from 18 to 8. The majors were formulated as 24 credit points of senior units (3000+ level) prior to the implementation of the L&T Policy definition.

FEIT has reviewed the majors and reformulated them to comply with the revised provision of the L&T Policy.

As part of the process of reviewing and revising the existing BE(Hons) majors several additional fields of study were identified where FEIT Schools have research expertise and existing units of study which could be formed into majors. Therefore several new majors are also proposed.

3. Details of amendment

<table>
<thead>
<tr>
<th>BE(Hons) course resolutions amendment</th>
<th>Appendix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major in Chemical Engineering</td>
<td>Appendix 2</td>
</tr>
<tr>
<td>Major in Computational Engineering (new)</td>
<td>Appendix 3</td>
</tr>
<tr>
<td>Major in Computer Engineering</td>
<td>Appendix 4</td>
</tr>
<tr>
<td>Major in Construction Management</td>
<td>Appendix 5</td>
</tr>
<tr>
<td>Major in Electrical Engineering</td>
<td>Appendix 6</td>
</tr>
<tr>
<td>Major in Energy and the Environment (new)</td>
<td>Appendix 7</td>
</tr>
<tr>
<td>Major in Engineering Design (new)</td>
<td>Appendix 8</td>
</tr>
<tr>
<td>Major in Environmental Engineering</td>
<td>Appendix 9</td>
</tr>
<tr>
<td>Major in Fluids Engineering (new)</td>
<td>Appendix 10</td>
</tr>
<tr>
<td>Major in Geotechnical Engineering</td>
<td>Appendix 11</td>
</tr>
<tr>
<td>Major in Humanitarian Engineering</td>
<td>Appendix 12</td>
</tr>
<tr>
<td>Major in Information Technology</td>
<td>Appendix 13</td>
</tr>
<tr>
<td>Major in Internet of Things</td>
<td>Appendix 14</td>
</tr>
<tr>
<td>Major in Materials Science and Engineering (re-named)</td>
<td>Appendix 15</td>
</tr>
<tr>
<td>Major in Mechanical Engineering</td>
<td>Appendix 16</td>
</tr>
<tr>
<td>Major in Mechatronic Engineering</td>
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<tr>
<td>Major in Power Engineering</td>
<td>Appendix 18</td>
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<tr>
<td>Major in Robotics and Intelligent Systems (new)</td>
<td>Appendix 19</td>
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<tr>
<td>Major in Space Engineering</td>
<td>Appendix 20</td>
</tr>
<tr>
<td>Major in Structures</td>
<td>Appendix 21</td>
</tr>
<tr>
<td>Major in Telecommunications Engineering</td>
<td>Appendix 22</td>
</tr>
<tr>
<td>Major in Transport Engineering</td>
<td>Appendix 23</td>
</tr>
</tbody>
</table>

The majors will be optional, as per existing BE(Hons) rules.

In general any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. Best aligned streams are indicated in the appendices for each major.

4. Transitional arrangements
The changes to majors and introduction of new majors will apply from 2019. Students who commenced prior to 2019 may choose to undertake one of the new or revised majors if an appropriate program of study can be identified.

5. Other relevant information

N/A

6. Signature of Dean

[Signature] 20/10/2017
Bachelor of Engineering Honours

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

The Bachelor of Engineering Honours provides students with advanced knowledge and special proficiency in the professional work of engineering.

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

The attendance pattern for this course is full-time or part-time. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

(1) The Bachelor of Engineering Honours is available in the following streams:
   (a) Aeronautical Engineering
   (b) Biomedical Engineering
   (c) Chemical and Biomolecular Engineering
   (d) Civil Engineering
   (e) Electrical Engineering
   (f) Mechanical Engineering
   (g) Mechatronic Engineering
   (h) Software Engineering
   (i) With Space Engineering Major
   (i) Dalyell

(2) Completion of a stream is a requirement of the course. Candidates who qualify for the Dalyell stream must complete another stream in conjunction with the Dalyell stream. The requirements for the completion of each stream are as specified in the relevant degree tables and in Table S of the Shared Pool for Undergraduate Degrees for the Dalyell stream.

(3) Students may apply to change streams by direct application to the Faculty Office. Approval is required from the relevant Associate Dean for any case. Students will be assessed based on the Flexible First Year average mark criteria but will also be required to show that they have met progression requirements in their current degree or stream as specified by the school and that they will be able to complete the new stream in the normal time period.

(4) Flexible First Year
   (a) Undergraduate students entering first year of the Engineering courses in Semester 1 may apply to undertake the Flexible First Year program, instead of choosing a particular stream.
   (b) The Flexible First Year Program is listed in the Flexible First Year Table. At the end of Semester 1 Students may transfer into approved streams as defined in the following clause, or may choose to continue in the Flexible First Year Program for Semester 2, though Semester 2 units may or may not count towards their course, depending on the final choice of stream.
   (c) Those students who have met the requirements for first year entry (ATAR cut-off or equivalent) into a particular Engineering program will be guaranteed approval to transfer into that program even though they chose the Flexible First Year Program. Students who did not meet the first year entry requirements for specific streams, but subsequently attained average marks in the Flexible First Year Program that met or surpassed the specified requirements for those streams will also be eligible to apply for transfer into those streams. The transfer requirements will be approved by the Dean or nominee. These conditions will also apply for combined degree candidates.

4 Admission to Candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or 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, for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and Coursework Policy.

(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) cut-off or equivalent.

5 Requirements for Award

(1) The units of study that may be taken for the course are set out in the Bachelor of Engineering Honours Flexible First Year Table of units of study, the Bachelor of Engineering Honours Core Table, the Bachelor of Engineering Honours Stream Core Tables, and the Bachelor of Engineering Honours Stream Specialist Tables of units of study for the specialised stream in the degree.

(2) To qualify for the award of the Bachelor of Engineering Honours degree, a candidate must:
   (a) successfully complete 192 credit points comprising:
(i) A minimum of 36 credit points from the Engineering Core Table, including all required units;
(ii) A minimum of 108 credit points from the Engineering Stream Table pertaining to the specialist stream being undertaken, including all required units;
(iii) A minimum of 48 credit points of additional units from the Engineering Stream Specialist Table pertaining to the specialist stream being undertaken, including satisfying any additional requirements specified for the Specialist Table.
(b) Successfully complete the requirements of the Professional Engagement Program.
(3) The class of Honours will be determined by the EIHWAM.

6 Progression rules

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.
(b) Candidates must achieve a Weighted Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a Weighted Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.

7 Level of Honours Awarded

The Bachelor of Engineering Honours degree is awarded in classes ranging from First Class to Third Class. The various classes of Honours are awarded on the basis of a candidate’s EIHWAM.

<table>
<thead>
<tr>
<th>Description</th>
<th>HWAM Range</th>
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<tbody>
<tr>
<td>Honours Class I</td>
<td>75 &lt;= EIHWAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 &lt;= EIHWAM &lt; 75</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>65 &lt;= EIHWAM &lt; 70</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>EIHWAM &lt; 65</td>
</tr>
</tbody>
</table>

8 Majors

(1) There is no requirement to complete a major.
(2) Availability of Majors:
(a) Except where otherwise specified in the details of a specific major, a major will be available to all students who satisfy the requirements of that major. The availability of the major does not however mean that the units of study listed in the table for the major (or required prerequisite units of study) will be available to all students, or that students in all streams will have sufficient free electives to complete the required units.
(b) Students can be awarded multiple majors where those majors are available without the limits specified in clause (2) and where they satisfy the requirements for those majors. When completing multiple majors, no 3000-level or higher unit may be counted towards satisfying the requirements of more than one major.
(c) Students cannot be awarded a major that has a title directly associated with the name of their stream.
(d) Students are eligible to attempt the Space Engineering major based on either a separate and specific admission pathway or on application at the end of any calendar year having achieved an AAM approved by the Dean or nominee.
(e) There are no restrictions on students attempting majors other than the Space Engineering major.
(3) A major requires:
(a) the completion of 24 48 credit points, chosen from units of study listed in the table for that major;
(b) satisfying any additional requirements specified for the major, and listed with the table of units for the major;
(c) the completion of a thesis project that has been approved by the Head of School (or delegate) as relevant to the topic of the major.
(4) The majors available are:
(a) Chemical Engineering
(b) Computational Engineering
(c) Computer Engineering
(d) Construction Management
(e) Electrical Engineering
(f) Energy and the Environment
(g) Engineering Design
(h) Environmental Engineering
(i) Fluids Engineering
(j) Geotechnical Engineering
(k) Humanitarian Engineering
(l) Information Technology
(m) Internet of Things
(n) Materials Science and Engineering
(o) Mechanical Engineering
(p) Mechatronic Engineering
(q) Power Engineering
(r) Process Intensification
(s) Robotics and Intelligent Systems
(t) Space Engineering
(u) Structures
(v) Telecommunications Engineering
(w) Transport Engineering
(x) Water and Environmental Treatment Processes

9 Transitional Provisions

These resolutions will take effect from 1 January 2019.
Candidates who commenced prior to 1 January, 2019 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
(b) where approved by the Faculty, elect to proceed under these resolution provided appropriate programs of study can be identified.
Major in Chemical Engineering

Overview

Chemical engineering is a broad field that combines the key disciplines of chemistry, physics and biology. This major allows students to deepen their knowledge in areas such as biochemical engineering and biotechnology, energy and environment, green product and process design, minerals processing, process systems engineering and sustainability.

Learning Outcomes

This Major in Chemical Engineering is designed to be done in conjunction with a Bachelor of Engineering Honours (Biomedical). Biomedical Engineering is an interdisciplinary field of Engineering, with overlaps with many of the traditional branches of engineering, one of the most important of which is Chemical engineering, an overlap which encompasses the multi-billion-dollar global industries of biotechnology and tissue engineering. While targeted study in all of these areas forms part of the Bachelor of Engineering Honours ((Biomedical), the deeper underlying Chemical Engineering principles do not fall within the scope of a Biomedical Engineering Degree. The Chemical Major is therefore designed to cater for those students who wish to delve deeper into these fundamental underlying Chemical Engineering principles, and thereby allow students to align their study more closely with this area of biomedical engineering.

Secondly, by completing this major, students will be able to market themselves in the workplace not only as a Biomedical Engineer, but also as possessing a Major in the Chemical Engineering field. This Major gives them a range of skills that a Chemical Engineer is expected to have been trained in. Specifically, key concepts in:

1. Junior level chemical engineering
2. Intermediate level chemical engineering
3. Senior level chemical engineering

This Major is structured in such a way that all of these key concepts can be learned at either the intermediate or senior level, with scope for extra specialisation at the senior level in some of these key concepts. Thus, this Major is intended to be complementary to the Bachelor of Engineering Honours (Biomedical).

Project and Interdisciplinary Unit/s

MECH3921 Biomedical Design and Technology.

Project Work Content: 60% of the assessable content of this unit of study involves an integrated team biomedical engineering design project, involving students working in a team of 6 to 10 developing, and in some cases prototyping, a biomedical design solution to a clinical problem, working under the supervision of engineering academics and clinicians.

Interdisciplinary: Biomedical engineering is an interdisciplinary field. It has strong overlaps with many traditional branches of engineering including mechanical, mechatronic, electrical, chemical, and materials. All of these areas are represented in the wide range of team projects available in this unit of study, and in all cases, with the unified interdisciplinary theme being biomedical engineering. The team projects were facilitated by academics and clinicians, thus broadening the interdisciplinary aspect of the word to both the breadth of Engineering, as well as the clinical field, i.e., the discipline of medicine. This unit of study therefore meets the criteria of “project work requiring the application of disciplinary skills and knowledge in an interdisciplinary context”.

Disciplinary: In 2017 there were 20 teams of students in the class of 130 students, 6 or 7 per team, and the team projects were aligned to various disciplines, including Chemical Engineering. Unit of Study Coordinator ensures that students who are doing a Major are allocated to a team that aligns with their Major, in this case the Chemical Engineering Major. For example, of the 20 team projects in

Appendix 2
2017, the following is an example of a team project that was specifically aligned with the Chemical Engineering Major: Imaging registered photoactive marker (Chemical Engineering Major). This is how we have been running this for some years now, for example in 2016 there were 18 teams projects for about 130 students, with representative projects in each of the Majors, including the Chemical Major.

**Streams in which this major may be taken:**

In general any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. We wish to make this more explicit for students:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Biomedical

Students in the Chemical Engineering Stream may not enrol in the Chemical Engineering Major.
Bachelor of Engineering Honours
Chemical Engineering Major

Chemical engineering is a broad field that combines the key disciplines of chemistry, physics and biology. This major allows students to deepen their knowledge in areas such as biochemical engineering and biotechnology, energy and environment, green product and process design, minerals processing, process systems engineering and sustainability.

Achievement of a major in Chemical Engineering requires 48 credit points from this table including:

(i) 24 credit points of 1000/2000-level units of study

(ii) 6 credit points of Project units

(iii) 12 credit points of 3000-level Core units

(iv) 6 credit points of 5000-level Selective units

Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
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</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG1103 Conservation of Mass and Energy</td>
<td>6</td>
<td>A ELEC1103. Understanding of the fundamental concepts and building blocks of electrical and electronics circuits and aspects of professional project management, teamwork, and ethics.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG2801 Fluid Mechanics</td>
<td>6</td>
<td>A Calculus, Computations (Matlab, Excel), Mass and Energy Balances.</td>
<td>P CHNG1103</td>
<td>C CHNG2802 OR AMME2960</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG2803 Heat and Mass Transfer</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL. Ability to read widely outside of the technical literature, and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on qualitative and quantitative information.</td>
<td>P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923) AND (MATH1005 OR MATH1905) AND ENGG1801 AND CHNG1103</td>
<td>C (CHNG2802 OR AMME2960) AND CHNG2801</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG2804 Chemical Engineering Thermodynamics</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and to carry out computations with Matlab and MS-Excel.

\[ P \text{ CHNG1103 AND (CHEM1101 OR CHEM1111) AND (CHEM1102 OR CHEM1112)} \]

### 3000-level units of study

#### Project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH3921</td>
<td>Biomedical Design and Technology</td>
<td>6</td>
<td>( P ) (AMME2302 OR AMME1362) AND MECH2901 AND (MECH2400 OR ENGG1960 OR AMME1960)</td>
<td>2</td>
</tr>
</tbody>
</table>

### 3000-level units of study

#### Core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNG3804</td>
<td>Biochemical Engineering</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that all core chemical engineering units in second year have been successfully completed. ( P \text{ CHNG2801 AND CHNG2803 AND CHNG2804 AND ((CHNG2802 AND CHNG2806) OR AMME2960)} )</td>
<td>2</td>
</tr>
<tr>
<td>CHNG3808</td>
<td>Engineering Macromolecules &amp; Nanocomposites</td>
<td>6</td>
<td>A Knowledge of reaction engineering, fluid flow, heat transfer and mass transfer. ( P \text{ CHNG2801 AND CHNG2806 N CHNG9808. Co-badge MPE unit.} )</td>
<td>1</td>
</tr>
</tbody>
</table>

### 3000-level units of study

#### Selective units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNG5601</td>
<td>Membrane Science</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CHNG5602</td>
<td>Cellular Biophysics</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CHNG5603</td>
<td>Analysis, Modelling, Control: BioPhy Sys</td>
<td>6</td>
<td>A It is assumed that students have a general knowledge of: ( (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) ). Note: This course is for Master degree students and also is offered as an elective course for fourth year students. Some lectures may be given by a guest lecturer.</td>
<td>1</td>
</tr>
<tr>
<td>CHNG5605</td>
<td>Bio-products: Laboratory to Marketplace</td>
<td>6</td>
<td>Note: This course is for Master degree students and also is offered as an elective course for fourth year students.</td>
<td>2</td>
</tr>
</tbody>
</table>
Major in Computational Engineering

Overview

The Major in Computational Engineering provides students with a thorough grounding in the fundamental numerical and computational techniques used in fluids and structures engineering packages, in combination with the use of engineering modelling based on physical principles. It provides an understanding of parallel computer hardware and parallel programming including domain decomposition and Message Passing. It enables students to develop and use engineering packages with an understanding of convergence, accuracy, efficiency and validation. This Major allows students the opportunity to undertake a major project in a specialist area of computational engineering.

Learning Outcomes

1. In depth understanding of numerical methods used in fluids and structural computational engineering packages.
2. In depth understanding of modern computational techniques such as vectorisation and parallel programming on shared and distributed memory computers.
3. Ability to critically use standard state of the art commercial computational engineering packages.
4. Knowledge practises in validation of computational solutions.
5. Ability to modify develop and modify state of the art computational models.

Project Unit/s

AMME5010 Advanced Computational Engineering will incorporate a capstone project which integrates discipline skills and knowledge.

Interdisciplinary Unit/s

AMME4111 Thesis A & AMME4112 Thesis B allow students to complete a research project containing both breadth and depth, integrating skills across a range of disciplines to address an engineering problem.

Streams in which this major may be taken:

In general any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. We wish to make this more explicit for students:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Mechanical
- Aeronautical
Bachelor of Engineering Honours
Computational Engineering Major

The Major in Computational Engineering provides students with a thorough grounding in the fundamental numerical and computational techniques used in fluids and structures engineering packages, in combination with the use of engineering modelling based on physical principles. It provides an understanding of parallel computer hardware and parallel programming including domain decomposition and Message Passing. It enables students to develop and use engineering packages with an understanding of convergence, accuracy, efficiency and validation. This Major allows students the opportunity to undertake a major project in a specialist area of computational engineering.

Achievement of a major in Computational Engineering requires 48 credit points from this table including:

(i) 18 credit points of 1000/2000-level units of study
(ii) 6 credit points of 3000-level core units of study
(ii) 18 credit points of Project units
(iii) 6 credit points of 3000-level or higher selective units of study

Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core units</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>MATH1021 Calculus of One Variable</td>
<td>3</td>
<td>A HSC Mathematics Extension 1. Students who have not completed HSC Extension 1 Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February).</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MATH1002 Linear Algebra</td>
<td>3</td>
<td>A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February).</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MATH1003 Integral Calculus and Modelling</td>
<td>3</td>
<td>A HSC Mathematics Extension 1. Students who have not completed HSC Extension 1 Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February).</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MATH1005 Statistics</td>
<td>3</td>
<td>A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the</td>
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</tbody>
</table>
Mathematics Bridging Course (offered in February).

**P** MATH1015 or MATH1905 or STAT1021 or STAT1022 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020

### 2000-level units of study

**Core units**

| AMME2000 Engineering Analysis | 6 | **A** Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra. **P** (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933) AND (ENGG1801 OR INFO1103 OR INFO1903 OR INFO1110 OR DATA1002) | Semester 2 |

### 3000-level units of study

**Core units**

| AMME3060 Engineering Methods | 6 | **P** AMME2000 OR MATH2067 OR (MATH2061 AND MATH2065) OR MATH2021 | Semester 2 |

### 4000-level units of study

**Project units**

| AMME4111 Thesis A | 6 | **P** [36 credits of 3000 and/or 4000 level units of study] **N** AMME4121 OR AMME4122 OR AMME4010 | Semester 1 Semester 2 |

*Note: Prospective students in Thesis A are expected to have consulted with supervisors and selected a topic of interest at the end of third year, guided by the advertised list of suggested thesis topics and supervisors. Availability of topics is limited and students should undertake to speak with prospective supervisors as soon as possible. Students who are unable to secure a supervisor and topic will be allocated a supervisor by the unit coordinator. Alternatively, students may do a thesis with a supervisor in industry or in another university department. In this case, the student must also find a second supervisor within the School of AMME.*

| AMME4112 Thesis B | 6 | **P** [36 credits of 3000 and/or 4000 level units of study] **N** AMME4121 OR AMME4122 OR AMME4010 | Semester 1 Semester 2 |

### 5000-level units of study

**Project units**

| AMME5060 Advanced Computational Engineering | 6 | **A** Students should have completed junior courses in linear algebra, calculus and partial differential equations and be familiar with Taylor series, the finite difference method, the finite element method (linear, quadratic elements), numerical stability, accuracy, direct and iterative linear solvers and be able to write Matlab Scripts to solve problems using these methods. Recommend AMME3060 or similar course. | Semester 2 |
### 4000/5000-level units of study

<table>
<thead>
<tr>
<th>Selective units</th>
<th>6</th>
<th>A AERO3465</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO4360 Aerospace Structures 2</td>
<td></td>
<td>P AERO3360</td>
<td></td>
</tr>
<tr>
<td>AMME5202 Computational Fluid Dynamics</td>
<td></td>
<td>A</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5271 Computational Nano-Technology</td>
<td></td>
<td>A</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME5912 Crash Analysis and Design</td>
<td></td>
<td>A</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**AERO4360**

Aerospace Structures 2

**AMME5202**

Computational Fluid Dynamics

- Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.

**AMME5271**

Computational Nano-Technology

- Understanding of basic principles of Newtonian mechanics, physics and chemistry, fluid mechanics and solid mechanics. General knowledge of how to operate a computer and work with different software is also required.

*Note: Departmental permission required.*

**AMME5912**

Crash Analysis and Design

- Computer Aided Drafting, Basic FEA principles and Solid Mechanics.

*Note: Departmental permission required.*
Appendix 4

Major in Computer Engineering

Overview

The major in computer engineering builds on foundations in physics, mathematics, computer science and basic electrical engineering principles. The main focus of this major is in understanding the design of computing hardware behind various digital devices such as smart phones, routers, computers and other purpose built systems. You will specialise in advanced computer systems, computer networking, computer architecture, digital design and software engineering. A wide range of computer-oriented electives are also available, including studies in artificial intelligence and integrated circuit design.

As a computer engineering graduate, you may pursue a career in embedded microprocessor systems, FPGA design, digital control systems, image processing, digital signal processing, tracking and surveillance, measurement and sensing, data processing systems, software engineering and biomedical engineering.

Learning Outcomes

- Understand how to design computing machines including a pipelined RISC processor with memory hierarchy and hardware-based accelerators.
- Be able to critically evaluate different parallelisation schemes, memory designs and instruction sets.
- Model and benchmark the performance of different computer architectures.
- Understand how economic issues affect computer designers.
- Capacity to apply microcomputer concepts, principles and techniques to various engineering specific applications
- Understand concepts in data communications and networking and the advantages and disadvantages of alternative protocols, algorithms and designs.

Project and Interdisciplinary Unit/s

Engineering is interdisciplinary by nature. Engineering applies the principles and methods from a range of science disciplines to real world problems typically involving a complex combination of human, commercial and environmental factors. Electrical engineering core units of study include content from maths, physics. Although project based assessment is a common characteristic of many advanced units in electrical engineering, ELEC3608 Computer Architecture has been nominated as the designated project unit for Computer Engineering major. This unit has a substantial design element requiring students to design a complete pipelined reduced instruction set processor. This project requires the integration and application of disciplinary knowledge and skills. The applications these design are multidisciplinary by nature. Besides these exposures to projects, all the electrical engineering degree students also do a 12 cp project in their final year as part of the degree core.

Note re Core Units

ELEC3506 Data Communications and the Internet is a common core unit for the majors in Computer Engineering, Telecommunications Engineering and Internet of Things. This unit covers the design of communication networks, internet protocols, network management and security. This is an essential knowledge for understanding connection of computers/devices in a network. That is why this unit is a part of core units for these three majors.

Streams in which this major may be taken:

This major best aligns with the Electrical stream. Single degree students doing Software Stream can possibly accommodate this major with a very strict choice of their stream elective units.
Bachelor of Engineering Honours
Computer Engineering Major

The major in computer engineering builds on foundations in physics, mathematics, computer science and basic electrical engineering principles. The main focus of this major is in understanding the design of computing hardware behind various digital devices such as smart phones, routers, computers and other purpose built systems. You will specialise in advanced computer systems, computer networking, computer architecture, digital design and software engineering. A wide range of computer-oriented electives are also available, including studies in artificial intelligence and integrated circuit design.

As a computer engineering graduate, you may pursue a career in embedded microprocessor systems, FPGA design, digital control systems, image processing, digital signal processing, tracking and surveillance, measurement and sensing, data processing systems, software engineering and biomedical engineering.

Achievement of a major in Computer Engineering requires 48 credit points from this table including:

(i) 24 credit points of 1000/2000-level units of study
(ii) 6 credit points of Project units
(iii) 12 credit points of 3000-level core units of study
(iv) 6 credit points of 3000-level selective units of study

Units of Study

The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-level units of study</td>
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<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO1113 Object-Oriented Programming</td>
<td>6</td>
<td>P INFO1110</td>
<td>INFO1103 OR INFO1105 OR INFO1905</td>
<td></td>
<td>Semester 1, Semester 2</td>
<td></td>
</tr>
<tr>
<td>2000-level units of study</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Core units</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP2017 Systems Programming</td>
<td>6</td>
<td>P INFO1113 OR INFO1105 OR INFO1905 OR INFO1103</td>
<td>COMP2123 OR COMP2823 OR INFO1105 OR INFO1905</td>
<td>COMP2129</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>ELEC2104 Electronic Devices and Circuits</td>
<td>6</td>
<td>A ELEC1103. Ohm’s Law and Kirchoff’s Laws; action of Current and Voltage sources; network analysis and the superposition theorem; Thevenin and Norton equivalent circuits; inductors and capacitors, transient response of RL, RC and RLC circuits; the ability to use power supplies, oscilloscopes, function generators, meters, etc.</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>ELEC2602 Digital Logic</td>
<td>6</td>
<td>A ELEC1601. This unit of study assumes some knowledge of digital data representation and basic computer organisation.</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>3000-level units of study</td>
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</table>
### Core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC3506 Data Communications and the Internet</td>
<td>6</td>
<td>NETS2150</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC3607 Embedded Systems</td>
<td>6</td>
<td>A ELEC1601 AND ELEC2602. Logic operations, theorems and Boolean algebra, data representation, number operations (binary, hex, integers and floating point), combinational logic analysis and synthesis, sequential logic, registers, counters, bus systems, state machines, simple CAD tools for logic design, basic computer organisation, the CPU, peripheral devices, software organisation, machine language, assembly language, operating systems, data communications and computer networks. P ELEC1601 AND ELEC2602 AND COMP2017</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### 3000-level units of study

#### Project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC3608 Computer Architecture</td>
<td>6</td>
<td>A ELEC3607. Knowledge of microprocessor systems (embedded systems architecture, design methodology, interfacing and programming) is required. P ELEC2602. Knowledge of digital logic (logic operations, theorems and Boolean algebra, number systems, combinational logic analysis and synthesis, sequential logic, registers, counters, bus systems, state machines, design of a simple computer, and using hardware description languages such as VHDL or Verilog) is required.</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### 3000-level units of study

#### Selective units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP3520 Operating System Internals</td>
<td>6</td>
<td>P (COMP2017 OR COMP2129) AND (COMP2123 OR COMP2823 OR INFO1105 OR INFO1905)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC3104 Engineering Electromagnetics</td>
<td>6</td>
<td>A Differential calculus, integral calculus, vector integral calculus; electrical circuit theory and analysis using lumped elements; fundamental electromagnetic laws and their use in the calculation of static fields.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC3304 Control</td>
<td>6</td>
<td>A Specifically the following concepts are assumed knowledge for this unit: familiarity with basic Algebra, Differential and Integral Calculus, Physics; solution of linear differential equations, Matrix Theory, eigenvalues and eigenvectors; linear electrical circuits, ideal op-amps; continuous linear time-invariant systems and their time and frequency domain representations, Laplace transform, Fourier transform. P ELEC2302 AND (MATH2061 OR MATH2067 OR MATH2021 OR MATH2961 OR AMME2000) N AMME3500</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC3305 Digital Signal Processing</td>
<td>6</td>
<td>A Familiarity with basic Algebra, Differential and Integral Calculus, continuous linear time-invariant systems and their time and frequency domain representations, Fourier</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
transform, sampling of continuous time signals.

**P ELEC2302**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC3404</td>
<td>Electronic Circuit Design</td>
<td>6</td>
<td>A A background in basic electronics and circuit theory is assumed.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC3702</td>
<td>Management for Engineers</td>
<td>6</td>
<td><strong>N</strong> ENGG3005 OR MECH3661</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Major in Construction Management

Overview

Study in the Construction Management Major will include techniques and models in the initiation, appraisal, procurement, planning, construction, control, organisation and management, and handover of engineering construction projects. You will develop professional project management skills in the context of engineering construction projects or civil infrastructure projects.

Learning Outcomes

- Design and management using various methods of construction: piling, blasting, drainage, tunnelling, underpinning, retaining structures, earthworks, surveying, etc.
- Understand all aspects of the project management lifecycle, PMBOK knowledge areas and effective team management.
- Ability to evaluate projects using various cash-flow based techniques and benefit-cost analysis.
- Comprehension of statutory responsibilities related to construction: Insurance, Occupational Health and Safety, Contracts, Employment, etc.
- Understanding of the concepts and processes for project feasibility, planning, procurement, negotiation, contracting and tendering.

Project Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Construction Management.

Interdisciplinary Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Construction Management.

Streams:

This major best aligns with the Civil stream.
Bachelor of Engineering Honours
Construction Management Major

Your course of study in the Construction Management Major will include techniques and models in the initiation, appraisal, procurement, planning, construction, control, organisation and management, and handover of engineering construction projects. You will develop professional project management skills in the context of engineering construction projects or civil infrastructure projects.

Achievement of a major in Construction Management Engineering requires 48 credit points from this table including:

(i) 18 credit points of 1000 and 2000-level units of study
(ii) 30 credit points of 3000-level or higher units of study
(iii) 12 credit points of Project units
(iv) 12 credit points of Elective specialist units

Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL1810 Engineering Construction and Surveying</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A CIVL1900. Some statistical awareness is an advantage and co-enrolment in MATH1005 Statistics is advised. HSC Mathematics Extension 1 or completion of (MATH1001 or MATH1021) and MATH1002 are sufficient for non-statistical maths preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N CIVL2810</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Note: In recent years - the course has included a 1.5 day camp at Webbs Creek (about 80km from Sydney). The camp is located in a bushland setting. It aims to provide valuable practice in practical field survey and has a secondary aim of providing a basis for social gathering (this aspect being requested in student feedback over recent years)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CIVL1900 Introduction to Civil Engineering</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N ENGG1800 OR CHNG1108 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1000-level units of study

Core units

CIVL2812 Project Appraisal | 6 | A MATH1005 | | N ENGG2850 OR CIVL3812 | | Semester 2 |

2000-level units of study

Core units

3000-level units of study

Core units
### 4000-level units of study

#### Project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Unit Code</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL4022</td>
<td>A</td>
<td>6</td>
<td>P 30 credits of 3rd year units of study and ISWAM 65 or over.</td>
<td>Note: The thesis topic must be in a field related to Construction Management. Department permission required for enrolment. It is expected that the Thesis will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of Thesis coordinator and School’s Director of Learning &amp; Teaching and will only be allowed where there are good reasons for doing so. Students considering this option should discuss it with the Thesis coordinator at least one semester before they intend to start.</td>
</tr>
<tr>
<td>CIVL4023</td>
<td>A</td>
<td>6</td>
<td>P 30 credits of 3rd year units of study.</td>
<td>Note: The thesis topic must be in a field related to Construction Management. Department permission required for enrolment.</td>
</tr>
</tbody>
</table>

#### Elective Specialist units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Unit Code</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL4810</td>
<td>A</td>
<td>6</td>
<td>A CIVL3805. Students are expected to have understood and applied basic tools for project scope, cost and time management for projects as taught in CIVL3805 or equivalent courses.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL4813</td>
<td>A</td>
<td>6</td>
<td>A CIVL3805. Students are expected to have grasped the concepts of basic legal and management principles and the understanding of construction and engineering terminologies. As there are no prerequisite courses for this UoS, without prior knowledge student can perform exceptionally well with regular attendance and participation in course activities.</td>
<td>N CIVL3813 OR ENGG3854</td>
</tr>
<tr>
<td>CIVL4814</td>
<td>A</td>
<td>6</td>
<td>A CIVL3805</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL4815</td>
<td>P</td>
<td>6</td>
<td>P CIVL3805 AND (CIVL3812 OR CIVL2812)</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Major in Electrical Engineering

Overview

With rapid transformation occurring across industries and a greater emphasis on green technologies, electrical engineering plays a vital role in building our future society. This major allows students to deepen their knowledge of the discipline of electrical engineering, including in areas such as satellite communications, high-performance computing, telecommunications, signal processing, energy generation and control systems.

Learning Outcomes

This Major in Electrical Engineering is designed to be done in conjunction with a Bachelor of Engineering Honours (Biomedical). Biomedical Engineering is an interdisciplinary field of Engineering, with overlaps with many of the traditional branches of engineering, one of the most important of which is Electrical engineering, an overlap which encompasses the multi-billion-dollar global industries of diagnostic equipment such as MRI scanners and PET scanners, and the huge array of electrical hospital equipment from neonatal support systems to infusion pumps. While targeted study in all of these areas forms part of the Bachelor of Engineering Honours (Biomedical), the deeper underlying Electrical Engineering principles do not fall within the scope of a Biomedical Engineering Degree. The Electrical Major is therefore designed to cater for those students who wish to delve deeper into these fundamental underlying Electrical Engineering principles, and thereby allow students to align their study more closely with this area of biomedical engineering.

Secondly, by completing this major, students will be able to market themselves in the workplace not only as a Biomedical Engineer, but also as possessing a Major in the Electrical Engineering field. This Major gives them a range of skills that a Electrical Engineer is expected to have been trained in. Specifically, key concepts in:

1. Junior level electrical engineering
2. Intermediate level electrical engineering
3. Senior level electrical engineering

This Major is structured in such a way that all of these key concepts can be learned at either the intermediate or senior level, with scope for extra specialisation at the senior level in some of these key concepts. Thus, this Major is intended to be complementary to the Bachelor of Engineering Honours (Biomedical).

Project and Interdisciplinary Unit/s

MECH3921 Biomedical Design and Technology.

Project Work Content: 60% of the assessable content of this unit of study involves an integrated team biomedical engineering design project; involving students working in a team of 6 to 10 developing, and in some cases prototyping, a biomedical design solution to a clinical problem, working under the supervision of engineering academics and clinicians.

Interdisciplinary: Biomedical engineering is an interdisciplinary field. It has strong overlaps with many traditional branches of engineering including mechanical, mechatronic, electrical, chemical, and materials. All of these areas are represented in the wide range of team projects available in this unit of study, and in all cases, with the unified interdisciplinary theme being biomedical engineering. The team projects were facilitated by academics and clinicians, thus broadening the interdisciplinary aspect of the word to both the breadth of Engineering, as well as the clinical field, i.e., the discipline of medicine. This unit of study therefore meets the criteria of “project work requiring the application of disciplinary skills and knowledge in an interdisciplinary context”.

Disciplinary: In 2017 there were 20 teams of students in the class of 130 students, 6 or 7 per team, and the team projects were aligned to various disciplines, including Electrical Engineering.
Study Coordinator ensures that students who are doing a Major are allocated to a team that aligns with theirMajor, in this case the Electrical Engineering Major. For example, of the 20 team projects in 2017, the following is an example of a team project that was specifically aligned with the Electrical Major: Infusion occlusion alarm system (Electrical Major). This is how we have been running this for some years now, for example in 2016 there were 18 teams projects for about 130 students, with representative projects in each of the Majors, including the Electrical Major.

Streams in which this major may be taken:

In general any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. We wish to make this more explicit for students:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Biomedical

Students in the Electrical Engineering Stream may not enrol in the Electrical Engineering Major.
Bachelor of Engineering Honours
Electrical Engineering Major

With rapid transformation occurring across industries and a greater emphasis on green technologies, electrical engineering plays a vital role in building our future society. This major allows students to deepen their knowledge of the discipline of electrical engineering, including in areas such as satellite communications, high-performance computing, telecommunications, signal processing, energy generation and control systems.

Achievement of a major in Electrical Engineering requires 48 credit points from this table including:

(i) a minimum of 12 credit points of 2000-level units of study
(ii) 6 credit points of Project units
(iii) a minimum of 18 credit points of 3000-level Selective units

Units of Study
The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selective units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC2103 Simulation and Numerical Solutions in Engineering</td>
<td>6</td>
<td>A ELEC1103. Understanding of the fundamental concepts and building blocks of electrical and electronics circuits and aspects of professional project management, teamwork, and ethics.</td>
<td></td>
<td></td>
<td>N COSC1001 OR COSC1901</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC2104 Electronic Devices and Circuits</td>
<td>6</td>
<td>A ELEC1103. Ohm<code>s Law and Kirchoff</code>s Laws; action of Current and Voltage sources; network analysis and the superposition theorem; Thevenin and Norton equivalent circuits; inductors and capacitors, transient response of RL, RC and RLC circuits; the ability to use power supplies, oscilloscopes, function generators, meters, etc.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC2302 Signals and Systems</td>
<td>6</td>
<td>A (MATH1001 OR MATH1021) AND MATH1002 AND (MATH1003 OR MATH1023). Basic knowledge of differentiation &amp; integration, differential equations, and linear algebra.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC2602 Digital Logic</td>
<td>6</td>
<td>A (MATH1001 OR MATH1021) AND MATH1002 AND (MATH1003 OR MATH1023). Basic knowledge of differentiation &amp; integration, differential equations, and linear algebra.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

| **3000-level units of study**                      |               |                      |                  |                |                |         |
| Project units                                     |               |                      |                  |                |                |         |
| MECH3921 Biomedical Design and Technology         | 6             | A A basic understanding of human physiology and anatomy and an understanding of the engineering design process. | P (AMME2302 OR AMME1362) AND MECH2901 AND (MECH2400 OR ENGG1960 OR AMME1960) |                | N AMME5921 | Semester 2 |

<p>| <strong>3000-level units of study</strong>                      |               |                      |                  |                |                |         |
| Selective units                                   |               |                      |                  |                |                |         |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC3104</td>
<td>Engineering Electromagnetics</td>
<td>6</td>
<td>A Differential calculus, integral calculus, vector integral calculus; electrical circuit theory and analysis using lumped elements; fundamental electromagnetic laws and their use in the calculation of static fields.</td>
<td>1</td>
</tr>
<tr>
<td>ELEC3203</td>
<td>Electricity Networks</td>
<td>6</td>
<td>A This unit of study assumes a competence in first year mathematics (in particular, the ability to work with complex numbers), in elementary circuit theory and in basic electromagnetics.</td>
<td>1</td>
</tr>
</tbody>
</table>
2. Fourier theory applied to periodic and non-periodic signals. 
3. Software such as MATLAB to perform signal analysis and filter design. 
4. Familiarity with the use of basic laboratory equipment such as oscilloscope, function generator, power supply, etc. 
5. Basic electric circuit theory and analysis. | 1        |
| ELEC3206    | Electrical Energy Conversion Systems            | 6      | A Following concepts are assumed knowledge for this unit of study: familiarity with circuit theory, electronic devices, ac power, capacitors and inductors, and electric circuits such as three-phase circuits and circuits with switches, the use of basic laboratory equipment such as oscilloscope and power supply. | 2        |
| ELEC3304    | Control                                         | 6      | A Specifically the following concepts are assumed knowledge for this unit: familiarity with basic Algebra, Differential and Integral Calculus, Physics; solution of linear differential equations, Matrix Theory, eigenvalues and eigenvectors; linear electrical circuits, ideal op-amps; continuous linear time-invariant systems and their time and frequency domain representations, Laplace transform, Fourier transform. | 2        |
| ELEC3305    | Digital Signal Processing                       | 6      | A Familiarity with basic Algebra, Differential and Integral Calculus, continuous linear time-invariant systems and their time and frequency domain representations, Fourier transform, sampling of continuous time signals. | 1        |
| ELEC3404    | Electronic Circuit Design                       | 6      | A ELEC2104. A background in basic electronics and circuit theory is assumed. | 2        |
| ELEC3405    | Communications Electronics and Photonics        | 6      | P ELEC2302. Confidence in mathematical operation usually needed to handle telecommunications problems such as Fourier transform, fundamental in signals and systems theory, convolution, and similar techniques. | 1        |
| ELEC3505    | Communications                                 | 6      | N NETS2150                                                                     | 2        |
| ELEC3506    | Data Communications and the Internet            | 6      | A ELEC1601 AND ELEC2602. Logic operations, theorems and Boolean algebra, data representation, number operations (binary, hex, integers | 1        |
| ELEC3607    | Embedded Systems                                | 6      |                                                                            | 1        |
and floating point), combinational logic analysis and synthesis, sequential logic, registers, counters, bus systems, state machines, simple CAD tools for logic design, basic computer organisation, the CPU, peripheral devices, software organisation, machine language, assembly language, operating systems, data communications and computer networks.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
</table>
| ELEC3608             | Computer Architecture                         | 6      | A ELEC3607. Knowledge of microprocessor systems (embedded systems architecture, design methodology, interfacing and programming) is required.  

P ELEC2602. Knowledge of digital logic (logic operations, theorems and Boolean algebra, number systems, combinational logic analysis and synthesis, sequential logic, registers, counters, bus systems, state machines, design of a simple computer, and using hardware description languages such as VHDL or Verilog) is required. | 2        |
|                      |                                               |        | **ELEC3609 Internet Software Platforms**                                    | 6        |
|                      |                                               |        | **P** (INFO1103 OR INFO1110) AND (INFO2110 OR ISYS2110) AND (INFO2120 OR INFO2820 OR ISYS2120)  

**N** EBUS4001 | 2        |
|                      |                                               |        | **ELEC3610 E-Business Analysis and Design**                                  | 6        |
|                      |                                               |        | **N** EBUS3003 | 2        |
|                      |                                               |        | **ELEC3702 Management for Engineers**                                       | 6        |
|                      |                                               |        | **N** ENGG3005 OR MECH3661 | 2        |
|                      |                                               |        | **ELEC3802 Fundamentals of Biomedical Engineering**                         | 6        |
|                      |                                               |        | A ELEC2004 OR ELEC2104. A knowledge of basic electrical engineering is required: Ohm’s law, Thevenin’s and Norton’s theorems, basic circuit theory involving linear resistors, capacitors and inductors, a basic knowledge of bipolar and field effect transistor theory, simplified theoretical mechanism of operation of transformers. | 1        |
|                      |                                               |        | **P** ELEC2104 AND ELEC2602. Familiarity with transistor operations, basic electrical circuits, embedded programming is required. | 2        |
|                      |                                               |        | **ELEC3803 Bioelectronics**                                                  | 6        |
Major in Energy and the Environment

Overview

The provision of reliable and affordable energy in an environmentally sustainable manner is one of the most significant engineering challenges of the twenty-first century. A Major in Energy and the Environment will provide you with the skills necessary to embark on a career in this important and exciting field. You will develop the skills required to design efficient energy generation and conversion systems and to assess and quantify the environmental impacts of these systems.

Learning Outcomes

1. Ability to conduct quantitative analysis of performance and efficiency of energy systems
2. Understanding and quantification of emissions and other environmental impacts of energy generation and conversion processes.
3. End to end analysis of energy generation and use.

Project units:

AMME5101 Energy and the Environment will incorporate a capstone project which integrates discipline skills and knowledge.

Interdisciplinary Unit/s

AMME4111 Thesis A & AMME4112 Thesis B allow students to complete a research project containing both breadth and depth, integrating skills across a range of disciplines to address an engineering problem.

Streams in which this major may be taken:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Mechanical
Bachelor of Engineering Honours
Energy and the Environment Major

The provision of reliable and affordable energy in an environmentally sustainable manner is one of the most significant engineering challenges of the twenty-first century. A Major in Energy and the Environment will provide you with the skills necessary to embark on a career in this important and exciting field. You will develop the skills required to design efficient energy generation and conversion systems and to assess and quantify the environmental impacts of these systems.

Achievement of a major in Energy and the Environment requires 48 credit points from this table including:

(i) 12 credit points of 1000-level units of study

(ii) 6 credit points of 3000-level selective units of study

(iii) 18 credit points of Project units

(ii) 6 credit points of 5000-level core units of study

(iii) 6 credit points of 5000-level selective units of study

Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH1021 Calculus of One Variable</td>
<td>3</td>
<td>A HSC Mathematics Extension 1. Students who have not completed HSC Extension 1 Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February).</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N MATH1011 or MATH1901 or MATH1906 or MATH1111 or ENVX1001 or MATH1001 or MATH1921 or MATH1931</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH1002 Linear Algebra</td>
<td>3</td>
<td>A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February).</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N MATH1012 or MATH1014 or MATH1902</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH1003 Integral Calculus and Modelling</td>
<td>3</td>
<td>A HSC Mathematics Extension 1. Students who have not completed HSC Extension 1 Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February).</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N MATH1013 or MATH1903 or MATH1907 or MATH1003 or MATH1923 or MATH1933</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH1005</td>
<td>3</td>
<td>A HSC Mathematics. Students who have not completed HSC</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Statistics**  
Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February).

**P** MATH1015 or MATH1905 or STAT1021 or STAT1022 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020

### 3000-level units of study

#### Selective units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO3261 Propulsion</td>
<td>6</td>
<td>Good knowledge of fluid dynamics and thermodynamics. <strong>P</strong> AMME2200 OR (AMME2261 AND AMME2262)</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECH3260 Thermal Engineering 2</td>
<td>6</td>
<td>Fundamentals of thermodynamics and fluid mechanics are needed to begin this more advanced course. <strong>P</strong> AMME2200 OR AMME2262</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4000-level units of study

#### Project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME4111 Thesis A</td>
<td>6</td>
<td><strong>P</strong> [36 credits of 3000 and/or 4000 level units of study] <strong>N</strong> AMME4121 OR AMME4122 OR AMME4010</td>
<td>Semester 1 Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Prospective students in Thesis A are expected to have consulted with supervisors and selected a topic of interest at the end of third year, guided by the advertised list of suggested thesis topics and supervisors. Availability of topics is limited and students should undertake to speak with prospective supervisors as soon as possible. Students who are unable to secure a supervisor and topic will be allocated a supervisor by the unit coordinator. Alternatively, students may do a thesis with a supervisor in industry or in another university department. In this case, the student must also find a second supervisor within the School of AMME.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME4112 Thesis B</td>
<td>6</td>
<td><strong>P</strong> [36 credits of 3000 and/or 4000 level units of study] <strong>N</strong> AMME4121 OR AMME4122 OR AMME4010</td>
<td>Semester 1 Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5000-level units of study

#### Project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5101 Energy and the Environment</td>
<td>6</td>
<td>Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer <strong>P</strong> MECH3260 OR MECH9260 OR AERO3261 OR AERO9261.</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5000-level units of study

#### Core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH5275 Renewable Energy</td>
<td>6</td>
<td>The student will need a sound background in advanced level fluid mechanics, thermodynamics and heat transfer. In particular, students should be able to analyse fluid flow in turbomachinery; perform first and second law thermodynamic analysis of energy conversion systems, including chemically reacting systems; and perform advanced level</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
calculations of conductive and convective and radiative heat transfer, including radiative spectral analysis.

P (MECH3260 AND MECH3261) OR (AERO3260 AND AERO3261) OR (MECH5262 AND MECH5261) OR (MECH9260 AND MECH9261) OR (AERO9260 AND AERO9261). Students claiming to have prerequisite knowledge based on study at other institutions must contact the unit of study coordinator before enrolling in this unit and may be required to sit a pre-exam to demonstrate that they have the necessary knowledge and skills to undertake this advanced level unit.

Note: Departmental permission required.

### 5000-level units of study

#### Selective units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5202</td>
<td>Computational Fluid Dynamics</td>
<td>6</td>
<td>A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.</td>
<td></td>
</tr>
<tr>
<td>AMME5510</td>
<td>Vibration and Acoustics</td>
<td>6</td>
<td>P (AMME2301 OR AMME9301) AND (AMME2200 OR AMME2261 OR AMME9261) AND (AMME2500 OR AMME9500)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5255</td>
<td>Air Conditioning &amp; Refrigeration</td>
<td>6</td>
<td>A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. P MECH3260 OR MECH9260 OR MECH5262 N MECH4255</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Appendix 8

Major in Engineering Design

Overview

The creation of an Engineering Design Major (EDM) enables students to consolidate their skills in design and manufacturability into a focused program. The 21st century engineer needs to be more creative and be able to communicate unique solutions using a combination of graphical, oral, presentation and written skills. Technology is very quickly replacing traditional engineering skills with a complement of analysis and heuristic focused software. A multidisciplinary focused design engineer that is able to ideate using a range of creativity methods on broad interdisciplinary projects is the new need.

Learning Outcomes

1. The initial development of skills to enable the communication of creative ideas using a combination of freehand sketching, engineering drawings, written assignments / major reports.
2. The development of knowledge and practice in the different creativity methods applicable to an engineering environment.
3. The development of understanding in the selection of suitable materials for design appropriate manufacturing process for the production of a final design in nominated quantities.
4. The development of an ability to implement optimised based interdisciplinary design solutions that encapsulate design projects of a broad context.
5. The ability to work not just independently but in a group based from across streams or disciplines as part of Honours Thesis.

Interdisciplinary and Project Unit/s

Design focused Units of Study (UoS) are by nature of their content, multidisciplinary. Design draws on all UoS within AMME. A clear example is found in the design of a Formula SAE racing car project that the School has competed in for more than a decade. The Major in Engineering Design easily encapsulates the theme of interdisciplinary content.

i) AMME4111 (Thesis A): The preparatory component of the final year thesis project should be on an Engineering Design topic that should see students' skills gained in all UoS attempted (but predominately design focused UoSs) and applying them to an interdisciplinary design project.

i) AMME4112 (Thesis B) The second part of Thesis consolidates preparatory work and research skills gained into a specific-design focused Thesis that should finally reflect the design focus of the EDM.

Streams in which this major may be taken:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Mechanical
- Aeronautical
Bachelor of Engineering Honours

Engineering Design Major

The creation of an Engineering Design Major (EDM) enables students to consolidate their skills in design and manufacturability into a focused program. The 21st century engineer needs to be more creative and be able to communicate unique solutions using a combination of graphical, oral, presentation and written skills. Technology is very quickly replacing traditional engineering skills with a complement of analysis and heuristic focused software. A multidisciplinary focused design engineer that is able to ideate using a range of creativity methods on broad interdisciplinary projects is the new need.

Achievement of a major in Engineering Design requires 48 credit points from this table including:

(i) 12 credit points of 1000/2000-level units of study
(ii) 18 credit points of 3000-level selective units of study
(iii) 12 credit points of Project units of study
(iv) 6 credit points of 5000-level units of study

Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO1400 Introduction to Aircraft Construction and Design</td>
<td>6</td>
<td>A Some basic skills with engineering workshop hand tools is desirable.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH2400 Mechanical Design 1</td>
<td>6</td>
<td>A ENGG1801 AND ENGG1802. HSC Maths and HSC Physics.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH2401 Human Centred Design</td>
<td>6</td>
<td>A MECH1560 AND MECH1400</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

1000/2000-level units of study

Selective units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO3460 Aerospace Design 1</td>
<td>6</td>
<td>P AMME2301 AND MECH2400</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AERO3465 Aerospace Design 2</td>
<td>6</td>
<td>A AERO1400 AND AMME2302 AND AMME1362 P AMME2301 AND MECH2400</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO4460 Aerospace Design 3</td>
<td>6</td>
<td>A AERO1400 AND AERO2703 AND AERO3465 P AERO3260 AND AERO3261 AND AERO3360 AND AERO3460</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH3460 Mechanical Design 2</td>
<td>6</td>
<td>A Properties of engineering materials including fatigue failure theories. Statics and dynamics properties of machines.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

3000/4000-level units of study

Selective units
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH3660 Manufacturing Engineering</td>
<td>6</td>
<td>P MECH2400 OR ENGG1960 OR AMME1960 OR MECH1560</td>
<td>1</td>
</tr>
<tr>
<td>MECH4460 Mechanical Design 3</td>
<td>6</td>
<td>A AMME2301 AND AMME2500 AND ENGG1802 AND MECH3361</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P MECH2400 AND MECH3460</td>
<td></td>
</tr>
</tbody>
</table>

**4000-level units of study**

**Project units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME4111 Honours Thesis A</td>
<td>6</td>
<td>P [36 credits of 3000 and/or 4000 level units of study]</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N AMME4121 OR AMME4122 OR AMME4010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> Prospective students in Thesis A are expected to have consulted with supervisors and selected a topic of interest at the end of third year, guided by the advertised list of suggested thesis topics and supervisors. Availability of topics is limited and students should undertake to speak with prospective supervisors as soon as possible. Students who are unable to secure a supervisor and topic will be allocated a supervisor by the unit coordinator. Alternatively, students may do a thesis with a supervisor in industry or in another university department. In this case, the student must also find a second supervisor within the School of AMME.</td>
<td></td>
</tr>
<tr>
<td>AMME4112 Honours Thesis B</td>
<td>6</td>
<td>P [36 credits of 3000 and/or 4000 level units of study]</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N AMME4121 OR AMME4122 OR AMME4010</td>
<td></td>
</tr>
</tbody>
</table>

**5000-level units of study**

**Selective units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO5200 Advanced Aerodynamics</td>
<td>A BE in the area of Aerospace Engineering or related Engineering field. P AERO5210 OR AERO9260 OR AERO3260</td>
<td>2</td>
</tr>
<tr>
<td>AERO5400 Advanced Aircraft Design and Analysis</td>
<td>A Undergraduate level 1, 2 and 3 or Foundation Masters units in Aerospace Design are expected to have been completed before undertaking this unit. P AERO3460 OR AERO5410 OR AERO9460</td>
<td>2</td>
</tr>
<tr>
<td>AMME5902 Computer Aided Manufacturing</td>
<td>Note: Department permission required.</td>
<td>2</td>
</tr>
<tr>
<td>AMME5912 Crash Analysis and Design</td>
<td>A Computer Aided Drafting, Basic FEA principles and Solid Mechanics Note: Department permission required.</td>
<td>1</td>
</tr>
</tbody>
</table>
Major in Environmental Engineering

Overview

Environmental engineers are concerned with developing an understanding of the physical processes that shape our environment, and developing tools and strategies to manage these processes to prevent problems arising as the result of development, and to solve problems which may arise. This work includes, but is not limited to, management of water resources including both surface and subsurface flows, management of environmental quality in surface and subsurface water and soil, and management of the near shore coastal environment, and wind engineering, including dispersion and environmental load on structures.

As an environmental engineer you may be part of a design team for both large and small scale infrastructure developments both onshore and offshore, and developing engineering solutions for environmental issues which may arise. You may be involved in the management of water resources, the mitigation of the effects of urban development on the wind climate in cities, and in collaboration with environmental scientists and ecologists, develop practical environmental plans for the utilisation of our resources.

Learning Outcomes

- Understand how to obtain the desired human and ecological outcomes by the engineering of the environment.
- Be skilled in all aspects of fluid mechanics through both theory and experiments.
- Develop computational, analytical and interpretative hydrological tools and to apply conservation and management principles to water resources and uses.
- Be proficient in all aspects of wind engineering.
- Understand the methods of reservoir, stream and coastal engineering.

Project Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Environmental Engineering.

Interdisciplinary Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Environmental Engineering.

Streams:

This major best aligns with the Civil stream.
# Bachelor of Engineering Honours
## Environmental Engineering Major

Environmental engineers are concerned with developing an understanding of the physical processes that shape our environment, and developing tools and strategies to manage these processes to prevent problems arising as the result of development, and to solve problems which may arise. This work includes, but is not limited to, management of water resources including both surface and subsurface flows, management of environmental quality in surface and subsurface water and soil, and management of the near shore coastal environment, and wind engineering, including dispersion and environmental load on structures.

As an environmental engineer you may be part of a design team for both large and small scale infrastructure developments both onshore and offshore, and developing engineering solutions for environmental issues which may arise. You may be involved in the management of water resources, the mitigation of the effects of urban development on the wind climate in cities, and in collaboration with environmental scientists and ecologists, develop practical environmental plans for the utilisation of our resources.

Achievement of a major in Environmental Engineering requires 48 credit points from this table including:

(i) 18 credit points of 1000 and 2000-level units of study
(ii) 30 credit points of 3000-level or higher units of study
(iii) 12 credit points of Project units
(iv) 12 credit points of Elective specialist units

## Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL1810 Engineering Construction and Surveying</td>
<td>6</td>
<td>A CIVL1900. Some statistical awareness is an advantage and co-enrolment in MATH1005 Statistics is advised. HSC Mathematics Extension 1 or completion of (MATH1001 or MATH1021) and MATH1002 are sufficient for non-statistical maths preparation</td>
<td>N CIVL2810</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Note: In recent years - the course has included a 1.5 day camp at Webbs Creek (about 80km from Sydney). The camp is located in a bushland setting. It aims to provide valuable practice in practical field survey and has a secondary aim of providing a basis for social gathering (this aspect being requested in student feedback over recent years)</td>
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</tr>
<tr>
<td>CIVL1900 Introduction to Civil Engineering</td>
<td>6</td>
<td>N ENGG1800 OR CHNG1108 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

<p>| <strong>2000-level units of study</strong> | | | | | | |
| <strong>Core units</strong> | | | | | | |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Pre-requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL2010</td>
<td>Environmental Engineering</td>
<td>6</td>
<td>A ENGG1803 OR ENGG1111. Strong calculus knowledge from first year MATHS and substantial report writing skills are recommended for success in this subject. Basic understanding of structural mechanics (CIVL2201) is also an advantage. N CIVL3010</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL3614</td>
<td>Hydrology</td>
<td>6</td>
<td>A (ENGG1802 OR CIVL1802) AND CIVL3612 AND MATH2061 P CIVL2611</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>Note: The unit of study builds on the theory and concepts learnt in CIVL2611 Introductory Fluid Mechanics and CIVL3612 Fluid Mechanics.</td>
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<tr>
<td></td>
<td>3000-level units of study</td>
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<tr>
<td></td>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL3614</td>
<td>Hydrology</td>
<td>6</td>
<td>A (ENGG1802 OR CIVL1802) AND CIVL3612 AND MATH2061 P CIVL2611</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>Note: The unit of study builds on the theory and concepts learnt in CIVL2611 Introductory Fluid Mechanics and CIVL3612 Fluid Mechanics.</td>
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</tr>
<tr>
<td></td>
<td>4000-level units of study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL4022</td>
<td>Thesis A</td>
<td>6</td>
<td>P 30 credits of 3rd year units of study and ISWAM 65 or over.</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Note: The thesis topic must be in a field related to Construction Management.</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>Department permission required for enrolment. It is expected that the Thesis will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of Thesis coordinator and School’s Director of Learning &amp; Teaching and will only be allowed where there are good reasons for doing so. Students considering this option should discuss it with the Thesis coordinator at least one semester before they intend to start.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL4023</td>
<td>Thesis B</td>
<td>6</td>
<td>P 30 credits of 3rd year units of study.</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Note: The thesis topic must be in a field related to Construction Management. Department permission required for enrolment.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>5000-level units of study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective Specialist units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL5351</td>
<td>Geoenvironmental Engineering</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5668</td>
<td>Fundamentals of Wind Engineering for Design</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5670</td>
<td>Reservoir, Stream and Coastal Engineering</td>
<td>6</td>
<td>A CIVL3612 AND MATH2061</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5999</td>
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<td></td>
</tr>
<tr>
<td>Advanced Research and Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A CIVL2201 AND CIVL2611 AND CIVL2410</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Semester 1</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Major in Fluids Engineering

Overview

This major will provide students with a breadth of knowledge and skills in key fluids engineering topics, ranging from fundamental fluid dynamics and thermal engineering, to advanced fluid dynamics concepts in turbulence, experimental methods, and computational fluid dynamics. The specialist units offered in the major will provide students with the ability to analyse and innovate engineering devices and systems that rely on fluid flows in an interdisciplinary context. Through their final year fluids engineering projects students may engage in applications ranging from energy conversion, transport and propulsion, environmental water flows and management, biomedical flows, pharmaceutical drug delivery flows and aerospace.

This major best aligns with the Mechanical Stream. Students from the Aeronautical stream can also take the major, though may need to take their free elective from the fluids engineering major.

Learning Outcomes

1. Demonstrate an ability to apply foundational and advanced fluid dynamics concepts to the design and innovation of mechanical systems or devices
2. Demonstrate an appreciation and comprehension of the analytical, computational and experimental methods available for the analysis and interpretation of fluid flows
3. Develop a capability to suggest improvements to and innovate new fluid flow systems in a multidisciplinary context, by undertaking research projects in fluids engineering topics that span across the disciplines of engineering and science.
4. Critically evaluate the role of fluid dynamics in the context of reducing energy usage, sustainable design of fluid flow machinery, and in improving our environment.

Project Unit/s

AMME4111 Thesis A & AMME4112 Thesis B will grant students the opportunity to complete an advanced research project within the discipline of the major. This project will require them to integrate both foundational and applied topics in fluid mechanics towards the management and execution of a fluids engineering research project.

Interdisciplinary Unit/s

AMME52xx (Advanced Fluid Dynamics) This unit, to be made available to the Mechanical, Aerospace and Civil Engineering streams, which is core to the Fluids Engineering major, will teach students advanced concepts in fluid dynamics in an interdisciplinary context. Specifically, the group project of the unit will allow students to work collaboratively in teams on topics ranging from propulsion systems, biomedical and pharmaceutical flows, environmental multiphase or stratified flows, or flows in the context of energy conversion. These are all inherently interdisciplinary projects relevant to transport, health or environmental management that must be completed in groups, and will require students to apply their discipline specific knowledge and skills towards working on the project in the wider context of engineering and science.

Streams in which this major may be taken:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Mechanical
Students in the Aeronautical stream can complete the major by taking AERO5200 as one of their advanced specialist electives (see Major table section of this document) and by taking one additional unit from the advanced specialist electives list as their free elective.

IMPORTANT NOTE: Aero can turn from “amber” to “green” if at least one of the following MECH specialist units are added to the AERO specialist units list (the prerequisites for these units are already designed to accommodate Aero students):

- Renewable Energy-MECH5275
- Energy and the Environment-AMME5101
Bachelor of Engineering Honours
Fluids Engineering Major

This major will provide students with a breadth of knowledge and skills in key fluids engineering topics, ranging from fundamental fluid dynamics and thermal engineering, to advanced fluid dynamics concepts in turbulence, experimental methods, and computational fluid dynamics. The specialist units offered in the major will provide students with the ability to analyse and innovate engineering devices and systems that rely on fluid flows in an interdisciplinary context. Through their final year fluids engineering projects students may engage in applications ranging from energy conversion, transport and propulsion, environmental water flows and management, biomedical flows, pharmaceutical drug delivery flows and aerospace.

Achievement of a major in Fluids Engineering requires 48 credit points from this table including:

(i) 12 credit points of 2000-level units of study
(ii) 12 credit points of Project units
(iii) 12 credit points of 5000-level core units of study
(iv) 12 credit points of 5000-level selective units of study

Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMME2261 Fluid Mechanics 1</td>
<td>6</td>
<td>A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.</td>
<td>P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933)</td>
<td>N AMME2200</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>AMME2262 Thermal Engineering 1</td>
<td>6</td>
<td>A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.</td>
<td>P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933)</td>
<td>N AMME2200</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td><strong>4000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMME4111 Thesis A</td>
<td>6</td>
<td>P [36 credits of 3000 and/or 4000 level units of study]</td>
<td>N AMME4121 OR AMME4122 OR AMME4010</td>
<td></td>
<td>Semester 1 Semester 2</td>
<td></td>
</tr>
</tbody>
</table>

Note: Prospective students in Thesis A are expected to have consulted with supervisors and selected a topic of interest at the end of third year, guided by the advertised list of suggested thesis topics and supervisors. Availability of topics is limited and students should undertake to speak with...
prospective supervisors as soon as possible. Students who are unable to secure a supervisor and topic will be allocated a supervisor by the unit coordinator. Alternatively, students may do a thesis with a supervisor in industry or in another university department. In this case, the student must also find a second supervisor within the School of AMME.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME4112 Thesis B</td>
<td></td>
<td>6</td>
<td>P [36 credits of 3000 and/or 4000 level units of study]</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N AMME4121 OR AMME4122 OR AMME4010</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

5000-level units of study

Core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5xxx</td>
<td>Advanced Fluid Dynamics</td>
<td>6</td>
<td>P MECH3261 OR MECH9260 OR CIVL3612 OR CIVL9612 OR AERO3260 OR AERO9260</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5202</td>
<td>Computational Fluid Dynamics</td>
<td>6</td>
<td>A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

5000-level units of study

Selective units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO5200</td>
<td>Advanced Aerodynamics</td>
<td>6</td>
<td>A BE in the area of Aerospace Engineering or related Engineering field.</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P AERO5210 OR AERO9260 OR AERO3260</td>
<td></td>
</tr>
<tr>
<td>AMME5101</td>
<td>Energy and the Environment</td>
<td>6</td>
<td>A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer.</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P MECH3260 OR MECH9260 OR AERO3261 OR AERO9261</td>
<td></td>
</tr>
<tr>
<td>MECH5255</td>
<td>Air Conditioning and Refrigeration</td>
<td>6</td>
<td>A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer.</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P MECH3260 OR MECH9260 OR MECH5262</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N MECH4255</td>
<td></td>
</tr>
<tr>
<td>MECH5265</td>
<td>Combustion</td>
<td>6</td>
<td>A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer.</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P (MECH3260 AND MECH3261) OR MECH5262 OR MECH9260</td>
<td></td>
</tr>
<tr>
<td>MECH5275</td>
<td>Renewable Energy</td>
<td>6</td>
<td>A The student will need a sound background in advanced level fluid mechanics, thermodynamics and heat transfer. In particular, students should be able to analyse fluid flow in turbomachinery; perform first and second law thermodynamic analysis of energy conversion systems, including chemically reacting systems; and perform advanced level calculations of conductive and convective and radiative heat transfer, including radiative spectral analysis.</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P (MECH3260 AND MECH3261) OR (AERO3260 AND AERO3261) OR (MECH5262 AND MECH5261) OR (MECH9260 AND MECH9261) OR (AERO9260 AND AERO9261). Students claiming to have prerequisite knowledge based on study at other institutions must contact the unit of study coordinator before enrolling in this unit and may be required to sit a pre-exam to demonstrate that they have the necessary knowledge and</td>
<td></td>
</tr>
</tbody>
</table>
skills to undertake this advanced level unit.

*Note: Departmental permission required.*
Major in Geotechnical Engineering

Overview

As a student in the Geotechnical Engineering Major you will undertake advanced units of study in geotechnical hazards, computer modelling, and environmental geotechnics. Graduate geotechnical engineers may be involved in examining the soil and rock layers that make up the earth in order to determine their physical and chemical properties so that they can design foundations and earthworks structures for buildings, roads, and many other types of projects.

Learning Outcomes

- Ability to carry out site characterisation and classification of the engineering nature of the local terrain.
- To evaluate the hydro-mechanical performance of soils, including settlement, strength and failure, volume change, pore pressures, effective stress, and water flow and retention.
- Develop and communicate solutions to specific geotechnical problems, such as slope, retaining walls, shallow and pile foundations.
- To provide the tools to critically analyse geotechnical problems within the framework of mechanics, giving skills in theoretical as well as advanced computing techniques for modelling general problems in soil mechanics.
- Competency in hazard analysis, and in using techniques for determining rock and soil slope stability.

Project Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Geotechnical Engineering.

Interdisciplinary Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Geotechnical Engineering.

Streams:

This major best aligns with the Civil stream.
Bachelor of Engineering Honours
Geotechnical Engineering Major

As a student in the Geotechnical Engineering Major you will undertake advanced units of study in geotechnical hazards, computer modelling, and environmental geotechnics. Graduate geotechnical engineers may be involved in examining the soil and rock layers that make up the earth in order to determine their physical and chemical properties so that they can design foundations and earthworks structures for buildings, roads, and many other types of projects.

Achievement of a major in Environmental Engineering requires 48 credit points from this table including:

(i) 18 credit points of 1000 and 2000-level units of study
(ii) 30 credit points of 3000-level or higher units of study
(iii) 12 credit points of Project units
(iv) 12 credit points of Elective specialist units

Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
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</tr>
<tr>
<td>Core units</td>
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</tr>
<tr>
<td>CIVL1900 Introduction to Civil Engineering</td>
<td>6</td>
<td>N ENGG1800 OR CHNG1108 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL1501 Engineering Geology I</td>
<td>6</td>
<td>N GEOL1001 OR GEOL1902 OR GEOS1003 OR GEOS1903</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
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</tr>
<tr>
<td>Core units</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CIVL2410 Soil Mechanics</td>
<td>6</td>
<td>A CIVL2201 AND GEOL1501 AND (ENGG1802 OR CIVL1802). An understanding of simple statics, equilibrium, forces and bending moments, and of stress and strain and the relationship between them. This is covered by University of Sydney courses CIVL1802 Statics (or ENGG1802 Engineering Mechanics), CIVL2201 Structural Mechanics. Familiarity with the use of spreadsheets (Excel, Mathcad) to obtain solutions to engineering problems, and with the graphical presentation of this data. Familiarity with word processing packages for report presentation. Familiarity with partial differential equations, and their analytical and numerical solution.</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3000-level units of study</strong></td>
<td></td>
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</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CIVL3411 Geotechnical Engineering</td>
<td>6</td>
<td>A CIVL2410</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### 4000-level units of study

**Project units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL4022 Thesis A</td>
<td>6</td>
<td>30 credits of 3rd year units of study and ISWAM 65 or over.</td>
<td>Note: The thesis topic must be in a field related to Construction Management. Department permission required for enrolment. It is expected that the Thesis will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of Thesis coordinator and School’s Director of Learning &amp; Teaching and will only be allowed where there are good reasons for doing so. Students considering this option should discuss it with the Thesis coordinator at least one semester before they intend to start.</td>
</tr>
<tr>
<td>CIVL4023 Thesis B</td>
<td>6</td>
<td>30 credits of 3rd year units of study.</td>
<td>Note: The thesis topic must be in a field related to Construction Management. Department permission required for enrolment.</td>
</tr>
</tbody>
</table>

### 5000-level units of study

**Elective specialist units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5351 Geoenviromental Engineering</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5453 Geotechnical Hazards</td>
<td>6</td>
<td>(CIVL2410 AND CIVL3411) OR (CIVL9410 AND CIVL9411). Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity).</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5458 Numerical Methods in Civil Engineering</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5999 Advanced Research and Analysis</td>
<td>6</td>
<td>CIVL2201 AND CIVL2611 AND CIVL2410</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Major in Humanitarian Engineering

Overview

Humanitarian Engineering is the application of engineering to meet the needs of communities globally; while maintaining a focus on appropriateness and sustainability. This major is the first of its kind in Australia and open to all streams of undergraduate engineering. Humanitarian engineers are skilled engineers from all disciplines. They apply their skills and knowledge to challenges which arise in developing countries, during all stages of disasters, in indigenous communities and in improving sustainability globally. In the major students will explore international aid and development, and learn from experienced practitioners and industry partners about how to work in developing communities, remote areas, and communities in disaster response and recovery.

Students will have the opportunity to conduct local or overseas fieldwork and apply their knowledge to analyse the challenges faced by Australia’s close neighbours, such as rapid urbanisation, persistent poverty and climate change. This major forms the foundation for a career in Humanitarian Engineering in public, private or not-for-profit sectors. This course develops core skills in multi-disciplinary team work and cross-cultural competence, as well as preparing globally-minded engineers, which are all highly valued graduate attributes to any employer.

Learning Outcomes

- Apply specialised engineering knowledge to propose improvements in the delivery of humanitarian and developmental projects.
- Ability to identify human issues and local constraints and design appropriate solutions.
- Ability to analyse the process of implementing an engineering solution and the ability to create better project outcomes by improving process.
- Experience in the use of assessment tools and techniques to gauge community needs and/or the long-term effectiveness of aid programs.
- Challenges faced by conflicting customs and competing outcomes will present dilemmas which are resolved by reference to personal accountability hierarchies.

Major Table (Humanitarian Engineering)

Project Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Humanitarian Engineering.

Interdisciplinary Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Humanitarian Engineering.

Streams:

This major is best aligned to the Civil and Biomedical streams, but can be completed in other streams by use of free electives and intensive semesters.

Appendix 12
Bachelor of Engineering Honours

Humanitarian Engineering Major

Humanitarian Engineering is the application of engineering to meet the needs of communities globally; while maintaining a focus on appropriateness and sustainability. This major is the first of its kind in Australia and open to all streams of undergraduate engineering. Humanitarian engineers are skilled engineers from all disciplines. They apply their skills and knowledge to challenges which arise in developing countries, during all stages of disasters, in indigenous communities and in improving sustainability globally. In the major students will explore international aid and development, and learn from experienced practitioners and industry partners about how to work in developing communities, remote areas, and communities in disaster response and recovery.

Students will have the opportunity to conduct local or overseas fieldwork and apply their knowledge to analyse the challenges faced by Australia’s close neighbours, such as rapid urbanisation, persistent poverty and climate change. This major forms the foundation for a career in Humanitarian Engineering in public, private or not-for-profit sectors. This course develops core skills in multi-disciplinary team work and cross-cultural competence, as well as preparing globally-minded engineers, which are all highly valued graduate attributes to any employer.

Achievement of a major in Humanitarian Engineering requires 48 credit points from this table including:

(i) 18 credit points of core units of study
(ii) 6 credit points of 1000-level selective units of study
(iii) 6 credit points of fieldwork selective units of study
(iv) 6 credit points of breadth selective units of study
(v) 12 credit points of Project units

Units of Study

The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG1111 Integrated Engineering 1</td>
<td>6</td>
<td>N ENGG1803 OR ENGG1061</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL3310 Humanitarian Engineering</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5320 Engineering for Sustainable Development</td>
<td>6</td>
<td>P CIVL3310 OR CIVL9310</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

1000-level units of study

Selective units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO1560 Introduction to Aerospace</td>
<td>6</td>
<td>N ENGG1800 OR MECH1560 OR MTRX1701 OR CIVL1900 OR CHNG1108 OR AMME1960 OR ENGG1960</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Engineering</td>
<td>Units</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| AMME1960 Biomedical Engineering 1A              | 6     | A HSC Mathematics Extension 1 (3 Unit)  
N ENGG1960 OR ENGG1800 OR CIVL1900 OR CHNG1108 OR MECH1560 OR AERO1560 OR MTRX1701 |
| Semester 1                                      |       |
| CHNG1108 Introduction to Chemical Engineering   | 6     | A HSC Mathematics and Chemistry  
N ENGG1800 OR CIVL1900 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960 |
| Semester 1                                      |       |
| CIVL1900 Introduction to Civil Engineering      | 6     | N ENGG1800 OR CHNG1108 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960 |
| Semester 1                                      |       |
| ENGG1800 Introduction to Engineering Disciplines| 6     | N CIVL1900 OR CHNG1108 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960 |
| Semester 1                                      |       |
| MECH1560 Introduction to Mechanical Engineering  | 6     | N AERO1560 OR MTRX1701 OR ENGG1800 OR CIVL1900 OR CHNG1108 OR AMME1960 OR ENGG1960  
Note: Limited Places due to TAFE component. Department Permission required for non-BE(Mech) students. |
| Semester 1                                      |       |
| MTRX1701 Introduction to Mechatronic Engineering | 6     | N MECH1560 OR ENGG1800 OR AERO1560 OR CIVL1900 OR CHNG1108 OR AMME1960 OR ENGG1960 |
| Semester 1                                      |       |

Fieldwork units of study

Selective units

| SLIC3000 Service Learning in Indigenous Community | 6     | A Advanced level disciplinary knowledge and strong written and oral communication skills. |
| Semester 1                                      |       |
| SLIC4000 Service Learning in Indigenous Community | 6     | A Senior level disciplinary knowledge and strong written and oral communication skills. |
| Semester 1                                      |       |
| CIVL5330 Global Engineering Field Work          | 6     | Note: Departmental permission required. |
| Semester 1                                      |       |

Breadth units of study

| ASNS2665 Understanding Southeast Asia            | 6     | P 12 Junior credit points |
| Semester 1                                      |       |

Note: Departmental permission required for non-BE(Mech) students.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUF3026</td>
<td>Global Perspectives, Poverty and Education</td>
<td>6</td>
<td><strong>P</strong> 42 credit points of units</td>
</tr>
<tr>
<td>HSBH3009</td>
<td>International Health</td>
<td>6</td>
<td><strong>P</strong> 48 credit points of units</td>
</tr>
<tr>
<td>PMGT3857</td>
<td>International Project Management</td>
<td>6</td>
<td><strong>N</strong> BACH3128</td>
</tr>
<tr>
<td>ITLS6007</td>
<td>Disaster Relief Operations</td>
<td>6</td>
<td><strong>N</strong> TPTM6390</td>
</tr>
<tr>
<td>AMME4111</td>
<td>Thesis A</td>
<td>6</td>
<td><strong>P</strong> [36 credits of 3000 and/or 4000 level units of study]</td>
</tr>
<tr>
<td>AMME4112</td>
<td>Thesis B</td>
<td>6</td>
<td><strong>P</strong> [36 credits of 3000 and/or 4000 level units of study]</td>
</tr>
<tr>
<td>CHNG4811</td>
<td>Thesis A</td>
<td>6</td>
<td><strong>A</strong> CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. Enrolment in this unit of study assumes that all core chemical engineering units in third year have been successfully completed. <strong>P</strong> CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807 <strong>N</strong> CHNG4813 OR CHNG4814 OR CHNG4203 <strong>Note</strong>: The thesis topic must be in a field related to Humanitarian Engineering. This unit is available to only those students who have gained an entry to the Honours degree. School permission required for enrolment in the following session:</td>
</tr>
</tbody>
</table>

### 4000-level units of study

**Project units**

- **AMME4111 Thesis A**: 6 credits. **P** [36 credits of 3000 and/or 4000 level units of study]. Must be enrolled in Semester 1 or Semester 2. **Note**: The thesis topic must be in a field related to Humanitarian Engineering. Prospective students are expected to have consulted with supervisors and selected a topic of interest at the end of third year, guided by the advertised list of suggested thesis topics and supervisors. Availability of topics is limited, and students should undertake to speak with prospective supervisors as soon as possible. Students who are unable to secure a supervisor and topic will be allocated a supervisor by the unit coordinator. Alternatively, students may do a thesis with a supervisor in industry or in another university department. In this case, the student must also find a second supervisor within the School of AMME.

- **AMME4112 Thesis B**: 6 credits. **P** [36 credits of 3000 and/or 4000 level units of study]. Must be enrolled in Semester 1 or Semester 2. **Note**: The thesis topic must be in a field related to Humanitarian Engineering.

- **CHNG4811 Thesis A**: 6 credits. **A** CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. Enrolment in this unit of study assumes that all core chemical engineering units in third year have been successfully completed. **P** CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807 **N** CHNG4813 OR CHNG4814 OR CHNG4203 **Note**: The thesis topic must be in a field related to Humanitarian Engineering. This unit is available to only those students who have gained an entry to the Honours degree. School permission required for enrolment in the following session:
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNG4812</td>
<td>A</td>
<td>Enrolment in this unit of study assumes that Thesis A and all core chemical engineering units of study in third year have been successfully completed.</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>CHNG4811</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>CHNG4813 OR CHNG4814 OR CHNG4203</td>
</tr>
<tr>
<td></td>
<td>Note: The thesis topic must be in a field related to Humanitarian Engineering.</td>
<td></td>
</tr>
<tr>
<td>CIVL4022</td>
<td>P</td>
<td>30 credits of 3rd year units of study and ISWAM 65 or over.</td>
</tr>
<tr>
<td>Thesis A</td>
<td></td>
<td>Note: The thesis topic must be in a field related to Humanitarian Engineering. Department permission required for enrolment. It is expected that the Thesis will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of Thesis coordinator and School’s Director of Learning &amp; Teaching and will only be allowed where there are good reasons for doing so. Students considering this option should discuss it with the Thesis coordinator at least one semester before they intend to start.</td>
</tr>
<tr>
<td></td>
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<td>Semester 1</td>
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<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>CIVL4023</td>
<td>P</td>
<td>30 credits of 3rd year units of study.</td>
</tr>
<tr>
<td>Thesis B</td>
<td></td>
<td>Note: The thesis topic must be in a field related to Humanitarian Engineering. Department permission required for enrolment.</td>
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<td>Semester 1</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>ELEC4712</td>
<td>A</td>
<td>This is a diverse subject like no other you have tackled before. You will be required to show significant self-motivation and initiative, and bring together all your wealth of knowledge gained over the past years in electrical engineering. I’m sure you’ll enjoy the challenge! Most students find it to be one of the most rewarding experiences of their time at The University. I hope you do too!</td>
</tr>
<tr>
<td>Thesis A</td>
<td>P</td>
<td>[36 credits of 3rd year units of study]</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>ELEC4714</td>
</tr>
<tr>
<td></td>
<td>Note: The thesis topic must be in a field related to Humanitarian Engineering. Note that students require permission from the HOS to do both A and B units in the same Semester, and will have an accelerated assessment schedule. Note also that entry to Thesis is by permission.</td>
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<td></td>
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<td>Semester 1</td>
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<tr>
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<td>Semester 2</td>
</tr>
<tr>
<td>ELEC4713</td>
<td>A</td>
<td>This is a diverse subject like no other you have tackled before. You will be required to show significant self-motivation and initiative, and bring together all your wealth of knowledge gained over the past years in electrical engineering. I’m sure you’ll enjoy the challenge! Most students find it to be one of the most rewarding experiences of their time at The University. I hope you do too!</td>
</tr>
<tr>
<td>Thesis B</td>
<td>P</td>
<td>[36 credits of 3rd year units of study]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 1</td>
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<tr>
<td></td>
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<td>Semester 2</td>
</tr>
</tbody>
</table>
N ELEC4714

Note: The thesis topic must be in a field related to Humanitarian Engineering. Note that students require permission from the HOS to do both A and B units in the same Semester, and will have an accelerated assessment schedule. Note also that entry to Thesis is by permission.
Major in Information Technology

Overview

Information technology involves creation and management of business applications, websites, systems and the IT environment for organisations.

Drawing on both computer science and information systems, this major covers the study of computers and the programs that run on them as well as the creation of computer systems that satisfy individual and organisational needs. Students can focus on computer languages, programming (including the study of algorithms, data structures and networks), system development and implementation and network design as well as managerial aspects like strategic planning and operational management.

Learning Outcomes

This Major in IT is designed to be done in conjunction with a Bachelor of Engineering Honours (Biomedical). Biomedical Engineering is an interdisciplinary field of Engineering, with overlaps with many of the traditional branches of engineering, one of the most important of which is IT, an overlap which encompasses the multi-billion-dollar global industries of telemedicine and medical imaging. While targeted study in all of these areas forms part of the Bachelor of Engineering Honours (Biomedical), the deeper underlying IT principles do not fall within the scope of a Biomedical Engineering Degree. The IT Major is therefore designed to cater for those students who wish to delve deeper into these fundamental underlying IT principles, and thereby allow students to align their study more closely with this area of biomedical engineering.

Secondly, by completing this major, students will be able to market themselves in the workplace not only as a Biomedical Engineer, but also as possessing a Major in the IT field. This Major gives them a range of skills that an Information Technologist is expected to have been trained in. Specifically, key concepts in:

1. Junior level information technology
2. Intermediate level information technology
3. Senior level information technology

This Major is structured in such a way that all of these key concepts can be learned at either the intermediate or senior level, with scope for extra specialisation at the senior level in some of these key concepts. Thus, this Major is intended to be complementary to the Bachelor of Engineering Honours (Biomedical).

Project and Interdisciplinary Unit/s

MECH3921 Biomedical Design and Technology.

Project Work Content: 60% of the assessable content of this unit of study involves an integrated team biomedical engineering design project, involving students working in a team of 6 to 10 developing, and in some cases prototyping, a biomedical design solution to a clinical problem, working under the supervision of engineering academics and clinicians.

Interdisciplinary: Biomedical engineering is an interdisciplinary field. It has strong overlaps with many traditional branches of engineering including mechanical, mechatronic, electrical, chemical, and materials. All of these areas are represented in the wide range of team projects available in this unit of study, and in all cases, with the unified interdisciplinary theme being biomedical engineering. The team projects were facilitated by academics and clinicians, thus broadening the interdisciplinary aspect of the word to both the breadth of Engineering, as well as the clinical field, i.e., the discipline of medicine. This unit of study therefore meets the criteria of “project work requiring the application of disciplinary skills and knowledge in an interdisciplinary context”.

Appendix 13
Disciplinary: In 2017 there were 20 teams of students in the class of 130 students, 6 or 7 per team, and the team projects were aligned to various disciplines, including IT. Unit of Study Coordinator ensures that students who are doing a Major are allocated to a team that aligns with their Major, in this case the IT Major. For example, of the 20 team projects in 2017, the following is an example of a team project that was specifically aligned with the IT Major: Shock monitor with app (IT Major). This is how we have been running this for some years now, for example in 2016 there were 18 teams projects for about 130 students, with representative projects in each of the Majors, including the IT Major.

Streams in which this major may be taken:

In general any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. We wish to make this more explicit for students:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Biomedical

Students in the Software Stream may not enrol in the Information Technology Major.
Bachelor of Engineering Honours
Information Technology Major

Information technology involves creation and management of business applications, websites, systems and the IT environment for organisations.

Drawing on both computer science and information systems, this major covers the study of computers and the programs that run on them as well as the creation of computer systems that satisfy individual and organisational needs. Students can focus on computer languages, programming (including the study of algorithms, data structures and networks), system development and implementation and network design as well as managerial aspects like strategic planning and operational management.

Achievement of a major in Information Technology requires 48 credit points from this table including:

(i) 6 credit points of 1000-level units of study
(ii) minimum of 6 credit points of 2000-level units of study
(iii) 6 credit points of Project units
(iv) minimum of 18 credit points of 3000-level Selective units

Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO1113 Object-Oriented Programming</td>
<td>6</td>
<td>P INFO1110</td>
<td>INFO1103 OR INFO1105 OR INFO1905</td>
<td>N INFO1103 OR INFO1105 OR INFO1905</td>
<td>Note: Students must also ensure that the junior computing unit chosen from the common core junior computing menu options is INFO1110 Introduction to Programming, not ENGG1801 as INFO1110 is a prerequisite for many of the units in this Major.</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Selective units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>COMP2017 Systems Programming</td>
<td>6</td>
<td>P INFO1113 OR INFO1105 OR INFO1905 OR INFO1103</td>
<td>COMP2123 OR COMP2823 OR INFO1105 OR INFO1905</td>
<td>N COMP2129</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>COMP2022 Programming Languages, Logic, and Models</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969</td>
<td>P INFO1103 OR INFO1113 OR INFO1903. INFO1105 OR INFO1905 OR COMP2123 OR COMP2823 desired.</td>
<td>N COMP2922</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>COMP2123 Data Structures &amp; Algorithms</td>
<td>6</td>
<td>P INFO1110 OR INFO1113 OR DATA1002 OR INFO1103 OR INFO1903</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Notes</td>
<td>Semester</td>
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</tr>
<tr>
<td>COMP2823 Data Structures &amp; Algorithms (Adv)</td>
<td></td>
<td>6</td>
<td>P INFO1110 OR INFO1113 OR DATA1002 OR INFO1103 OR INFO1903. Distinction-level result in at least one the above 1000 level programming units. N INFO1105 OR INFO1905 OR COMP2123</td>
<td>Note: Department permission required.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COMP2922 Programming Languages, Logic + Models (Adv)</td>
<td></td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969 P INFO1113 OR INFO1103 OR INFO1903. Distinction level result in the above 1000 level units. INFO1105 OR COMP2123 OR COMP2823 additionally desired. N COMP2022</td>
<td>Note: Department permission required.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DATA2001 Data Science: Big Data and Data Diversity</td>
<td></td>
<td>6</td>
<td>P DATA1002 OR INFO1110 OR INFO1903 OR INFO1103</td>
<td></td>
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</tr>
<tr>
<td>DATA2002 Data Analytics: Learning from Data</td>
<td></td>
<td>6</td>
<td>P (DATA1001 OR EN VX1001 OR EN VX1002) OR (MATH1005 AND MATH1115 OR STAT2011) OR [(MATH1905 AND MATH1XXX (except MATH1005)] N STAT2012 OR STAT2912</td>
<td></td>
<td>2</td>
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</tr>
<tr>
<td>INFO2150 Health System Data Standards and Analysis</td>
<td></td>
<td>6</td>
<td>A Basic knowledge of Entity Relationship Modelling, database technology and SQL. P (INFO1003 OR INFO1903 OR INFO1103 OR INFO1110 OR DATA1002) AND (DATA1001 OR MATH1005 OR MATH1905 OR MATH1015) C DATA2001 OR ISYS2120 OR INFO2120 OR INFO2820 OR INFO1903</td>
<td></td>
<td>2</td>
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</tr>
<tr>
<td>INFO2911 IT Special Project 2A</td>
<td></td>
<td>6</td>
<td>P [85% average in IT units of study in previous year] AND [Permission from the School of IT]</td>
<td>Note: Department permission required.</td>
<td>1</td>
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</tr>
<tr>
<td>INFO2912 IT Special Project 2B</td>
<td></td>
<td>6</td>
<td>P [85% average in IT units of study in previous year] AND [Permission from the School of IT]</td>
<td>Note: Department permission required.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ISYS2110 Analysis and Design of Web Information Systems</td>
<td></td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N INFO2110</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ISYS2120 Data &amp; Information Management</td>
<td></td>
<td>6</td>
<td>A Programming skills. P INFO1113 OR INFO1103 OR INFO1905 OR INFO1003 OR INFO1903 OR DECO1012 N INFO2120 OR INFO2820 OR COMP5138</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ISYS2160 Information Systems and the Internet Age</td>
<td></td>
<td>6</td>
<td>A INFO1003 OR INFO1103 OR INFO1903 OR INFO1113 N ISYS2140</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SOFT2201 Software Construction and Design</td>
<td></td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N INFO3220 OR COMP9201</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Prerequisites</td>
<td>Notes</td>
<td>Semester</td>
<td></td>
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</tr>
<tr>
<td>SOFT2412</td>
<td>Agile Software Development Practices</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N COMP9412</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MECH3921</td>
<td>Biomedical Design and Technology</td>
<td>6</td>
<td>A A basic understanding of human physiology and anatomy and an understanding of the engineering design process. P (AMME2302 OR AMME1362) AND MECH2901 AND (MECH2400 OR ENGG1960 OR AMME1960) N AMME5921</td>
<td>Semester 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>COMP3027</td>
<td>Algorithm Design</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3927</td>
<td>Semester 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COMP3308</td>
<td>Introduction to Artificial Intelligence</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab). N COMP3608</td>
<td>Semester 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COMP3419</td>
<td>Graphics and Multimedia</td>
<td>6</td>
<td>A Programming skills. P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905</td>
<td>Semester 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>COMP3520</td>
<td>Operating Systems Internals</td>
<td>6</td>
<td>P (COMP2017 OR COMP2129) AND (COMP2123 OR COMP2823 OR INFO1105 OR INFO1905)</td>
<td>Semester 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>COMP3608</td>
<td>Intro. To Artificial Intelligence (Adv)</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab). P Distinction-level results in some 2nd year COMP or MATH or SOFT units. N COMP3308</td>
<td>Semester 1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>COMP3615</td>
<td>Software Development Project</td>
<td>6</td>
<td>P (COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) N INFO3600 OR COMP3600</td>
<td>Semester 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>COMP3221</td>
<td>Distributed Systems</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) N COMP2121</td>
<td>Semester 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DATA3404</td>
<td>Data Science Platforms</td>
<td>6</td>
<td>A This unit of study assumes that students have previous knowledge of database structures and of SQL. The prerequisite material is covered in DATA2001 or ISYS2120. Familiarity with a programming language (e.g. Java or C) is also expected. P DATA2001 OR ISYS2120 OR INFO2120 OR INFO2820 N INFO3404 OR INFO3504</td>
<td>Semester 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DATA3406</td>
<td>Human-in-the-Loop Data Analytics</td>
<td>6</td>
<td>A Basic statistics, database management, and programming. P DATA2001 AND DATA2002</td>
<td>Semester 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
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<tr>
<td>INFO3315</td>
<td>Human-Computer Interaction</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO3616</td>
<td>Principles of Computer and Communication Security</td>
<td>6</td>
<td>A INFO1110 AND INFO1112 AND INFO1113 AND MATH1064. Knowledge equivalent to the above units is assumed; this means good programming skills in Python or a C-related language, basic networking knowledge, skills from discrete mathematics. A technical orientation is expected. N ELEC5616</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO3911</td>
<td>IT Special Project 3A</td>
<td>6</td>
<td>P [85% average in IT units of study in previous year] AND [Permission from the School of IT] Note: Enrolment by department permission for students with 85% average in School of IT units</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO3912</td>
<td>IT Special Project 3B</td>
<td>6</td>
<td>P [85% average in IT units of study in previous year] AND [Permission from the School of IT] Note: Enrolment by department permission for students with 85% average in School of IT units</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISYS3400</td>
<td>Information Systems Project</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160) N INFO3600 OR ISYS3207</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISYS3401</td>
<td>Information Technology Evaluation</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISYS3402</td>
<td>Decision Analytics &amp; Support Systems</td>
<td>6</td>
<td>A Database Management AND Systems Analysis and Modelling. P (ISYS2110 OR INFO2110) AND (ISYS2120 OR INFO2120)</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOFT3202</td>
<td>Software Construction and Design 2</td>
<td>6</td>
<td>P SOFT2201 N COMP9202 OR INFO3220</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOFT3410</td>
<td>Concurrency for Software Development</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823))</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOFT3413</td>
<td>Software Development Project</td>
<td>6</td>
<td>A SOFT3202 P [18CP 2000-level or above units from SOFT, COMP or INFO] Note: Departmental permission required.</td>
<td>Semester 2</td>
<td></td>
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</tr>
</tbody>
</table>
Appendix 14

Major in Internet of Things

Overview

The major in internet of things (IoT) builds on foundations in physics, mathematics, computer science and basic electrical engineering principles. IoT consists of sensors that collect data, communication networks for data transmission and data analytics applications for evaluating data and making decisions. This major covers these three key aspects of IoT by combining the study of telecommunications, electrical and computer engineering, with an emphasis on wireless communications, networks, sensor devices, data technologies and various applications. In this major, you will learn various programming languages, embedded systems, real time operating systems, communications networks, wide range of sensors, data analytics technology, security techniques and IoT system design methods and engineering implementation techniques that are essential for the development of IoT industry.

Connected smart objects, platforms and environments have been identified as the next big technology development enabling significant society changes and economic growth, at a predicted annual rate of 20%. The entire physical world will be connected to the Internet. The intelligent network for automatic interaction and processing between objects and environments, referred to as the Internet of Things (IoT), will become an inherent part of areas such as electricity, transportation, industrial control, retail, utilities management, healthcare, water resources management and mining. It is predicted by the end of this decade, there will be trillions of devices deployed worldwide.

Learning Outcomes

- Understand IoT system design methods and engineering implementations
- Understand concepts in data communications and networking and the advantages and disadvantages of alternative protocols, algorithms and designs.
- Understand design of wireless and mobile internet including wireless cellular data networks and cellular mobile networks.
- Understand design and operations of networked embedded systems and wireless sensor networks.
- Understand design and operations of Software Defined Networks (SDNs).
- Understand the basic data analytics technology
- Understand design, processing and operation of critical IoT applications, including smart grids, intelligent transportation systems, smart cities and healthcare.

Project and Interdisciplinary Unit/s

Engineering is interdisciplinary by nature. Engineering applies the principles and methods from a range of science disciplines to real world problems typically involving a complex combination of human, commercial and environmental factors. Electrical engineering core units of study include content from maths, physics. Although project based assessment is a common characteristic of many advanced units in electrical engineering, ELEC5518 IoT for Critical Infrastructure has been nominated as the designated project unit for Internet of Things major. This unit has a substantial design element requiring students to design and implement an IoT system for a real life application. The students will engage in the whole process of developing a real IoT product from both technical and business viewpoints. They will work on identifying real world problems, seeking feasible solutions, identifying targeted customers, studying customer needs, and developing a product and potentially launching it. The students need to develop sensory components, communication modules, web interface, cloud interaction, and user interface, to demonstrate their learnings in this UoS. This project requires the integration and application of disciplinary knowledge and skills. The applications these design are multidisciplinary by nature. Besides these exposures to projects, all the electrical engineering degree students also do a 12 cp project in their final year as part of the degree core.

Note re Core Units
ELEC3506 Data Communications and the Internet is a common core unit for the majors in Computer Engineering, Telecommunications Engineering and Internet of Things. This unit covers the design of communication networks, internet protocols, network management and security. This is an essential knowledge for understanding connection of computers/devices in a network. That is why this unit is a part of core units for these three majors.

**Streams in which this major may be taken:**

This major best aligns with the Electrical stream.
Bachelor of Engineering Honours

Internet of Things Major

The major in internet of things (IoT) builds on foundations in physics, mathematics, computer science and basic electrical engineering principles. IoT consists of sensors that collect data, communication networks for data transmission and data analytics applications for evaluating data and making decisions. This major covers these three key aspects of IoT by combining the study of telecommunications, electrical and computer engineering, with an emphasis on wireless communications, networks, sensor devices, data technologies and various applications. In this major, you will learn various programming languages, embedded systems, real time operating systems, communications networks, wide range of sensors, data analytics technology, security techniques and IoT system design methods and engineering implementation techniques that are essential for the development of IoT industry.

Connected smart objects, platforms and environments have been identified as the next big technology development enabling significant society changes and economic growth, at a predicted annual rate of 20%. The entire physical world will be connected to the Internet. The intelligent network for automatic interaction and processing between objects and environments, referred to as the Internet of Things (IoT), will become an inherent part of areas such as electricity, transportation, industrial control, retail, utilities management, healthcare, water resources management and mining. It is predicted by the end of this decade, there will be trillions of devices deployed worldwide.

Achievement of a major in Internet of Things Engineering requires 48 credit points from this table including:

(i) 12 credit points of 2000-level units of study
(ii) 6 credit points of 3000-level core units of study
(iii) 18 credit points of 5000-level core units of study
(iv) 6 credit points of Project units
(v) 6 credit points of 5000-level selective units of study

Units of Study

The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-level units of study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC2104 Electronic Devices and Circuits</td>
<td>6</td>
<td>A ELEC1103. Ohm’s Law and Kirchoff’s Laws; action of Current and Voltage sources; network analysis and the superposition theorem; Thevenin and Norton equivalent circuits; inductors and capacitors, transient response of RL, RC and RLC circuits; the ability to use power supplies, oscilloscopes, function generators, meters, etc.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC2602 Digital Logic</td>
<td>6</td>
<td>A ELEC1601. This unit of study assumes some knowledge of digital data representation and basic computer organisation.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>3000-level units of study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC3506 Data Communications and the Internet</td>
<td>6</td>
<td>N NETS2150</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### 5000-level units of study

#### Core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5509</td>
<td>Mobile Networks</td>
<td>6</td>
<td>A ELEC3505 AND ELEC3506. Basically, students need to know the concepts of data communications and mobile communications, which could be gained in one of the following units of study: ELEC3505 Communications, ELEC3506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5514</td>
<td>Networked Embedded Systems</td>
<td>6</td>
<td>A ELEC3305 AND ELEC3506 AND ELEC3607 AND ELEC5508 P ELEC5509</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5517</td>
<td>Software Defined Networks</td>
<td>6</td>
<td>A ELEC3506 OR ELEC9506. Students need to know the concepts of data communications and Internet, which could be gained in the following units of study: ELEC3506/ELEC9506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor. P ELEC3506 OR ELEC9506</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

#### 5000-level units of study

#### Project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5518</td>
<td>IoT for Critical Infrastructures</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

#### 5000-level units of study

#### Selective units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP5047</td>
<td>Pervasive Computing</td>
<td>6</td>
<td>A Background in programming and operating systems that is sufficient for the student to independently learn new programming tools from standard online technical materials. Ability to conduct a literature search. Ability to write reports of work done. Note: Departmental permission required.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5216</td>
<td>Mobile Computing</td>
<td>6</td>
<td>A COMP5214 OR COMP9103. Software Development in JAVA, or similar introductory software development units.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5426</td>
<td>Parallel and Distributed Computing</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5208</td>
<td>Intelligent Electricity Networks</td>
<td>6</td>
<td>A Electricity Networks, Control Systems and Telecommunications.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>ELEC5508</td>
<td>Wireless Engineering</td>
<td>6</td>
<td>A Basic knowledge in probability and statistics, analog and digital communications, error probability calculation in communications channels, and telecommunications network.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5616</td>
<td>Computer and Network Security</td>
<td>6</td>
<td>A A programming language, basic maths.</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Major in Materials Science and Engineering (MSE)

Overview

The field of Materials Science and Engineering (MSE) offers broad opportunities for innovation and development. Attention is being focussed on development, characterisation and process modelling of light metals, polymers and composites with improved properties.

The activities of the materials engineer range from materials production to the design, development, processing and recycling of materials for use in aerospace, transportation, electronics, energy conversion and biomedical systems.

New materials can provide a major competitive edge in virtually every part of a country’s manufacturing industry. Because Australia is a country rich in minerals, materials science and engineering has been designated as a priority area for research and development. Examples of recent and significant developments include advanced materials with multi-scale structure and multi-functionality relevant to biomedical materials, energy materials, nano-materials, electronic materials, advanced composites, additive manufacturing etc.

The MSE major best aligns with the Mechanical Engineering (Hon) stream. This major allows students to extend and consolidate their knowledge and skills development, characterisation and process modelling of light metals, polymers and composites with improved properties, and provides a foundation for cutting-edge technologies in fields including mechanical, aerospace and bioengineering.

Learning Outcomes

The MSE major program is designed around a set of curricular outcomes. Specifically, upon completion of the MSE major, the graduate will:

- know the fundamental science and engineering principles relevant to materials.
- understand the relationship between nano/microstructure, characterisation, properties and processing and design of materials.
- have the experimental and computational skills for a professional career or graduate study in development of new materials with value added property.
- possess a knowledge of the significance of innovation, the value of continued learning and environmental/social issues surrounding materials.
- be able to communicate effectively, to work in teams and to assume positions as leaders.

Project and Interdisciplinary Unit/s

MECH5305 Smart Materials is 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge in an interdisciplinary context.

Project Work Content: 50% of the assessable content of this unit of study involves an integrated team project on smart materials – design, build, test and report; involving students working in a team of maximum 5-6, and in some cases prototyping, design solution to an engineering problem, working under the supervision of academics and tutors.

Interdisciplinary: Smart Materials normally refer to a multi-disciplinary research area associated with sensors and actuators. There are many groups of smart materials, each exhibiting particular properties that can be harnessed in a variety of high-tech and everyday applications. These include shape memory alloys, piezoelectric materials, magneto-rheological and electro-rheological materials, magnetostrictive materials and chromic materials that change their colour in reaction to various stimuli. A smart structure incorporates some forms of actuator and sensor (which may be made from smart materials) with control hardware and software to form a system which reacts to its environment.
Such a structure might be an aircraft wing which continuously alters its profile during flight to give the optimum shape for the operating conditions at the time.

**Disciplinary:** In 2017 there were 8 teams of students in the class of 45 students, 5 or 6 per team, and the team projects were developed in such a way that each team design, build and test a prototype of a functional system such as deformable winglet, smart lift, artificial fish tail, smart fingers, impact sensor, fatigue sensor, heat-activated blooming flower etc., using shape memory alloys, shape memory polymers, piezoelectric materials, etc. Each team gives a series presentation on progresses of the project and its final outcomes. The whole project requires the integration and application of disciplinary knowledge in an interdisciplinary context.

**Streams in which this major may be taken:**

In general any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. We wish to make this more explicit for students:

Students in the following streams should be able to complete the MSE major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Mechanical Engineering
Bachelor of Engineering Honours
Material Science and Engineering (MSE) Major

The field of Materials Science and Engineering (MSE) offers broad opportunities for innovation and development. Attention is being focussed on development, characterisation and process modelling of light metals, polymers and composites with improved properties.

The activities of the materials engineer range from materials production to the design, development, processing and recycling of materials for use in aerospace, transportation, electronics, energy conversion and biomedical systems.

New materials can provide a major competitive edge in virtually every part of a country’s manufacturing industry. Because Australia is a country rich in minerals, materials science and engineering has been designated as a priority area for research and development. Examples of recent and significant developments include advanced materials with multi-scale structure and multifunctionality relevant to biomedical materials, energy materials, nano-materials, electronic materials, advanced composites, additive manufacturing etc.

The MSE major best aligns with the Mechanical Engineering (Hon) stream. This major allows students to extend and consolidate their knowledge and skills development, characterisation and process modelling of light metals, polymers and composites with improved properties, and provides a foundation for cutting-edge technologies in fields including mechanical, aerospace and bioengineering.

Achievement of a major in Material Science and Engineering requires 48 credit points from this table including:

(i) 12 credit points of 1000/2000-level units of study

(ii) 36 credit points of 3000-level and higher units of study

(iii) 12 credit points of Project units

Units of Study

The relevant 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>Session</th>
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</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
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<tr>
<td>Core units</td>
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<tr>
<td>AMME1362 Materials 1</td>
<td>6</td>
<td>N CIVL2110 OR AMME2302</td>
<td>N</td>
<td></td>
<td></td>
<td>Semester 2</td>
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<tr>
<td><strong>2000-level units of study</strong></td>
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<tr>
<td>Core units</td>
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<td></td>
</tr>
<tr>
<td>AMME2301 Mechanics of Solids 1</td>
<td>6</td>
<td>P ENGG1802 AND (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933) N CIVL2201</td>
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<td>Semester 2</td>
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<tr>
<td><strong>3000-level units of study</strong></td>
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<tr>
<td>Core units</td>
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</tr>
<tr>
<td>MECH3362 Materials 2</td>
<td>6</td>
<td>A (1) A good understanding of basic knowledge and principles of material science and engineering from Materials I and mechanics of solids for simple</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
structural elements (in tension, bending, torsion); (2) Reasonable mathematical skills in calculation of stresses and strains in simple structural elements.

P AMME2301 AND (AMME2302 OR AMME1362 OR CIVL2110)

### 4000-level units of study

#### Project units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
</table>
| AMME4111   | Thesis A                   | 6       | P [36 credits of 3000 and/or 4000 level units of study]  
N AMME4121 OR AMME4122 OR AMME4010  
Note: Prospective students in Thesis A are expected to have consulted with supervisors and selected a topic of interest at the end of third year, guided by the advertised list of suggested thesis topics and supervisors. Availability of topics is limited and students should undertake to speak with prospective supervisors as soon as possible. Students who are unable to secure a supervisor and topic will be allocated a supervisor by the unit coordinator. Alternatively, students may do a thesis with a supervisor in industry or in another university department. In this case, the student must also find a second supervisor within the School of AMME.  
Note: Thesis projects will be within the expertise in Materials Science and Engineering |
| AMME4112   | Thesis B                   | 6       | P [36 credits of 3000 and/or 4000 level units of study]  
N AMME4121 OR AMME4122 OR AMME4010  
Note: Thesis projects will be within the expertise in Materials Science and Engineering |

### 5000-level units of study

#### Core units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
</table>
| MECH5304   | Materials Failure          | 6       | A Fundamental knowledge in materials science and engineering: atomic and crystal structures, metallurgy, structure-property relationship, mechanics of engineering materials, solid mechanics.  
P (AMME9301 OR AMME2301) AND (AMME9302 OR AMME2302 OR AMME1362) AND (MECH9361 OR MECH3361) AND (MECH9362 OR MECH5362 OR MECH3362)  
Note: Students will attend a series lectures on failure analyses of engineering materials addressing brittle rupture/fracture, yielding, cleavage fracture, fatigue and creep failure of engineering materials under static and dynamic loads. Students will also attend short introduction courses on optical microscopy and scanning electron microscopy (SEM) to gain some essential knowledge in diagnostic and forensic analyses of materials failure. Each student participates in a couple of group projects relevant to diagnostic analyses of failure of typical engineering materials such as steel, aluminium, magnesium alloys, engineering plastics and advanced fibre composites. Under the guidance of the supervisor, the student will learn how to initiate a proposal on failure analysis, how to do the project investigation and how to prepare and carry out technical communications (oral presentation and discussion between groups). In any of these scenarios, the student is directly responsible for the progress and quality of the results. At the end of the semester, the student is required to submit a written project report and to give a seminar presenting the aims and achievements of the project. |
<p>| Semester 2 | Semester 2 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH5305</td>
<td>Smart Materials</td>
<td>6</td>
<td><strong>A</strong> Fundamental knowledge in materials science and engineering: atomic and crystal structures, metallurgy, structure-property relationship, mechanics of engineering materials, solid mechanics. <strong>P</strong> (AMME9301 OR AMME5301 OR AMME2301) AND (AMME9302 OR AMME5302 OR AMME2302 OR AMME1362)</td>
<td>The UoS covers the key knowledge of most smart materials such as dielectric, piezoelectric, magneto-electric and shape memory materials. Each student participates in a couple of group projects relevant to characterization of structure-property relationship of functional structures with desired performance. Under the guidance of the supervisor, the student will learn how to develop a proposal, how to do the project investigation and how to prepare and carry out the technical communications (writing and oral). In any of these scenarios, the student is directly responsible for the progress and quality of the results. At the end of the semester, the student is required to submit a written project report and to give a seminar presenting the aims and achievements of the project.</td>
</tr>
<tr>
<td>MECH5310</td>
<td>Advanced Engineering Materials</td>
<td>6</td>
<td><strong>P</strong> (AMME2301 OR AMME9301) AND (AMME2302 OR AMME1362 OR AMME9302) AND (MECH3362 OR MECH9362) <strong>N</strong> MECH4310</td>
<td>Advanced polymer matrix composites, smart/functional materials, high-strength ferrous and non ferrous alloys, superalloys, high performance polymers, eco-materials, thin film science and technology, advanced joining methods, processing-structure-property relationship, damage tolerance, toughening mechanisms, structure integrity and reliability.</td>
</tr>
</tbody>
</table>
Major in Mechanical Engineering

Overview

Mechanical engineering represents a broad branch of professional engineering, with its practitioners applying basic sciences to the development of technologies that enhance our quality of life.

This major provides students with the option to focus across a broad range of Mechanical Engineering technologies and activities - from the application of nanotechnology to the design of systems crucial to sustainable power generation, air conditioning, transport, steel production and mining.

Learning Outcomes

This Major in Mechanical Engineering is designed to be done in conjunction with a Bachelor of Engineering Honours (Biomedical). Biomedical Engineering is an interdisciplinary field of Engineering, with overlaps with many of the traditional branches of engineering, one of the most important of which is Mechanical engineering, an overlap which encompasses the multi-billion-dollar global industries of orthopaedics, medical device design, vascular implants, biomanufacturing, biomechanics, and tissue engineering. While targeted study in all of these areas forms part of the Bachelor of Engineering Honours (Biomedical), the deeper underlying Mechanical Engineering principles do not fall within the scope of a Biomedical Engineering Degree. The Mechanical Major is therefore designed to cater for those students who wish to delve deeper into these fundamental underlying Mechanical Engineering principles, and thereby allow students to align their study more closely with this area of biomedical engineering.

Secondly, by completing this major, students will be able to market themselves in the workplace not only as a Biomedical Engineer, but also as possessing a Major in the Mechanical Engineering field. This Major gives them a range of skills that a Mechanical Engineer is expected to have been trained in. Specifically, key concepts in:

1. Fluid mechanics
2. Thermodynamics
3. Dynamics
4. System control
5. Mechanical design
6. Materials engineering
7. Solid mechanics

This Major is structured in such a way that all of these key concepts can be learned at either the intermediate or senior level, with scope for extra specialisation at the senior level in some of these key concepts. Thus, this Major is intended to be complementary to the Bachelor of Engineering Honours (Biomedical).

Project and Interdisciplinary Unit/s

MECH3921 Biomedical Design and Technology.

Project Work Content: 60% of the assessable content of this unit of study involves an integrated team biomedical engineering design project, involving students working in a team of 6 to 10 developing, and in some cases prototyping, a biomedical design solution to a clinical problem, working under the supervision of engineering academics and clinicians.

Interdisciplinary: Biomedical engineering is an interdisciplinary field. It has strong overlaps with many traditional branches of engineering including mechanical, mechatronic, electrical, chemical, and materials. All of these areas are represented in the wide range of team projects available in this unit of study, and in all cases, with the unified interdisciplinary theme being biomedical engineering. The team projects were facilitated by academics and clinicians, thus broadening the interdisciplinary aspect of the word to both the breadth of Engineering, as well as the clinical field, i.e., the discipline of
medicine. This unit of study therefore meets the criteria of “project work requiring the application of disciplinary skills and knowledge in an interdisciplinary context".

**Disciplinary:** In 2017 there were 20 teams of students in the class of 130 students, 6 or 7 per team, and the team projects were aligned to various disciplines, including Mechanical Engineering. Unit of Study Coordinator ensures that students who are doing a Major are allocated to a team that aligns with their Major, in this case the Mechanical Engineering Major. For example, of the 20 team projects in 2017, the following is an example of a team project that was specifically aligned with the Mechanical Major: Rotational Surgical Bed (Mechanical Major). This is how we have been running this for some years now, for example in 2016 there were 18 teams projects for about 130 students, with representative projects in each of the Majors, including the Mechanical Major.

**Streams in which this major may be taken:**

In general any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. We wish to make this more explicit for students:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Biomedical

Students in the Mechanical Engineering Stream may not enrol in the Mechanical Engineering Major.
Bachelor of Engineering Honours
Mechanical Engineering Major

Mechanical engineering represents a broad branch of professional engineering, with its practitioners applying basic sciences to the development of technologies that enhance our quality of life.

This major provides students with the option to focus across a broad range of Mechanical Engineering technologies and activities - from the application of nanotechnology to the design of systems crucial to sustainable power generation, air conditioning, transport, steel production and mining.

Achievement of a major in Mechanical Engineering requires 48 credit points from this table including:

(i) 18 credit points of 2000-level units of study

(ii) either AMME2200 OR AMME2261 AND AMME2262

(iii) 6 credit points of Project units

(iv) a minimum of 12 credit points of 3000-level Selective units

Units of Study

The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
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<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME2301 Mechanics of Solids</td>
<td>6</td>
<td>P ENGG1802 AND (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933) N CIVL2201</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMME2500 Engineering Dynamics</td>
<td>6</td>
<td>A Familiarity with the MATLAB programming environment. P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933) AND ENGG1802</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECH2400 Mechanical Design</td>
<td>6</td>
<td>A ENGG1801 AND ENGG1802. HSC Maths and HSC Physics.</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

2000-level units of study

Selective units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME2200 Introductory Thermofluids</td>
<td>6</td>
<td>A (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933). Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra. N AMME2261 OR AMME2262</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMME2261 Fluid Mechanics 1</td>
<td>6</td>
<td>A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### AMME2262 Thermal Engineering 1

| 6 | A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra. | Semester 2 |

#### 3000-level units of study

### Project units

**MECH3921 Biomedical Design and Technology**

| 6 | A A basic understanding of human physiology and anatomy and an understanding of the engineering design process. | Semester 2 |

#### 3000-level units of study

### Selective units

**AMME3500 System Dynamics and Control**

| 6 | A Fundamentals of thermodynamics and fluid mechanics are needed to begin this more advanced course. | Semester 1 |

**MECH3260 Thermal Engineering 2**

| 6 | A A basic understanding of human physiology and anatomy and an understanding of the engineering design process. | Semester 2 |

**MECH3261 Fluid Mechanics 2**

| 6 | A Fundamentals of thermodynamics and fluid mechanics are needed to begin this more advanced course. | Semester 1 |

**MECH3361 Mechanics of Solids 2**

| 6 | A A good understanding of basic knowledge and principles of material science and engineering from Materials I and mechanics of solids for simple structural elements (in tension, bending, torsion); (2) Reasonable mathematical skills in calculation of stresses and strains in simple structural elements. | Semester 2 |

**MECH3362 Materials 2**

| 6 | A (1) A good understanding of basic knowledge and principles of material science and engineering from Materials I and mechanics of solids for simple structural elements (in tension, bending, torsion); (2) Reasonable mathematical skills in calculation of stresses and strains in simple structural elements. | Semester 1 |
Major in Mechatronic Engineering

Overview

Mechatronic engineering involves the study of computer-controlled systems that form the basis of the 'intelligent' products that are ubiquitous in today's society.

This major allows students to understand the interconnection between disciplines such as mechanical, electrical and systems engineering, as well as computer science, and provides a foundation for cutting-edge technologies in fields including robotics, manufacturing, aerospace and bioengineering.

Learning Outcomes

This Major in Mechatronic Engineering is designed to be done in conjunction with a Bachelor of Engineering Honours (Biomedical). Biomedical Engineering is an interdisciplinary field of engineering which overlaps with many of the traditional branches of engineering. One of the most important overlaps is that with Mechatronic Engineering, encompassing the large and exponentially growing fields of bionics and robotic surgery. While targeted study in these areas forms part of the Bachelor of Engineering Honours (Biomedical), a deeper understanding of the underlying Mechatronic Engineering principles is not within the scope of a Biomedical Engineering degree. The Mechatronic Major is therefore designed to cater for those students who wish to extend their knowledge of these fundamental underlying Mechatronic Engineering principles and thereby align their study more closely with this area of Biomedical Engineering.

By completing this major, students will be able to present themselves in the workplace not only as Biomedical Engineers, but also as possessing a Major in Mechatronic Engineering. This Major gives them a range of skills that a Mechatronic Engineer is expected to have been trained in. Specifically, they will understand and be able to apply key concepts in
1. Mechatronics
2. Solid Mechanics
3. Dynamics
4. Systems Control
5. Power Electronics.

Project and Interdisciplinary Unit/s

MECH3921 Biomedical Design and Technology.

Project Work Content: 60% of the assessable content of this unit of study involves an integrated team biomedical engineering design project, involving students working in a team of 6 to 10 developing, and in some cases prototyping, a biomedical design solution to a clinical problem, working under the supervision of engineering academics and clinicians.

Interdisciplinary: Biomedical engineering is an interdisciplinary field. It has strong overlaps with many traditional branches of engineering including mechanical, mechatronic, electrical, chemical, and materials. All of these areas are represented in the wide range of team projects available in this unit of study, and in all cases, with the unified interdisciplinary theme being biomedical engineering. The team projects were facilitated by academics and clinicians, thus broadening the interdisciplinary aspect of the word to both the breadth of Engineering, as well as the clinical field, i.e., the discipline of medicine. This unit of study therefore meets the criteria of “project work requiring the application of disciplinary skills and knowledge in an interdisciplinary context”.

Disciplinary: In 2017 there were 20 teams of students in the class of 130 students, 6 or 7 per team, and the team projects were aligned to various disciplines, including Mechatronic Engineering. Unit of Study Coordinator ensures that students who are doing a Major are allocated to a team that aligns with their Major, in this case the Mechatronic Engineering Major. For example, of the 20 team projects in 2017, the following is an example of a team project that was specifically aligned with the
Mechatronic Major: Mechanotransducive Nose Splint System (Mechatronic Major). This is how we have been running this for some years now, for example in 2016 there were 18 teams projects for about 130 students, with representative projects in each of the Majors, including the Mechatronic Major.

**Streams in which this major may be taken:**

In general any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. We wish to make this more explicit for students:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Biomedical

Students in the Mechatronic Engineering Stream may not enrol in the Mechatronic Engineering Major.
# Bachelor of Engineering Honours

## Mechatronic Engineering Major

Mechatronic engineering involves the study of computer-controlled systems that form the basis of the ‘intelligent’ products that are ubiquitous in today's society.

This major allows students to understand the interconnection between disciplines such as mechanical, electrical and systems engineering, as well as computer science, and provides a foundation for cutting-edge technologies in fields including robotics, manufacturing, aerospace and bioengineering.

Achievement of a major in Mechatronic Engineering requires 48 credit points from this table including:

(i) 30 credit points of 1000/2000-level units of study

(ii) credit points of 3000-level units of study

(iii) 6 credit points of Project units

## Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
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<tr>
<td>MTRX1702 Mechatronics</td>
<td>6</td>
<td>A MTRX1701</td>
<td></td>
<td></td>
<td>N ELEC1101 OR ELEC2602 OR COSC1002 OR COSC1902</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX1705 Introduction to Mechatronic Design</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>2000-level units of study</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMME2301 Mechanics of Solids</td>
<td>6</td>
<td>P ENGG1802 AND (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933)</td>
<td></td>
<td>N CIVL2201</td>
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<td>Semester 2</td>
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<tr>
<td>AMME2500 Engineering Dynamics</td>
<td>6</td>
<td>A Familiarity with the MATLAB programming environment</td>
<td>P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933) AND ENGG1802</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MTRX2700 Mechatronics 2</td>
<td>6</td>
<td>A MTRX1701 AND MTRX1705. Students are assumed to know how to program using the ‘C’ programming language. Additionally, students should understand the basic concepts behind simple digital logic circuits.</td>
<td>P MTRX1702 AND MTRX1705</td>
<td></td>
<td>N ELEC2601 OR ELEC3607</td>
<td>Semester 1</td>
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</tbody>
</table>
### Core Project units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH3921</td>
<td>Biomedical Design and Technology</td>
<td>6</td>
<td>A basic understanding of human physiology and anatomy and an understanding of the engineering design process. P (AMME2302 OR AMME1362) AND MECH2901 AND (MECH2400 OR ENGG1960 OR AMME1960) N AMME5921</td>
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</table>

### Selective units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME3500</td>
<td>System Dynamics and Control</td>
<td>6</td>
<td>P (AMME2000 OR MATH2067 OR (MATH2061 AND MATH2065) OR MATH2021) AND AMME2500</td>
<td>1</td>
</tr>
<tr>
<td>ELEC3204</td>
<td>Power Electronics and Applications</td>
<td>6</td>
<td>A 1. Differential equations, linear algebra, complex variables, analysis of linear circuits. 2. Fourier theory applied to periodic and non-periodic signals. 3. Software such as MATLAB to perform signal analysis and filter design. 4. Familiarity with the use of basic laboratory equipment such as oscilloscope, function generator, power supply, etc. 5. Basic electric circuit theory and analysis.</td>
<td>1</td>
</tr>
<tr>
<td>MTRX3700</td>
<td>Mechatronics 3</td>
<td>6</td>
<td>A Completion of a first course in microprocessor systems, including assembly and C language programming, interfacing, introductory digital and analogue electronics. P MTRX2700 N MECH4710</td>
<td>2</td>
</tr>
<tr>
<td>MTRX3760</td>
<td>Mechatronic Systems Design</td>
<td>6</td>
<td>P MTRX2700</td>
<td>2</td>
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</tbody>
</table>
Major in Power Engineering

Overview

The major in power engineering builds on foundations in physics, mathematics, computer science and electrical engineering principles. The main focus is in the areas of power systems, power electronics, control engineering, energy systems and management. Power engineers plan, analyse, design, simulate, construct, operate, optimize and maintain power systems and power electronics. The power system infrastructure includes power generation, transmission, distribution, and conversion that evolves into the heartbeat of modern society.

As a power engineering graduate, you may pursue a career with industrial corporations and government departments involved with providing, converting, controlling, managing, and using electrical power, or conduct research on developing new technology for utilizing alternative power sources such as solar and wind energy.

Learning Outcomes

- Understand electrical faults and be able to design protection strategies to safeguard the electrical equipment, and maintain safety of the plant.
- Be able to incorporate professional standards for economic, environmental, social and safety issues into the design, implementation and operation of power systems by drawing on Australian codes and standards.
- Understand operation of modern electric power systems with particular emphasis on generation and transmission.
- Understand electrical energy conversion techniques and equipment including solid-state converters, transformers and electric machines.
- Understand modern power electronic components and systematic design to enable energy and power conversion.
- Be able to apply modelling and simulation techniques for the study of power systems and power electronics.

Project and Interdisciplinary Unit/s

Engineering is interdisciplinary by nature. Engineering applies the principles and methods from a range of science disciplines to real world problems typically involving a complex combination of human, commercial and environmental factors. Electrical engineering core units of study include content from maths, physics. Although project based assessment is a common characteristic of many advanced units in electrical engineering, ELEC3204 Power Electronics and Applications has been nominated as the designated project unit for Power Engineering major. This unit has a substantial design element requiring students to develop hardware prototypes of power electronics that are used everyday appliances such as washing machines, and further into renewable power generation. This project requires the integration and application of disciplinary knowledge and skills. The applications these design are multidisciplinary by nature. Besides these exposures to projects, all the electrical engineering degree students also do a 12 cp project in their final year as part of the degree core.

Streams in which this major may be taken:

This major best aligns with the Electrical stream.
Bachelor of Engineering Honours
Power Engineering Major

The major in power engineering builds on foundations in physics, mathematics, computer science and electrical engineering principles. The main focus is in the areas of power systems, power electronics, control engineering, energy systems and management. Power engineers plan, analyse, design, simulate, construct, operate, optimize and maintain power systems and power electronics. The power system infrastructure includes power generation, transmission, distribution, and conversion that evolves into the heartbeat of modern society.

As a power engineering graduate, you may pursue a career with industrial corporations and government departments involved with providing, converting, controlling, managing, and using electrical power, or conduct research on developing new technology for utilizing alternative power sources such as solar and wind energy.

Achievement of a major in Power Engineering requires 48 credit points from this table including:

(i) 12 credit points of 2000-level units of study
(ii) 18 credit points of 3000-level core units of study
(iii) 6 credit points of Project units
(iv) 6 credit points of 5000-level core units of study
(v) 6 credit points of 5000-level selective units of study

Units of Study

The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<tbody>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
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<tr>
<td><strong>Core units</strong></td>
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<td></td>
</tr>
<tr>
<td>ELEC2104 Electronic Devices and Circuits</td>
<td>6</td>
<td>A ELEC1103. Ohm<code>s Law and Kirchoff</code>s Laws; action of Current and Voltage sources; network analysis and the superposition theorem; Thevenin and Norton equivalent circuits; inductors and capacitors, transient response of RL, RC and RLC circuits; the ability to use power supplies, oscilloscopes, function generators, meters, etc.</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC2302 Signals and Systems</td>
<td>6</td>
<td>A (MATH1001 OR MATH1021) AND MATH1002 AND (MATH1003 OR MATH1023). Basic knowledge of differentiation &amp; integration, differential equations, and linear algebra.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>3000-level units of study</strong></td>
<td></td>
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<tr>
<td><strong>Core units</strong></td>
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</tr>
<tr>
<td>ELEC3203 Electricity Networks</td>
<td>6</td>
<td>A This unit of study assumes a competence in first year mathematics (in particular, the ability to work with complex numbers), in elementary circuit theory and in basic electromagnetics.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC3206 Electrical Energy Conversion</td>
<td>6</td>
<td>A Following concepts are assumed knowledge for this unit of study: familiarity with circuit theory, electronic devices, ac</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### Systems

- Power, capacitors and inductors, and electric circuits such as three-phase circuits and circuits with switches, the use of basic laboratory equipment such as oscilloscope and power supply.
- **ELEC3203**

### ELEC3304 Control

- **6**
- "A Specifically the following concepts are assumed knowledge for this unit: familiarity with basic Algebra, Differential and Integral Calculus, Physics; solution of linear differential equations, Matrix Theory, eigenvalues and eigenvectors; linear electrical circuits, ideal op-amps; continuous linear time-invariant systems and their time and frequency domain representations, Laplace transform, Fourier transform.**
- **P** ELEC2302 AND (MATH2061 OR MATH2067 OR MATH2021 OR MATH2961 OR AMME2000)
- **N** AMME3500

### 3000-level units of study

#### Project units

- **ELEC3204 Power Electronics and Applications**
  - **6**
  2. Fourier theory applied to periodic and non-periodic signals.  
  3. Software such as MATLAB to perform signal analysis and filter design.  
  4. Familiarity with the use of basic laboratory equipment such as oscilloscope, function generator, power supply, etc.  
  5. Basic electric circuit theory and analysis."

### 5000-level units of study

#### Core units

- **ELEC5204 Power Systems Analysis and Protection**
  - **6**
  - "A The unit assumes basic knowledge of circuits, familiarity with basic mathematics, competence with basic circuit theory and an understanding of three phase systems, transformers, transmission lines and associated modeling and operation of such equipment.**
  - **P** (ELEC3203 OR ELEC9203 OR ELEC5732) AND (ELEC3206 OR ELEC9206 OR ELEC5734)

#### Selective units

- **ELEC5203 Topics in Power Engineering**
  - **6**
  - "A ELEC3203 AND ELEC3204. Familiarity with basic mathematics and physics; competence with basic circuit theory and understanding of electricity grid equipment such as transformers, transmission lines and associated modeling; and fundamentals of power electronic technologies."
  - **Semester 2**

- **ELEC5205 High Voltage Engineering**
  - **6**
  - "A The following previous knowledge is assumed for this unit. Circuit analysis techniques, electricity networks, power system fundamentals.**
  - **P** (ELEC3203 OR ELEC9203 OR ELEC5732) AND (ELEC3206 OR ELEC9206 OR ELEC5734)"
  - **Semester 2**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5206</td>
<td>Sustainable Energy Systems</td>
<td>6</td>
<td>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. Semester 2</td>
</tr>
<tr>
<td>ELEC5207</td>
<td>Advanced Power Conversion Technologies</td>
<td>6</td>
<td>A ELEC3204 Semester 2</td>
</tr>
<tr>
<td>ELEC5208</td>
<td>Intelligent Electricity Networks</td>
<td>6</td>
<td>A Electricity Networks, Control Systems and Telecommunications. Semester 1</td>
</tr>
<tr>
<td>ELEC5211</td>
<td>Power System Dynamics and Control</td>
<td>6</td>
<td>A The pre-required knowledge for learning this UoS is a deep understanding on circuit analysis and its applications in power system steady state analysis. P ELEC3203 OR ELEC9203 OR ELEC5732 Semester 1</td>
</tr>
<tr>
<td>ELEC5212</td>
<td>Power System Planning and Markets</td>
<td>6</td>
<td>A The pre-required knowledge for learning this UoS is power system steady state analysis. P ELEC3203 OR ELEC5732 OR ELEC9203 Semester 2</td>
</tr>
</tbody>
</table>
Major in Robotics and Intelligent Systems

Overview

Mechatronic engineering involves the study of computer-controlled systems that form the basis of the 'intelligent' products that are ubiquitous in today's society. Our world is rapidly changing as robotics, automation and pervasive information and communication technologies become embedded within every facet of our social, environmental and economic spheres. These “intelligent” devices are becoming ubiquitous with an increasing reliance on machine-to-machine interaction and human-machine systems. Automated mobile devices are capturing large amounts of data and informing us about our world in greater spatial, spectral and temporal detail. Intelligent machines are appearing on our roads (robotic driving), in manufacturing (collaborative robots, or “cobots”, and factory automation), in primary industries (automation in mining, forestry, agriculture), in smart infrastructure (power, water, transportation networks), in schools and universities (intelligent systems for teaching and research), in our hospitals (surgical devices, remote diagnostics, rehabilitation systems), in scientific endeavour (marine, environmental and space robotics) and in our homes (robotic vacuum cleaners, the smart kitchen).

This major allows students to delve deeply in the fields of robotics and intelligent systems. By studying fundamental underpinning engineering science in the areas of control, mechatronic systems development, programming, digital systems and specialist electives in computer vision, robotics, machine learning, sensors and intelligent systems students will gain a deep insight into how these systems are built and operated and the impacts they are having within society at large. This major best aligns with the Mechatronic Engineering stream.

Learning Outcomes

• By completing this major, students will understand the fundamental science and engineering underpinning robotics and intelligent systems.

• They will have studied the development of robotic and intelligent systems, sensing, system control, computer vision and key concepts in machine learning.

• They will have deep, hands-on experience of developing robotic and intelligent systems and will have the skills required to apply these concepts in research and industrial contexts.

• They will also explore how this disruptive technology is transforming our society through the consideration of social, ethical, legal, educational and moral issues arising from the development of these technologies.

Project and Interdisciplinary Unit/s

MTRX5700 Experimental Robotics. This meets the requirements of Project Units in a single 6cp unit, as per section 18, clause 3, note which states

the requirements of sub clauses (3)(e)(i) and (3)(e)(ii) may both be met through a single unit

Project Work Content: 40% of the assessable content of this unit of study involves an integrated robotics design project. Students work in teams of 2 to 4 on designing, building and demonstrating a complete robotic system. They present the outcomes of their work to their peers and describe the motivation for their project, a review of the state of the art related to their work and demonstration of their working prototype system.

Interdisciplinary: Robotics is an interdisciplinary field and therefore meets the criteria of “project work requiring the application of disciplinary skills and knowledge in an interdisciplinary context”. Projects are designed to provide a robotic solution to some well-defined problem of the students' choosing. The projects must be motivated by some unmet need and serve to demonstrate a solution to these problems. We will also invite guest speakers from across the University to discuss the societal impacts of robotics and intelligent systems in terms of the ethical, legal, educational and moral issues arising from the development of these technologies.
**Disciplinary:** Robotics requires the integration of mechanical, electronic and software skills to realise the design, construction and demonstration of a prototype system. Students are expected to synthesize learning from across their complete degree in realising the outcomes of their project.

Other electives in the list, including Computer Vision and Image processing, Advanced Control and Optimisation, Sensors and Signals and Machine Learning also feature significant project based assessments.

**Streams in which this major may be taken:**

In general, any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. We wish to make this more explicit for students:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Mechatronic Engineering
Bachelor of Engineering Honours
Robotics and Intelligent Systems Major

Mechatronic engineering involves the study of computer-controlled systems that form the basis of the 'intelligent' products that are ubiquitous in today's society. Our world is rapidly changing as robotics, automation and pervasive information and communication technologies become embedded within every facet of our social, environmental and economic spheres. These “intelligent” devices are becoming ubiquitous with an increasing reliance on machine-to-machine interaction and human-machine systems. Automated mobile devices are capturing large amounts of data and informing us about our world in greater spatial, spectral and temporal detail. Intelligent machines are appearing on our roads (robotic driving), in manufacturing (collaborative robots, or “cobots”, and factory automation), in primary industries (automation in mining, forestry, agriculture), in smart infrastructure (power, water, transportation networks), in schools and universities (intelligent systems for teaching and research), in our hospitals (surgical devices, remote diagnostics, rehabilitation systems), in scientific endeavour (marine, environmental and space robotics) and in our homes (robotic vacuum cleaners, the smart kitchen).

This major allows students to delve deeply in the fields of robotics and intelligent systems. By studying fundamental underpinning engineering science in the areas of control, mechatronic systems development, programming, digital systems and specialist electives in computer vision, robotics, machine learning, sensors and intelligent systems students will gain a deep insight into how these systems are built and operated and the impacts they are having within society at large. This major best aligns with the Mechatronic Engineering stream.

Achievement of a major in Robotics and Intelligent Systems requires 48 credit points from this table including:

(i) 12 credit points of 1000/2000-level core units of study
(ii) 12 credit points of 3000-level core units of study
(iii) 6 credit points of Project units
(iv) 18 credit points of 3000-level and higher units of study

Units of Study
The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<th>N: Prohibition</th>
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<tr>
<td><strong>1000-level units of study</strong></td>
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<tr>
<td>Core units</td>
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<tr>
<td>MTRX1702 Mechatronics</td>
<td>6</td>
<td>A MTRX1701</td>
<td>N ELEC1101 OR ELEC2602 OR COSC1002 OR COSC1902</td>
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<td><strong>2000-level units of study</strong></td>
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<tr>
<td>MTRX2700 Mechatronics 2</td>
<td>6</td>
<td>A MTRX1701 AND MTRX1705. Students are assumed to know how to program using the ‘C’ programming language. Additionally, students should understand the basic concepts behind simple digital logic circuits.</td>
<td>P MTRX1702 AND MTRX1705</td>
<td>N ELEC2601 OR ELEC3607</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td><strong>3000-level units of study</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Core units</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
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</tr>
<tr>
<td>AMME3500</td>
<td>System Dynamics and Control</td>
<td>6</td>
<td>P (AMME2000 OR MATH2067 OR (MATH2061 AND MATH2065) OR MATH2021) AND AMME2500</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTRX3700</td>
<td>Mechatronics 3</td>
<td>A</td>
<td>Completion of a first course in microprocessor systems, including assembly and</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C language programming, interfacing, introductory digital and analogue electronics.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P MTRX2700</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N MECH4710</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4000/5000-level units of study

#### Selective units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME4710</td>
<td>Computer Vision and Image Processing</td>
<td>6</td>
<td>A The unit assumes that students have strong skills in MATLAB. P MECH4720 OR</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MECH4730 OR MECH5720</td>
<td></td>
</tr>
<tr>
<td>AMME5520</td>
<td>Advanced Control and Optimisation</td>
<td>6</td>
<td>A Strong understanding of feedback control systems, specifically in the area of</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>system modelling and control design in the frequency domain. P AMME3500 OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AMME5501 OR AMME9501</td>
<td></td>
</tr>
<tr>
<td>COMP5318</td>
<td>Machine Learning and Data Mining</td>
<td>6</td>
<td>A INFO2110 OR ISYS2110 OR COMP9120 OR COMP5138</td>
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#### 4000/5000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5208</td>
<td>Intelligent Electricity Networks</td>
<td>6</td>
<td>A Electricity Networks, Control Systems and Telecommunications.</td>
<td>1</td>
</tr>
<tr>
<td>MECH5720</td>
<td>Sensors and Signals</td>
<td>6</td>
<td>A Strong MATLAB skills P MTRX3700 N MECH4720</td>
<td>2</td>
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### 5000-level units of study

#### Project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTRX5700</td>
<td>Experimental Robotics</td>
<td>6</td>
<td>A Knowledge of statics and dynamics, rotation matrices, programming and some</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>electronic and mechanical design experience is assumed. P (AMME3500 OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AMME5501 OR AMME9501) AND MTRX3700</td>
<td></td>
</tr>
</tbody>
</table>
Major in Space Engineering

Overview

Combining key areas including orbital mechanics, space vehicles, ground station infrastructure, space avionics and space robotics, the space engineering major at Sydney is the only program of its kind offered in Australia.

You must meet the specific entry requirements to enrol in this major. It is available primarily within the Aeronautical, Mechanical or Mechatronic streams of the Bachelor of Engineering and associated combined degrees.

Learning Outcomes

1. Design of satellite and spacecraft, with knowledge of systems engineering, spacecraft sub-systems, space missions and applications
2. Space Engineering system specialisation towards the ability to use appropriate instrumentation and analyses methodologies in the space environment to meet mission requirements
3. Multidisciplinary methodology and tools to identify and predict orbits and trajectories for spacecraft, and to use techniques in estimation and control theory for problems in space engineering.
4. Ability to research and discover relevant information for the design and analysis of Space vehicles, through independent literature research in studying past solutions to problems and draw upon this knowledge during their own design process.
5. Students will become aware of the regulatory and liability requirements relating to all aspects of the Space industry, and will develop ability to critically reflect on professional context issues in undertaking well-defined individual and team responsibilities.

Project Unit/s

AMME4111 Thesis A & AMME4112 Thesis B allow students to complete an in-depth research project within Space Engineering.

Interdisciplinary Unit/s

AERO4701 Space Engineering 3 is a capstone project which integrates skills and knowledge from multiple disciplines towards a space engineering product. Students from Aeronautical, Mechanical, and Mechatronic Engineering work collaboratively to meet the requirements of the set projects. The integration and application of diverse Interdisciplinary knowledge and skills (such as space regulation and policies, business and project management, marketing, communication, sensors, and scientific research, and space system operations), are essential to enable optimal engineering designs to meet requirements specified for these space engineering system projects.

Streams in which this major may be taken:

In general any student who completes the requirements can be awarded a major. The alignment between streams and majors does however mean that some majors will be more easily completed by students in certain streams. We wish to make this more explicit for students:

Students in the following streams should be able to complete this major using only units in the degree core, the stream core, or the stream choice units (i.e. not using any free electives, and without overloading)

- Aeronautical Engineering
- Mechanical Engineering
- Mechatronic Engineering
Bachelor of Engineering Honours
Space Engineering Major

Combining key areas including orbital mechanics, space vehicles, ground station infrastructure, space avionics and space robotics, the space engineering major at Sydney is the only program of its kind offered in Australia.

You must meet the specific entry requirements to enrol in this major. It is available primarily within the Aeronautical, Mechanical or Mechatronic streams of the Bachelor of Engineering and associated combined degrees.

Achievement of a major in Space Engineering requires 48 credit points from this table including:

(i) 6 credit points of 1000-level units of study
(ii) 6 credit points of 2000-level units of study
(iii) 6 credit points of 3000-level core units of study
(iv) 6 credit points of 4000-level core units of study
(iv) 12 credit points of Project units
(iii) 12 credit points of 3000-level and higher selective units of study

Units of Study

The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Selective units</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AERO1560 Introduction to Aerospace Engineering</td>
<td>6</td>
<td>N ENGG1800 OR MECH1560 OR MTRX1701 OR CIVL1900 OR CHNG1108 OR AMME1960 OR ENGG1960</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG1800 Introduction to Engineering Disciplines</td>
<td>6</td>
<td>N CIVL1900 OR CHNG1108 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH1560 Introduction to Mechanical Engineering</td>
<td>6</td>
<td>N AERO1560 OR MTRX1701 OR ENGG1800 OR CIVL1900 OR CHNG1108 OR AMME1960 OR ENGG1960</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MTRX1701 Introduction to Mechatronic Engineering</td>
<td>6</td>
<td>N MECH1560 OR ENGG1800 OR AERO1560 OR CIVL1900 OR CHNG1108 OR AMME1960 OR ENGG1960</td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
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<tr>
<td><strong>Core units</strong></td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credit</td>
<td>Prerequisites</td>
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</tr>
<tr>
<td>AERO2705</td>
<td>Space Engineering 1</td>
<td>6</td>
<td>A ENGG1801. First Year Maths and basic MATLAB programming skills. P (AERO1560 OR MECH1560 OR MTRX1701 OR ENGG1800) AND (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923). Entry to this unit requires that students are eligible for the Space Engineering Major. <em>Note: Departmental permission required.</em></td>
</tr>
<tr>
<td>AERO3760</td>
<td>Space Engineering 2</td>
<td>6</td>
<td>P 65 average in (AMME2500 AND AMME2261 AND AMME2301 AND AERO2705) OR (AMME2500 AND AMME2301 AND MTRX2700 AND AERO2705) AND must have passed AERO2705. Students must have achieved a 65% average mark in 2nd year for enrolment in this unit.</td>
</tr>
<tr>
<td>AERO4701</td>
<td>Space Engineering 3</td>
<td>6</td>
<td>P 65% average in (AERO3460 AND AERO3360 AND AERO3560 AND AERO3760) OR (MECH3660 AND MECH3261 AND MECH3361 AND AERO3760) OR (MECH3660 AND AMME3500 AND MTRX3700 AND AERO3760) AND [Must have passed AERO3760]. Students must have achieved a 65% average mark in 3rd year for enrolment in this unit.</td>
</tr>
<tr>
<td>AMME4111</td>
<td>Thesis A</td>
<td>6</td>
<td>P [36 credits of 3000 and/or 4000 level units of study] N AMME4121 OR AMME4122 OR AMME4010 Note: Prospective students in Thesis A are expected to have consulted with supervisors and selected a topic of interest at the end of third year, guided by the advertised list of suggested thesis topics and supervisors. Availability of topics is limited and students should undertake to speak with prospective supervisors as soon as possible. Students who are unable to secure a supervisor and topic will be allocated a supervisor by the unit coordinator. Alternatively, students may do a thesis with a supervisor in industry or in another university department. In this case, the student must also find a second supervisor within the School of AMME.</td>
</tr>
<tr>
<td>AMME4112</td>
<td>Thesis B</td>
<td>6</td>
<td>P [36 credits of 3000 and/or 4000 level units of study] N AMME4121 OR AMME4122 OR AMME4010</td>
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</table>

### 3000/4000/5000-level units of study

**Selective units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO4260</td>
<td>Aerodynamics 2</td>
<td>6</td>
<td>P AMME2200 OR AMME2261</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
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<td>------------</td>
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</tr>
<tr>
<td>AERO4360</td>
<td>Aerospace Structures 2</td>
<td>6</td>
<td>A AERO3465, P AERO3360</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AERO4560</td>
<td>Flight Mechanics 2</td>
<td>6</td>
<td>A AMME2500 develops the basic principles of engineering mechanics and system dynamics that underpin this course. AERO3560 Flight Mechanics 1 develops the specifics of aircraft flight dynamics and stability. AMME3500 Systems control covers basic system theory and control system synthesis techniques. P AERO3560 AND AMME3500</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO5700</td>
<td>Space Engineering (Advanced)</td>
<td>6</td>
<td>P (AERO3760 AND AERO4701) OR AERO9760</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO5750</td>
<td>Unmanned Air Vehicle Systems</td>
<td>6</td>
<td>A AERO1560 AND AERO1400 AND AMME2700 AND AERO3460 AND AERO3560 AND AERO3260 AND AERO3261 AND AERO4460 or equivalent units. Note: Departmental permission required.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME3060</td>
<td>Engineering Methods</td>
<td>6</td>
<td>P AMME2000 OR MATH2067 OR (MATH2061 AND MATH2065) OR MATH2021</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME4710</td>
<td>Computer Vision and Image Processing</td>
<td>6</td>
<td>A Strong MATLAB skills</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME5202</td>
<td>Computational Fluid Dynamics</td>
<td>6</td>
<td>A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5510</td>
<td>Vibration and Acoustics</td>
<td>6</td>
<td>P (AMME2301 OR AMME9301) AND (AMME2200 OR AMME2261 OR AMME2500 OR AMME9500)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME55520</td>
<td>Advanced Control and Optimisation</td>
<td>6</td>
<td>A Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain. P AMME3500 OR AMME5501 OR AMME9501</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5790</td>
<td>Introduction to Biomechatronics</td>
<td>6</td>
<td>A A good practical knowledge in mechanical and electronic engineering; adequate maths and applied maths skills; background knowledge of physics, chemistry and biology; Some programming capability, MATLAB, C, C++; able to use common software tools used by engineers including CAD and EDA packages. P MECH3921 OR MTRX3700 OR AMME5921 N AMME4790 Note: AMME5790 is the last in a series of practical Mechatronic and Electrical courses taken over three years. It takes these engineering concepts, along with the associated mathematical, electronic and mechanical theory and applies this knowledge to a series of practical, albeit specialized biomechatronic applications that will be encountered by Mechatronic Engineers who enter this broad field on graduation.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME5912</td>
<td>Crash Analysis and Design</td>
<td>6</td>
<td>A Computer Aided Drafting, Basic FEA principles and Solid Mechanics. Note: Departmental permission required.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
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</tr>
<tr>
<td>MECH5265</td>
<td>Combustion</td>
<td>6</td>
<td><strong>A</strong> Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. <strong>P</strong> (MECH3260 AND MECH3261) OR MECH5262 OR MECH9260</td>
<td>2</td>
</tr>
<tr>
<td>MECH5310</td>
<td>Advanced Engineering Materials</td>
<td>6</td>
<td><strong>P</strong> (AMME2301 OR AMME9301) AND (AMME2302 OR AMME1362 OR AMME9302) AND (MECH3362 OR MECH9362) <strong>N</strong> MECH4310</td>
<td>1</td>
</tr>
<tr>
<td>MECH5720</td>
<td>Sensors and Signals</td>
<td>6</td>
<td><strong>A</strong> Advanced polymer matrix composites, smart/functional materials, high-strength ferrous and non ferrous alloys, superalloys, high performance polymers, eco-materials, thin film science and technology, advanced joining methods, processing-structure-property relationship, damage tolerance, toughening mechanisms, structure integrity and reliability. <strong>P</strong> (AMME2302 OR AMME9302) AND (MECH3362 OR MECH9362) <strong>N</strong> MECH4310</td>
<td>1</td>
</tr>
<tr>
<td>MTRX5700</td>
<td>Experimental Robotics</td>
<td>6</td>
<td><strong>A</strong> Knowledge of statics and dynamics, rotation matrices, programming and some electronic and mechanical design experience is assumed. <strong>P</strong> (AMME3500 OR AMME5501 OR AMME9501) AND MTRX3700</td>
<td>1</td>
</tr>
</tbody>
</table>
Major in Structures

Overview

In the Structures Major you will complete advanced units of study in areas such as advanced structural analysis and structural behaviour with particular focus on steel, concrete and composite steel-concrete structures. Structural engineers take into account natural forces such as wind, waves and earthquakes and their effects when designing and planning for building. Certain stresses caused by the modern environment, including the traffic of both cars and people, also need to be considered. Innovative solutions to these problems are researched, developed and tested by structural engineers.

As a structural engineering graduate, you can specialise in one area of work, such as bridges and tunnels, buildings, or large constructions such as oil installations. Engineers who have both studied and taught at the University of Sydney were involved in the construction of major structures including the Sydney Harbour Bridge, the Sydney Aquatic Centre at Homebush Bay, and the Anzac Bridge in Sydney.

Learning Outcomes

- Be proficient in determining the structural performance of steel, timber and concrete structures through theory and experiments.
- Design of structures using theory and Australian Standards.
- Competent understanding of structural failure.
- Knowledge in analysis of composite and advanced structural materials.
- Proficient use of various software tools for structural analysis.

Project Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Structures.

Interdisciplinary Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Structures.

Streams:

This major best aligns with the Civil stream.
Bachelor of Engineering Honours

Structures Major

In the Structures Major you will complete advanced units of study in areas such as advanced structural analysis and structural behaviour with particular focus on steel, concrete and composite steel-concrete structures. Structural engineers take into account natural forces such as wind, waves and earthquakes and their effects when designing and planning for building. Certain stresses caused by the modern environment, including the traffic of both cars and people, also need to be considered. Innovative solutions to these problems are researched, developed and tested by structural engineers.

As a structural engineering graduate, you can specialise in one area of work, such as bridges and tunnels, buildings, or large constructions such as oil installations. Engineers who have both studied and taught at the University of Sydney were involved in the construction of major structures including the Sydney Harbour Bridge, the Sydney Aquatic Centre at Homebush Bay, and the Anzac Bridge in Sydney.

Achievement of a major in Structures requires 48 credit points from this table including:

(i) 18 credit points of 1000 and 2000-level units of study
(ii) 30 credit points of 3000-level or higher units of study
(iii) 12 credit points of Project units
(iv) 12 credit points of Elective specialist units

Units of Study

The relevant 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL1802 Statics</td>
<td>6</td>
<td>N ENGG1802</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL1900 Introduction to Civil Engineering</td>
<td>6</td>
<td>N ENGG1800 OR CHNG1108 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

1000-level units of study

Core units

2000-level units of study

Core units
### 3000-level units of study

**Core units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL3235</td>
<td>Structural Analysis</td>
<td>6</td>
<td>A CIVL2110 AND (CIVL2230 OR CIVL1900) AND MATH2061</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### 4000-level units of study

**Project units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL4022</td>
<td>Thesis A</td>
<td>6</td>
<td>P 30 credits of 3rd year units of study and ISWAM 65 or over. Note: The thesis topic must be in a field related to Construction Management. Department permission required for enrolment. It is expected that the Thesis will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of Thesis coordinator and School’s Director of Learning &amp; Teaching and will only be allowed where there are good reasons for doing so. Students considering this option should discuss it with the Thesis coordinator at least one semester before they intend to start.</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>CIVL4023</td>
<td>Thesis B</td>
<td>6</td>
<td>P 30 credits of 3rd year units of study. Note: The thesis topic must be in a field related to Construction Management. Department permission required for enrolment.</td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

### 5000-level units of study

**Elective specialist units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5266</td>
<td>Steel Structures – Stability</td>
<td>6</td>
<td>A There are no prerequisites for this unit of study but it is assumed that students are competent in the content covered in Structural Mechanics, Steel Structures, and Structural Analysis.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5269</td>
<td>Advanced Concrete Structures</td>
<td>6</td>
<td>P CIVL3205 OR CIVL9205</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5277</td>
<td>Structural Rehabilitation and Timber Design</td>
<td>6</td>
<td>A (CIVL2201 AND CIVL3205 AND CIVL3206) OR (CIVL9201 AND CIVL9205 AND CIVL9206)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5458</td>
<td>Numerical Methods in Civil</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Engineering</td>
<td>CIVL5999 Advanced Research and Analysis</td>
<td>6</td>
<td>A CIVL2201 AND CIVL2611 AND CIVL2410</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Major in Telecommunications Engineering

Overview

The major in telecommunications engineering builds on foundations in physics, mathematics, computer science and basic electrical engineering principles. The main focus of this major is in understanding the design, planning, commissioning and monitoring of complex telecommunications networks and broadcasting equipment. It is concerned with all aspects of theory and application for a broad range of systems such as telephone and data networks, radio and television broadcasting, satellite and deep space applications. It is also connected to digital communications, microwaves and antennas, optical communications, the design and manufacture of lasers and optical fibres, signal and information processing and satellite mobile communications.

As a telecommunications engineering graduate, you may pursue a career dealing with a wide range of exciting modern technologies, including mobile and wireless communications, fixed and mobile internet, and mobile social networking and data transmissions.

Learning Outcomes

- Understand the modelling of physical channel of a telecommunications network and their limitations including various analog and digital modelling schemes.
- Be able to design, implement and test a complete electronic/optical communication system.
- Understand concepts in data communications and networking and the advantages and disadvantages of alternative protocols, algorithms and designs.
- Understand the major components of a digital communication system and their operations including coding of information and spread spectrum systems.

Project and Interdisciplinary Unit/s

Engineering is interdisciplinary by nature. Engineering applies the principles and methods from a range of science disciplines to real world problems typically involving a complex combination of human, commercial and environmental factors. Electrical engineering core units of study include content from maths, physics. Although project based assessment is a common characteristic of many advanced units in electrical engineering, ELEC4505 Digital Communication Systems has been nominated as the designated project unit for Telecommunications Engineering major. This unit has a substantial design element requiring students to design a prototype of a digital communication system based on software defined radio (SDR) equipment including implementation of various digital coding and modulation schemes for transmission of image or video signals. This project requires the integration and application of disciplinary knowledge and skills. The applications these design are multidisciplinary by nature. Besides these exposures to projects, all the electrical engineering degree students also do a 12 cp project in their final year as part of the degree core.

Note re Core Units

ELEC3506 Data Communications and the Internet is a common core unit for the majors in Computer Engineering, Telecommunications Engineering and Internet of Things. This unit covers the design of communication networks, internet protocols, network management and security. This is an essential knowledge for understanding connection of computers/devices in a network. That is why this unit is a part of core units for these three majors.

Streams in which this major may be taken:

This major best aligns with Electrical stream.
Bachelor of Engineering Honours
Telecommunication Engineering Major

The major in telecommunications engineering builds on foundations in physics, mathematics, computer science and basic electrical engineering principles. The main focus of this major is in understanding the design, planning, commissioning and monitoring of complex telecommunications networks and broadcasting equipment. It is concerned with all aspects of theory and application for a broad range of systems such as telephone and data networks, radio and television broadcasting, satellite and deep space applications. It is also connected to digital communications, microwaves and antennas, optical communications, the design and manufacture of lasers and optical fibres, signal and information processing and satellite mobile communications.

As a telecommunications engineering graduate, you may pursue a career dealing with a wide range of exciting modern technologies, including mobile and wireless communications, fixed and mobile internet, and mobile social networking and data transmissions.

Achievement of a major in Telecommunication Engineering requires 48 credit points from this table including:

(i) 12 credit points of 2000-level units of study

(ii) 24 credit points of 3000-level core units of study

(iii) 6 credit points of Project units

(iv) 6 credit points of 5000-level selective units of study

Units of Study

The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC2104 Electronic Devices and Circuits</td>
<td>6</td>
<td>A ELEC1103. Ohm<code>s Law and Kirchoff</code>s Laws; action of Current and Voltage sources; network analysis and the superposition theorem; Thevenin and Norton equivalent circuits; inductors and capacitors, transient response of RL, RC and RLC circuits; the ability to use power supplies, oscilloscopes, function generators, meters, etc.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC2302 Signals and Systems</td>
<td>6</td>
<td>A (MATH1001 OR MATH1021) AND MATH1002 AND (MATH1003 OR MATH1023). Basic knowledge of differentiation &amp; integration, differential equations, and linear algebra.</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

<p>| <strong>3000-level units of study</strong>              |               |                      |         |
| Core units                                 |               |                      |         |
| ELEC3305 Digital Signal Processing         | 6             | A Familiarity with basic Algebra, Differential and Integral Calculus, continuous linear time-invariant systems and their time and frequency domain representations, Fourier transform, sampling of continuous time signals. P ELEC2302 | Semester 1 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC3405 Communications</td>
<td>6</td>
<td>A ELEC2104. A background in basic electronics and circuit theory is assumed.</td>
<td>2</td>
</tr>
<tr>
<td>Electronics and Photonics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC3505 Communications</td>
<td>6</td>
<td>P ELEC2302. Confidence in mathematical operation usually needed to handle telecommunications problems such as Fourier transform, fundamental in signals and systems theory, convolution, and similar techniques.</td>
<td>1</td>
</tr>
<tr>
<td>ELEC3506 Data Communications and the Internet</td>
<td>6</td>
<td>N NETS2150</td>
<td>2</td>
</tr>
</tbody>
</table>

### 4000-level units of study

#### Project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC4505 Digital Communication Systems</td>
<td>6</td>
<td>P ELEC3505</td>
<td>1</td>
</tr>
</tbody>
</table>

### 5000-level units of study

#### Selective units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5101 Antennas and Propagation</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>ELEC5508 Wireless Engineering</td>
<td>6</td>
<td>A Basic knowledge in probability and statistics, analog and digital communications, error probability calculation in communications channels, and telecommunications network.</td>
<td>2</td>
</tr>
<tr>
<td>ELEC5509 Mobile Networks</td>
<td>6</td>
<td>A ELEC3505 AND ELEC3506. Basically, students need to know the concepts of data communications and mobile communications, which could be gained in one the following units of study: ELEC3505 Communications, ELEC3506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.</td>
<td>1</td>
</tr>
<tr>
<td>ELEC5511 Optical Communication Systems</td>
<td>6</td>
<td>(ELEC3405 OR ELEC9405) AND (ELEC3505 OR ELEC9505). Basic knowledge of communications, electronics and photonics.</td>
<td>1</td>
</tr>
<tr>
<td>ELEC5512 Optical Networks</td>
<td>6</td>
<td>A Knowledge of digital communications, wave propagation, and fundamental optics.</td>
<td>2</td>
</tr>
<tr>
<td>ELEC5516 Electrical and Optical Sensor Design</td>
<td>6</td>
<td>A Math Ext 1, fundamental concepts of signal and systems, fundamental electrical circuit theory and analysis.</td>
<td>1</td>
</tr>
</tbody>
</table>
Major in Transport Engineering

Overview

As well as being a fully trained Civil engineer, the Transport major extends your skills to incorporate planning, design, operation and management of infrastructure to achieve safe, economical, and environmentally sustainable movement of people and goods. The major in transport engineering covers traditional mathematical and engineering methods, and also considers multidisciplinary issues such as environmental and social impact, economics, and public policy.

Knowledge of transport issues is of great benefit to graduates in any broad engineering professional situation. Graduates with a transport major are expected to work in the planning, design, construction, management or operation of road, rail, air or sea infrastructure and systems anywhere in the world.

Learning Outcomes

- Gain experience in various tools and models of transport and system analysis.
- Comprehend the principles of efficient transport network design.
- Demonstrate the importance of safety efficiency and sustainability in transport systems and infrastructure design.
- Gain proficiency in mapping, networks, and spatial analytics.
- Develop skills in projective planning and the implications of emergent transport technologies and systems.

Project Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Transport.

Interdisciplinary Unit/s

The Thesis units will provide the students with disciplinary project work and interdisciplinary application of their major knowledge and skills. The thesis topic must be in a field related to Transport.

Streams:

This major best aligns with the Civil stream.
Bachelor of Engineering Honours
Transport Engineering Major

As well as being a fully trained Civil engineer, the Transport major extends your skills to incorporate planning, design, operation and management of infrastructure to achieve safe, economical, and environmentally sustainable movement of people and goods. The major in transport engineering covers traditional mathematical and engineering methods, and also considers multidisciplinary issues such as environmental and social impact, economics, and public policy.

Knowledge of transport issues is of great benefit to graduates in any broad engineering professional situation. Graduates with a transport major are expected to work in the planning, design, construction, management or operation of road, rail, air or sea infrastructure and systems anywhere in the world.

Achievement of a major in Transport Engineering requires 48 credit points from this table including:

(i) 18 credit points of 1000 and 2000-level units of study
(ii) 30 credit points of 3000-level or higher units of study
(iii) 12 credit points of Project units
(iv) 12 credit points of Elective specialist units

Units of Study

The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL1810 Engineering Construction and Surveying</td>
<td>6</td>
<td>A CIVL1900. Some statistical awareness is an advantage and co-enrolment in MATH1005 Statistics is advised. HSC Mathematics Extension 1 or completion of (MATH1001 or MATH1021) and MATH1002 are sufficient for non-statistical maths preparation N CIVL2810</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: In recent years - the course has included a 1.5 day camp at Webbs Creek (about 80km from Sydney). The camp is located in a bushland setting. It aims to provide valuable practice in practical field survey and has a secondary aim of providing a basis for social gathering (this aspect being requested in student feedback over recent years)</td>
<td></td>
</tr>
<tr>
<td>CIVL1900 Introduction to Civil Engineering</td>
<td>6</td>
<td>N ENGG1800 OR CHNG1108 OR MECH1560 OR AERO1560 OR AMME1960 OR MTRX1701 OR ENGG1960</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL2700 Transport Systems</td>
<td>6</td>
<td>A (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) AND MATH1005 AND ENGG1801. Basic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>
Statistics through regression analysis, differential and integral calculus, computer programming.

### 3000-level units of study

**Core units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL3703</td>
<td>Transport Policy, Planning and Deployment</td>
<td>6</td>
<td>A CIVL2700</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### 4000-level units of study

**Project units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL4022</td>
<td>Thesis A</td>
<td>6</td>
<td>P 30 credits of 3rd year units of study and ISWAM 65 or over. Note: The thesis topic must be in a field related to Construction Management. Department permission required for enrolment. It is expected that the Thesis will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of Thesis coordinator and School’s Director of Learning &amp; Teaching and will only be allowed where there are good reasons for doing so. Students considering this option should discuss it with the Thesis coordinator at least one semester before they intend to start.</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>CIVL4023</td>
<td>Thesis B</td>
<td>6</td>
<td>P 30 credits of 3rd year units of study. Note: The thesis topic must be in a field related to Construction Management. Department permission required for enrolment.</td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

### 5000-level units of study

**Elective specialist units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5701</td>
<td>Transport Networks</td>
<td>6</td>
<td>A CIVL2700</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5702</td>
<td>Traffic Engineering</td>
<td>6</td>
<td>A (CIVL2700 OR CIVL9700) AND (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) AND MATH1005 AND ENGG1801. Basic statistics through regression analysis, differential and integral calculus, computer programming.</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Confidential OR Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Veronica Boulton, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Trevor Hambley, Dean of Science</td>
</tr>
<tr>
<td>Paper title</td>
<td>Bachelor of Psychology</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 advise the Undergraduate Studies Committee and the Academic Board of the amendment of the Bachelor of Psychology to meet the structural requirements of the new curriculum.

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Bachelor of Psychology;
2. approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2018; and
3. approve the amendment of unit of study tables arising from the proposal with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The Bachelor of Psychology is being altered to be consistent with the new curriculum and to meet new structural requirements.

The Arts and Science streams are being removed. A single common structure will meet student requirements. The new structure allows for Dalyell stream (12 cp) and a new Maths degree core (6cp). Students will be able to exit into the Bachelor of Arts, Bachelor of Science, Bachelor of Arts/Bachelor of Advanced Studies or Bachelor of Science/Bachelor of Advanced Studies. Progression has been amended to a minimum average mark of 70 in Psychology units at 1000, 2000 and 3000-level. Students who exit the Bachelor of Psychology will be required to take another 6cp of Maths degree core.

Amendments have been made to Bachelor of Psychology degree resolutions to reflect the above.

The proposal was endorsed by UGSC on 21 September 2017 and by Science Faculty Board on 3 October 2017.

**IMPLEMENTATION**

To be updated in the 2019 Faculty of Science Undergraduate Handbook. The Bachelor of Psychology diet collection to be updated for 2019.

**ATTACHMENTS**

1. Minor Course Amendment
2. Revised Resolutions
3. Revised degree structure
Minor Course Amendment Proposal

Faculty: Science

Contact person: Dr Irina Harris

1. **Name of award course**
   
   *Bachelor of Psychology*

2. **Purpose of proposal**

   To amend the Course Resolutions for the Bachelor of Psychology (B. Psych), to align it with the new curriculum transformation.

   **Background**
   
   The B Psych is a highly sought-after degree that has consistently sustained an entry ATAR of at least 96 over the last decade and attracted annual enrolments of 80-110 high achieving students. The accreditation guidelines implemented by the Australian Psychology Accreditation Council (APAC) reserve the nomenclature B. Psychology for 4-year degrees that include an accredited major sequence in Psychology and an accredited, embedded Honours sequence — the two prerequisites for all pathways to registration as a psychologist. Such degrees provide the most direct route to professional registration and are therefore offered by virtually all Australian universities as their flagship, high entry Psychology degree. Consequently, there is substantial competition between universities to attract high achieving students, who typically apply for B. Psych degrees at multiple universities. Demonstrating the competitiveness of the degrees in the local context, entry ATARs for B. Psych degrees are consistently high (e.g., UNSW 98; Macquarie 94-95; WSU [Bankstown] 89).

   Much of the attractiveness of B Psych degrees to students who aspire to become registered psychologists lies in the inclusion of Psychology in the degree name, the high entry ATAR and inclusion of an embedded Honours course. However, students often ‘shop around’ to decide which of these programs to enrol in, so it is also important that they are differentiated from other pathways to professional registration available at the institution so students don’t feel they are ‘wasting their ATAR’. At the same time, it is important to ensure that students who fail to achieve the entry ATAR for the B Psych can also pursue an accredited pathway to registration through other degrees to ensure equity of access and diversity in the profession of psychology. At Sydney, students have also been able to complete an accredited major sequence in a number of other degrees including the BSc, BA, BLAS, BMedSci and BHS, and then apply for entry to Honours in Psychology. The School of Psychology has therefore had to balance the need to maintain consistency of learning outcomes across different degrees to meet accreditation criteria and conform with University curriculum standards while also differentiating them sufficiently to ensure that the 4-year B. Psych degree remains attractive to the discerning, high achieving students choosing between B. Psych degrees at different universities.

   The major differentiating feature of the current B. Psych from accredited pathways in other degrees lies in its flexibility. In recognition of the fact that Psychology is attractive to students with both science and humanities interests and that it is not offered as a Board-approved course within the HSC, the B. Psych currently offers separate Science and Arts streams in which the Psychology requirements are identical, but students have the opportunity to focus their non-Psychology study in either science or humanities/social sciences disciplines. The flexibility of the B. Psych (Science) stream is further enhanced by the fact that the degree resolutions do not require students to complete a second major or minor allowing them to achieve additional disciplinary depth in Psychology and/or to enhance their cross-disciplinary breadth by studying units in a number of other disciplines. The B. Psych (Arts) stream is less flexible in the sense that it requires students to complete a major sequence in a FASS discipline. However, it does not require students to complete the 12 cp of mathematics required in the Science stream, which is attractive to students who have specialised in humanities subjects in their HSC. Reflecting the diverse interests of the B. Psych cohort, enrolments across the two streams over the past 5 years are relatively evenly divided, with a slight bias towards the Arts stream.
Within the new Sydney curriculum structure, the B. Psych is a specialist rather than a liberal studies degree, but accredited Psychology pathways are also available in the BSc, BA and BLAS. In revising the B. Psych to align with the new curriculum it is important to both retain the flexibility that has differentiated the degree from accredited Psychology routes available in other degrees and to continue to cater for the diverse interests of the B. Psych cohort.

The proposed revision also aims to address an issue that contributes to a high attrition rate in the current B. Psych degree. One of the differentiating features of the current degree is that it applies very high progression criteria: to remain in the degree, students must achieve an average of 65 in 1000-level Psychology units, and an average of 75 in 2000-level and 3000-level units. Despite their very high entry ATAR, some B. Psych students fail to meet these criteria and are therefore transferred to other degrees. Even for students who maintain the required grades, these very demanding performance criteria create considerable anxiety about whether they will be successful in progressing to Honours. Some students therefore decide to transfer to other degrees and focus their energies on other disciplines in which progression is less competitive. Nevertheless, the enrolments in Psychology Honours have averaged 75-85 students/year for over a decade, and the average WAM for Honours entry is typically one of the highest in the Science Faculty (e.g., 2013-2015: 78.3-78.5) across a substantially larger cohort than other science disciplines. B. Psych students comprise approximately 40% of the Honours cohort, with the remainder drawn from BSc, BSc (Adv), BA, GDP and BLAS students. From that perspective, it is important to sustain a high progression criterion for B Psych students to ensure equitable access for high achieving students from other degrees without exceeding the School’s supervisory capacity.

To balance the desirability of sustaining strong progression criteria against their potential psychological impacts on attrition amongst strong, ambitious students, and to reduce the number of students likely to need to exit the B. Psych in Year 3, the revision proposes a uniform progression criterion of an average of 70 in Psychology units across all stages of the degree.

Proposed changes to B. Psych degree

1) Remove the B Psych (Science) and B Psych (Arts) streams and have a single B Psych degree pathway.

The existing Science and Arts streams were originally created to allow students to combine disciplinary training in psychology with either science or arts units of study. The new curriculum structure provides considerably more flexibility to students in terms of the units they can select, thus removing the need for separate streams. Students will be able to select units from Table S, which encompasses both science and humanities subjects. While retaining flexibility, students can be advised about combinations of subjects that would facilitate coherent educational and training pathways. We note that, because the new curriculum allows students in liberal studies degrees to take major and minor sequences in Table S from across the University, the opportunity to combine Psychology with a major or minor from FASS is no longer a differentiating feature of the B. Psych.

2) Foster disciplinary depth and integration of the science of psychology with its professional applications within the B Psych.

The minimum disciplinary coverage required for accreditation by APAC in undergraduate degrees that provide a pathway to professional registration as a psychologist is 60 cp (12cp of 1000-level Psychology, 24cp of 2000-level Psychology and 24cp of 3000-level Psychology). Therefore, in the new curriculum, this 60 cp sequence is defined as the Psychology Program and offered in all liberal studies degrees. The current B. Psych requires the same 60 cp sequence plus an additional 6 cp of Psychology to provide additional disciplinary depth and differentiate it from the Psychology requirements in other degrees.

In the revised B Psych degree we propose to replace the additional 3000-level unit with a choice between new, 4000-level units. B Psych students will be required to complete the Psychology Program and to also select one 4000-level Psychology unit to meet the requirement for an additional 6 cp of study in psychology. The 4000-level units will be designed to extend students’ disciplinary knowledge and skills to issues relevant to the application of psychology in a variety of professional contexts, and will contribute to developing the graduate quality of an integrated
professional, ethical and personal identity. The introduction of these units will ensure that the Sydney B. Psych degree compares favourably with other B Psych degrees (e.g., at UNSW), which offer considerably more depth of disciplinary training.

3) Create distinctive training pathways within the B Psych that align with the inter-disciplinary graduate qualities of the Sydney Undergraduate Experience.

In combination with the enhanced Psychology program described above, B Psych students will be required to complete a minimum of 42 cp of non-psychology units to ensure inter-disciplinary breadth. This will be a major point of differentiation from other B. Psych degrees, such as the one offered by UNSW which provides little opportunity for students to combine Psychology with study of other disciplines. It will also ensure that exit pathways are facilitated if students fail to complete the B. Psych.

Currently, B. Psych students in the Science stream are required to complete 12 cp of Maths (Science degree core) but those in the Arts stream are not. With the elimination of the separate streams, we propose to introduce a uniform requirement to 6 cp of Maths for all B. Psych students. In the School’s experience, a large subgroup of B. Psych students choose to enrol in the Arts stream (50-60% of our current B Psych cohort) in order to avoid the requirement to complete 12 cp of Maths units. Importantly, this cohort demonstrates equivalently high levels of performance in the Psychology 2000-level and 3000-level units on statistics and research methodology indicating that their choice of the Arts stream reflects a preference to combine psychology with other disciplines, including humanities and social sciences, rather than a lack of mathematical competence. Requiring 6cp of maths will ensure that all students receive fundamental grounding in this core foundation of the scientific method while also maintaining some of the flexibility in 1000-level unit choices provided by the separate Arts and Science streams. Students who want to combine Psychology with FASS units will have the opportunity to explore more than one discipline before selecting a discipline in which to complete a minor within the 36 cp of required non-psychology units. Similarly, students who want to combine Psychology with other science disciplines will have the opportunity to complete relevant 1000-level units such as chemistry or biology that may be prerequisites for relevant minor sequences.

In addition to the 6 cp of maths core, students will be required to complete 36 cp of non-psychology units. These could be either a complete minor sequence, or a combination of elective units and OLEs. Ensuring this breadth will facilitate exit pathways for students who need to transfer to a BSc, which requires completion of a minor in addition to a Science major, or the BA, which requires a FASS major.

This degree structure also allows sufficient space for students in the Dalyell stream to complete the required 12cp of Dalyell units.

4) Change the progression criteria for continuing enrolment in the B Psych.

Currently, students must meet strict progression criteria to remain enrolled in the B. Psych. They need to achieve an average mark of 65 in 1000-level Psychology units and an average mark of 75 for psychology units in each of 2000-level and 3000-level levels. As noted above, these strict criteria result in a high attrition rate across the stages of the degree. This may, in part, reflect students’ anxiety about whether or not they will successfully sustain the very high levels of performance required to ensure successful completion of the degree. We therefore propose to apply a uniform progression criterion of an average of 70 across psychology units across Years 1 to 3 of the degree. Entry to Honours will also require a weighted average of 70 across 2000-level and 3000-level units.

According to these progression criteria, students who maintain an average mark of 70 in Psychology units until the end of their 3rd year automatically progress to the 4th year B Psych (Honours) degree.

Those with a weighted average mark below 70 who are not admitted into Honours, will have the option to transfer to a Bachelor of Science/Bachelor of Advanced Studies or a Bachelor of Arts/Bachelor of Advanced Studies, to complete a non-accredited 4th year course. Such Psychology courses will not meet the accreditation criteria required for professional training and
registration as a psychologist but they will be designed to prepare students for alternative vocational pathways in psychologically relevant contexts. Students who perform well in the non-Honours 4th year may also be considered for subsequent applications for entry into Honours. Students may also choose to do a non-Honours 4th year course in a discipline other than Psychology or, alternatively, transfer to a Bachelor of Science or Bachelor of Arts degree. These liberal studies degrees will also be the exit path for students with a weighted average mark below 70 in 1000-level or 2000-level units.

By applying a slightly higher progression criterion for 1000-level units than the current B. Psych degree (70 vs 65) we hope to ensure early exit for students who are unlikely to sustain the progression criteria across the degree. Such students will still be able to complete the Psychology program through the BSc or BA and apply for competitive entry to the accredited Honours course in the BAS. Although some students who successfully progress to Year 3 of the B. Psych may fail to reach the criterion for Honours entry and need to make a late exit, requiring a criterion of 70 at each degree stage should ensure that relatively few students are in this position. Students’ enrolment patterns and performance will be monitored throughout their enrolment to ensure that those at risk of failing to meet the progression criteria for the B. Psych are identified and counselled about their degree pathway to encourage them to complete the degree requirements for the BSc or BA or continue towards a BSc/B Advanced Studies or BA/B Advanced Studies.

3. Details of amendment

See attached Degree Resolutions with track changes.
See attached examples of old degree structure and proposed degree structure.

4. Transitional arrangements

These changes will not affect students who are currently enrolled.

5. Other relevant information

6. Signature of Dean

Prof T W Hambley
Dean, Faculty of Science

25/9/17
Bachelor of Psychology

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

Course Resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPPSYCHO-02 / BHPSYCHH-01</td>
<td>Bachelor of Psychology</td>
</tr>
</tbody>
</table>

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

3- Dalyell Stream
(1) Candidates may enter and complete the Bachelor of Psychology through a Dalyell stream.
(2) Completion of a stream is not a requirement of the Bachelor of Psychology. The requirements for the completion of the stream are as specified in Table S of the Shared Pool for Undergraduate Degrees.

4. Admission to candidature
Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or 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 Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details admission policies are found in the Coursework Rule and the Coursework Policy.

5. Requirements for award
(1) The units of study that may be taken for the Bachelor of Psychology are set out in Science Table A, Arts Table A, Table S and Table O. Students are required to nominate either the Science stream or the Arts and Social Sciences stream upon commencement of candidature.
(2) To qualify for the award of the Bachelor of Psychology, students must successfully complete 192 credit points, comprising including all common requirements, and units from either Arts and Social Sciences or Science.
(3) Common requirements for all students
(a) complete the Psychology Program in Psychology, comprising 60 credit points from Table A including:
   (i) a minimum of 12 credit points of 1000-level core Psychology units of study with a minimum average mark of 65; and
   (ii) 24 credit points of 2000-level core Psychology units of study (PSYC2010/PSYC2910, PSYC2012, PSYC2013, PSYC2014) with a minimum average mark of 75; and
   (iii) 24 credit points of 3000-level core Psychology units of study (which must include PSYC3010) with a minimum average mark of 75; and
(b) an additional 6 credit points of 3000 or 4000-level Psychology selective units of study; and
(c) a minimum of 428 credit points of units of study outside of Psychology which must include:
   (i) 612 credit points of 1000-level Mathematics; and
   (ii) 36 credit points of electives in non-psychology disciplines from Tables A or S; and
(d) 48 credit points of Psychology Honours units of study from the Honours units of study table listed in Table A.

4. Science Stream
The only units of study which may be taken by students in the Science stream of the degree are set out in Science Table A, Arts and Social Sciences Table A, Table O and Table S.

(b) Students in the Science stream must complete, before progression to Honours:
(i) 12 credit points of Mathematics Degree Core subjects for the Bachelor of Science;
(ii) a minor (36 cps) or second major (48 credit points) as defined in Science A or Arts Table A or Table S.

5) Arts and Social Sciences Stream
(a) Students in the Arts and Social Sciences stream must additionally complete a major from Arts and Social Science Table A as set out in the course resolutions for Bachelor of Arts and Social Science degree before progression to Honours.

65 Progression rules

Students must achieve a minimum average mark of 65 in junior Psychology units of study and a minimum average mark of 75 in both intermediate and senior Psychology units of study in order to progress to the final Honours year.

(2) Students who fail to maintain the required average in Psychology units of study specified above will be transferred to either the Bachelor of Science or the Bachelor of Arts in their next year of enrolment with full credit for the units of study completed.

(3) Students who complete all course requirements to the end of the third year, but fail to achieve the required average in Psychology units in order to progress to the Honours year will be awarded the Bachelor of Science or Bachelor of Arts.

(4) Completion of the Honours year in Psychology is a requirement for the award of the Bachelor of Psychology.

(5) To qualify for admission to the Honours year a candidate must have completed 144 credit points including the remaining common requirements and the relevant units from Arts and Social Sciences or Science.

(6) To qualify for the award of the Bachelor of Psychology a candidate must complete 48 credit points of units of study from the Honours units of study table, with an honours mark of at least 65.

Completion of the Honours Psychology units is a requirement for the award of the Bachelor of Psychology.

Progression to the Honours 4th year is based on successful completion of 1000-level to 3000-level units of study of the course and academic merit.

(1) All students who have successfully achieved an average of at least 70 in the core Psychology units at 1000-level will be eligible to progress to 2000-level Psychology units.

(2) All students who have successfully achieved an average of at least 70 in the core Psychology units at 2000-level will be eligible to progress to 3000-level Psychology units.

(3) Students who fail to achieve progression into 2000-level or 3000-level units of study will be transferred to the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Arts or Bachelor of Arts/Bachelor of Advanced Studies in their next year of enrolment with credit for relevant units of study that have been completed.

(4) To progress to the Honours year, students must have completed 144 credit points, including all core requirements, and achieved a minimum average mark of 70 weighted across the four 2000-level Psychology units and four 3000-level Psychology units.

(5) Students who fail to achieve progression into the Honours 4th year will be transferred to the Bachelor of Science, Bachelor of Arts or to the combined Bachelor Science/Bachelor of Advanced Studies or Bachelor Arts/Bachelor of Advanced Studies in their next year of enrolment with credit for relevant units of study that have been completed.
To qualify for the award of the Bachelor of Psychology a candidate must complete 48 credit points of units of study from the Honours units of study table, with an honours mark of at least 65.

76 **Award of the degree**

(1) The Bachelor of Psychology is an integrated Honours course program. In accordance with the Academic Board Policy on Awards with Honours, the award of Honours is assessed and calculated using a grade average based on 48 credit points of Psychology Honours units of study undertaken in the candidate’s final year of study. Psychology Honours units of study are set out in the Faculty of Science Honours units of study table.

(2) The Bachelor of Psychology is awarded in classes ranging from First Class to Third Class according to the conditions specified in the Resolutions of the Faculty of Science.

(3) Candidates who do not achieve an Honours mark of 65 or more will be awarded a Bachelor of Science or Bachelor of Arts, depending on their chosen stream.

87 **Transitional provisions**

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2018-2019.

(2) Candidates who commenced prior to 1 January, 2018-2019 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, 2023, or later date as the Faculty may, in special circumstances, approve.

(3) Candidates who commenced their candidature prior to 1 January, 2018-2019 and who fail to meet the progression rules specified above, will be transferred to the Bachelor of Science (Pre-2018-2019) or the Bachelor of Arts (Pre-2018-2019) in their next year of enrolment with full credit for the units of study completed.
### B Psych (Science stream)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>DegreeCore</th>
<th>DegreeCore</th>
<th>Science</th>
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<td>PSYC2013 (Program)</td>
<td>PSYC2014 (Program)</td>
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<td>Elective</td>
<td>Elective</td>
<td>48cp</td>
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</table>

#### Honours

B Psych (Science Stream) degree requirements: 12cp of 1000-level Psychology; 24cp of 2000-level Psychology; 30cp of 3000-level Psychology; 12cp Maths; 12cp Science Elective. 48cp Honours level.

### B Psych (Arts stream)

<table>
<thead>
<tr>
<th>Course</th>
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<th>(Arts Elective)</th>
<th>(Arts Elective)</th>
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<td>(Arts Elective)</td>
<td>(Arts Elective)</td>
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<td>PSYC3xxx</td>
<td>(Arts Major)</td>
<td>(Arts Major)</td>
<td>(Arts Major)</td>
<td>48cp</td>
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</table>

#### Honours

B Psych (Arts Stream) degree requirements: 12cp of 1000-level Psychology; 24cp of 2000-level Psychology; 30cp of 3000-level Psychology; an Arts Major from Table A. 48cp Honours level.

**Progression criteria:** 65 in 1000-level Psychology units; 75 in 2000-level and 3000-level units; Honours entry: weighted average of 2000 and 3000-level units
Amended Degree structures for the B. Psychology

<table>
<thead>
<tr>
<th>Year 1</th>
<th>PSYC1001 (Program)</th>
<th>PSYC1002 (Program)</th>
<th>Math Degree Core</th>
<th>Elective/OLE</th>
<th>Elective/OLE</th>
<th>Elective/Dalyell</th>
<th>Non-Psych elective</th>
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<tr>
<td>Year 2</td>
<td>PSYC2010 (Program)</td>
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<td>PSYC2013 (Program)</td>
<td>PSYC2014 (Program)</td>
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<td>Elective</td>
<td>Non-Psych elective</td>
<td>Non-Psych elective</td>
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<tr>
<td>Year 3</td>
<td>PSYC3010 (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
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<td>Non-Psych elective</td>
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<td>Year 4 (Hons)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC4xxx (Program)</td>
<td>Elective</td>
<td>Non-Psych elective</td>
<td>Non-Psych elective</td>
<td>48cp</td>
<td></td>
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</tbody>
</table>

Psychology Honours (current accredited program) 48cp

NOTE: Progression through Years 1 to 3 requires a minimum average of 70 in Psychology units.

Progression to Honours requires a minimum average of 70 weighted across 2000-level and 3000-level Psychology units.

BSc or BA/B Adv Studies conversion: Example exit path for students who do not meet progression criteria for B. Psych (Honours)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>PSYC1001 (Program)</th>
<th>PSYC1002 (Program)</th>
<th>Maths Degree Core</th>
<th>Elective/OLE</th>
<th>Elective/OLE</th>
<th>Elective/Dalyell</th>
<th>BSc: Minor/ 2nd Major</th>
<th>BSc: Minor/ 2nd Major</th>
<th>BA: 2nd Major</th>
<th>BA: 2nd Major</th>
<th>48cp</th>
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</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>PSYC2010 (Program)</td>
<td>PSYC2012 (Program)</td>
<td>PSYC2013 (Program)</td>
<td>PSYC2014 (Program)</td>
<td>BSc: Math Degree core</td>
<td>BSc: Elective/2nd Major</td>
<td>BSc: Minor/ 2nd Major</td>
<td>BSc: Minor/ 2nd Major</td>
<td>BA: 2nd Major</td>
<td>BA: 2nd Major</td>
<td>48cp</td>
</tr>
<tr>
<td>Year 3</td>
<td>PSYC3010 (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>Elective/Dalyell</td>
<td>BSc: Elective/2nd Major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advanced coursework | BSc: Minor/ 2nd Major | BSc: Minor/ 2nd Major | BA: 2nd Major | BA: 2nd Major | 48cp |
| Year 4 | PSYC4xxx | PSYC4xxx | Project in Beh Science | Project in Beh Science | Advanced coursework | BSc/BAdv: 2nd Major/Adv CW | BSc/BAdv: 2nd Major/Adv CW | 48cp |

NOTES:
1. The Non-Psych electives in the B. Psych allow students to complete the minor sequence (36cp) required in the BSc and BA, and there are sufficient additional electives to allow completion of OLEs and the FASS major required for the BA in addition to the Psychology program within 3 years. Students who choose to exit to the BSc can also potentially complete a 2nd major sequence within 3 years, depending on the structure of the major and its requirements for additional core science units. Alternatively, students who exit to a combined BSc/BAS or BA/BAS to complete a non-Honours 4th year program can convert their minor into a second major in 4th year to meet BAS requirements.
2. Monitoring and support procedures will be implemented to identify and advise students at risk of failing to meet progression criteria about the unit choices required for effective exit pathways.
RECOMMENDATION

That the Undergraduate Studies Committee:

- notes the report of the Assessment Working Group; and
- recommends the Academic Board endorse the recommendations set out in the report.

EXECUTIVE SUMMARY

In February 2017, the Assessment Working Group was established by the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) to consider how best to implement the assessment-related initiatives articulated in the University’s 2016-20 Strategy. As a result of work carried out throughout the year, the working group makes five key recommendations, which are detailed in its final report for 2017 (Attachment 1). These recommendations are intended to:

- ensure the embedding of the University’s graduate qualities within all undergraduate degrees;
- establish improved processes for coordinating learning and assessment at levels higher than units of study;
- create an environment in which teaching teams can develop innovative approaches to the design of learning experiences and assessment;
- improve feedback on learning to students and staff; and
- reduce the burden of assessment overall.

With the endorsement of the Academic Board and the University Executive Education Committee, implementation of the recommendations is planned to commence in 2018, with support to be provided by the Education portfolio through both the Curriculum Development Fund and targeted professional development activities.

BACKGROUND

The Assessment Working Group was established by the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) to undertake the work required to implement the assessment initiatives within the University of Sydney 2016-20 Strategic Plan (the Strategy). Set within the broader transformation of the undergraduate curriculum and learning experience, these initiatives commit the University to:

- ensuring the coordination of learning outcomes and assessment across the curriculum and at levels higher than units of study;
- reducing the total volume of assessment while also increasing the use of formative and authentic forms of assessment; and
- establishing, by 2020, a common approach for measuring and reporting students’ attainment of the graduate qualities.

With representation from across the University’s faculties and schools, the working group investigated the current practice of assessment at the University, along with its impact on students and staff, to identify the steps necessary to implement the initiatives indicated above. The current use and nature of rubric-based approaches to assessment was considered, as was student feedback on assessment collected through regular surveys on units of study and the broader student experience. The working group also engaged in widespread consultation with staff and students, and worked with Professor Jim Tognolini and experts in the Educational Measurement and Assessment Hub in the School of Education and Social Work (see Consultation). Work has commenced on the development of the suite of common University rubrics for
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assessing the graduate qualities, with these expected to be completed in the first half of 2018. The attached report details the outcomes of the work undertaken by the working group and articulates five interconnected recommendations for which endorsement is sought from the Academic Board as representative of the University (Attachment 1).

ISSUES

As detailed below, the working group’s recommendations are intended as first steps toward establishing an enabling framework within which teaching teams can re-think the alignment of learning activities and assessment tasks with learning outcomes, for each curriculum component, that give expression to the graduate qualities. This should present significant opportunities for innovation in the design of assessment, which has the potential to further consolidate assessment across curriculum components and reduce the volume of assessment where appropriate. Improved feedback to both staff and students, gained partly through the assessment of the graduate qualities, is also likely to prompt further review of teaching and learning strategies.

Recommendation 1: Ensure that learning outcomes for degrees and each curriculum component give expression to the graduate qualities

The University’s new graduate qualities were established in the Learning and Teaching Policy 2015. The University’s 2016-2020 Strategic Plan (the Strategy) subsequently undertook to ensure that the graduate qualities are embedded as learning outcomes in all undergraduate degrees, and faculties have been supported in this curriculum renewal work via the Education compact process during 2016 and 2017 with work expected to continue in 2018. In line with this work to embed the graduate qualities within all undergraduate award courses, the following steps are recommended.

- The Academic Board, as part of its course approval, assurance and review processes should ensure that every degree of the University has learning outcomes articulated in terms that give full expression to the graduate qualities. This can be done through amending the course management and review templates.
- To further ensure the development of the graduate qualities by all students, the learning outcomes for relevant curriculum components of each degree (stream, specialisation, program, and major) should also be expressed in terms of the graduate qualities. These should be prepared by faculties and submitted to the Academic Board for review by mid-2018.
- The DVC Education should ensure that professional development and support is available to assist faculties in undertaking this work, and work with the Academic Board to develop clear requirements.

Recommendation 2: Map and plan assessment across the curriculum

Understanding when and how each learning outcome (and hence graduate quality) is developed within each curriculum component is necessary to assure learning and allow assessment of the graduate qualities. Planning assessment in this way will also create a framework to manage assessment across the component more effectively. For these reasons, it is proposed that assessment plans should be developed for each curriculum component.

- As part of its role in monitoring the academic quality of the University, the Academic Board should ensure assessment plans are in place for each relevant curriculum component of a degree. This could be done by ensuring the course management and course review templates require an assessment plan for each curriculum component above the unit of study level (see section 3.1).
  - For liberal studies degrees, assessment plans should be developed at the level of the stream, program, and major, as appropriate.
  - For professional and specialist degrees, assessment plans should be developed at the level of the stream, specialisation or degree, as well as for any majors available in the degree.
- Assessment plans should: articulate the learning outcomes for the relevant course component; indicate where and how the learning outcomes are developed and assessed; and describe how students’ achievement of the graduate qualities will be developed, the tasks typically used, and how they will be assessed on completion of the degree (section 3.1).
- The DVC Education should ensure that staff professional development and support is available, focusing on assessment alignment, assessment task design and assessment innovation, commencing no later than 2019. Further, the Education portfolio should provide funding for innovation in assessment and assessment task design through the 2019 and 2020 Education Compact and Strategic Education Grant process.
Recommendation 3: Coordinate curriculum components and degrees

The new curriculum’s emphasis on the coherence of each curriculum component (i.e., the stream, specialisation, program or major) means that it is necessary to ensure that mechanisms are in place to monitor the alignment and coordination of the curriculum at levels intermediate to units of study and the degree. It is recommended that uniform governance arrangements be established across all faculties and all curriculum components, down to the level of the major.

- Every faculty should ensure there is a degree, stream, specialisation, program or major coordinator appointed, as relevant, for the curriculum components of any undergraduate award course it offers.
- The coordinator will be responsible for maintaining oversight of the learning outcomes for the relevant curriculum component; developing and reviewing the assessment plan for the relevant component; and from 2020, reporting annually to the faculty on students’ achievement of the graduate qualities.

Recommendation 4: Use a common approach to assess the graduate qualities

In addition to its existing commitment to monitoring students’ educational experiences, the Strategy commits the University to systematically assessing students’ acquisition of the graduate qualities (initiative 4.4). To do so, it will be necessary that the University has a shared understanding of the graduate qualities and the potential levels of performance at which students may achieve these qualities.

- A suite of common rubrics will be used as the scale by which student attainment of the graduate qualities is measured. These rubrics are currently under development by the Educational Measurement and Assessment Hub and other experts across the University.
- Where considered necessary, the common University rubrics may be used as a foundation to develop more detailed rubrics suited to a specific field of study, to ensure that the emphasis of learning both across and within the graduate qualities is appropriate for the development of a student in that field. These field of study rubrics will build on the standards of the common rubrics and retain the same components.
- The suite of common University rubrics will be approved by the Academic Board and will be monitored, with the assistance of the Education portfolio, to ensure continued relevancy and effectiveness.

Recommendation 5: Explore the use of the project units and other experiential units to assess student achievement of the graduate qualities

The policy requirement for each major to include a final year project and for all undergraduate degrees to include project-based learning provides an opportunity to assess student achievement of the full suite of graduate qualities. These units are intended to allow students to demonstrate disciplinary expertise by applying their knowledge to an authentic problem. In doing so, the full suite of graduate qualities will often be evident. Trials of a model for multi-faculty projects at a medium scale are being conducted in 2018.

- As 2018 trials of project units proceed, work to consider the assessment model in these units and the potential to use the common suite of graduate quality rubrics to evaluate student performance should be undertaken.
- The utility of such assessment to provide the final statement of attainment of the graduate qualities for graduating students should also be tested.

CONSULTATION

Expert advice was provided by the Sydney School of Education and Social Work’s Educational Measurement and Assessment Hub. Early and periodic input was also sought from the Academic Board, its standing committees, and the University Executive Education Committee. Written submissions and other information were received from Student Support Services, the Office of Educational Integrity, Human Resources, and the student advocacy services provided by the Students’ Representative Council and Sydney University Postgraduate Representatives Association. All staff at the University were invited to provide feedback on early discussion papers through a series of University-wide and faculty fora, while feedback from students was sought from student representatives to the Academic Board at a dedicated roundtable discussion on assessment. The full consultation schedule is as below.

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<thead>
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<th>Month</th>
<th>Date</th>
<th>Audience</th>
<th>Purpose</th>
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<tr>
<td>February</td>
<td>13-Feb-17</td>
<td>University Executive Education Committee</td>
<td>Establish Assessment Working Group</td>
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<td>14-Feb-17</td>
<td>Academic Standards and Policy Committee</td>
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<td></td>
<td>Conservatorium of Music</td>
<td>Assessment forum</td>
</tr>
<tr>
<td>15-Aug-17</td>
<td></td>
<td>Business</td>
<td>Assessment forum</td>
</tr>
<tr>
<td>16-Aug-17</td>
<td></td>
<td>Dentistry, Medicine, Nursing and Pharmacy</td>
<td>Assessment forum (combined)</td>
</tr>
<tr>
<td>23-Aug-17</td>
<td></td>
<td>Dentistry and Medicine</td>
<td>Assessment forum (combined; Westmead)</td>
</tr>
<tr>
<td>24-Aug-17</td>
<td></td>
<td>Architecture, Design and Planning</td>
<td>Assessment forum</td>
</tr>
<tr>
<td>30-Aug-17</td>
<td></td>
<td>Arts and Social Sciences</td>
<td>Assessment forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sydney College of the Arts</td>
<td>Assessment forum</td>
</tr>
<tr>
<td>31-Aug-17</td>
<td></td>
<td>Science</td>
<td>Assessment forum</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01-Sep-17</td>
<td></td>
<td>Science</td>
<td>Assessment forum</td>
</tr>
<tr>
<td>08-Sep-17</td>
<td></td>
<td>Law</td>
<td>Assessment forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student representatives to the Academic Board</td>
<td>Roundtable discussion on assessment</td>
</tr>
<tr>
<td>21-Sep-17</td>
<td></td>
<td>University Executive Heads of Schools Committee</td>
<td>Feedback on interim discussion paper</td>
</tr>
</tbody>
</table>

**ATTACHMENTS**

Attachment 1 – *Assessment: A University-wide approach*, 2017 Assessment Working Group
Assessment
A University-wide approach

2017 Assessment Working Group
Executive Summary

In February 2017 the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) formed the Assessment Working Group to examine the University’s current approach to assessment and consider ways to achieve the vision for assessment that was outlined in the University of Sydney 2016-20 Strategic Plan (the Strategy).

That vision involves not only embedding the graduate qualities for undergraduate degrees, adopted in 2015, but assessing them, fostering authentic assessment, and improving feedback on learning through interactive and innovative learning design. This will be achieved through the creation of an assessment framework that supports learning and allows students and staff to share the excitement of discovery unencumbered, as far as is possible, by assessment drudgery. Such a framework would also mean that by 2020, the University would have much greater clarity over what students learn in each degree and its components.

To achieve this, the working group has made the following recommendations. The first (Recommendation 1) is to ensure that learning outcomes give full expression to the graduate qualities. This is a foundational step to create a clear statement at the level of each curriculum component (stream, specialisation, program and major) of what students will learn. By agreeing learning outcomes at levels between the degree and the unit of study, unit of study coordinators will be able to align their own area of responsibility with others and share the load of creating the learning outcomes of the component across multiple units. This should allow them to take action to improve learning and assessment in their own area, confident this is coordinated with other areas of students’ education.

Recommendation 2 is to provide a way to manage and monitor these learning outcomes through the development of assessment plans for majors and other curriculum components higher than the unit of study. By providing a clear statement on how outcomes will be achieved, how we will know they have been achieved, and how they are aligned across the curriculum, assessment plans will empower academics to re-think task design at the unit level, and make greater use of authentic assessment and new learning resources. In the context of the University’s rich curriculum with many pathways and opportunities for building interdisciplinary learning, a coordinated way of managing assessment across the curriculum is needed. It is also recommended that coordinators be appointed to manage this, for appropriate curriculum components (Recommendation 3).

By assessing student attainment of the graduate qualities, the University can provide important feedback to students on learning and to staff on teaching. This will also provide a measure of the success of the work to embed the graduate qualities and to achieve the learning outcomes of each degree or curriculum component. To provide such assessment it will be necessary to use a common suite of rubrics, one developed for each graduate quality (Recommendation 4). While it will be necessary to use the common rubrics as a baseline, where necessary specific rubrics may be developed that build on the common rubric as appropriate to a field of study.

Finally, the opportunity to use the final year project units within the liberal studies majors (and equivalent experiential units that occur in specialist and professional degrees) to provide the final assessment of a students’ attainment of the graduate qualities should be explored as these project units are trialed in 2018 (Recommendation 5). At the same time, the potential for the common rubrics to drive the design of an assessment framework and tasks for these units should be investigated.

These recommendations form the foundation required to achieve the strategic vision by establishing a coherent framework for assessment. This should better enable academics to: use feedback on learning to adjust activities to better achieve the learning outcomes for a unit, major, stream or degree; introduce authentic assessment; design tasks that are well aligned with learning outcomes; and apply innovative and technologically-assisted interactive experiences to learning.
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Recommendations

There are five key recommendations of the Assessment Working Group as detailed below. With the agreement of Academic Board, these recommendations will be progressed during 2018 and plans made for work to continue in 2019 and 2020. A short section outlining the planned implementation schedule follows these recommendations.

Many of these recommendations are focused on first steps that will change some of the policy requirements and governance around assessment at the University. The environment thus created will enable teaching teams around each curriculum component to re-think the alignment of learning activities and assessment tasks with learning outcomes that give expression to the graduate qualities. This should present significant opportunities for innovation in the design of assessment, whether in relation to discrete assessment tasks in units of study or the design spanning multiple units of study. Such innovation has the potential to further consolidate assessment across curriculum components and reduce the volume of assessment where appropriate. Improved feedback to both staff and students, gained partly through the assessment of the graduate qualities, is also likely to prompt further review of teaching and learning strategies.

Recommendation 1: Ensure that learning outcomes for degrees and each curriculum component give expression to the graduate qualities

The University’s new graduate qualities were established in the Learning and Teaching Policy 2015. The University’s 2016-2020 Strategic Plan (the Strategy) subsequently undertook to ensure that the graduate qualities are embedded as learning outcomes in all undergraduate degrees, and faculties have been supported in this curriculum renewal work via the Education compact process during 2016 and 2017 with work expected to continue in 2018. In line with this work to embed the graduate qualities within all undergraduate award courses, the following steps are recommended.

- The Academic Board, as part of its course approval, assurance and review processes should ensure that every degree of the University has learning outcomes articulated in terms that give full expression to the graduate qualities. This can be done through amending the course management and review templates.
- To further ensure the development of the graduate qualities by all students, the learning outcomes for relevant curriculum components of each degree (stream, specialisation, program, and major) should also be expressed in terms of the graduate qualities. These should be prepared by faculties and submitted to the Academic Board for review by mid-2018.
- The DVC Education should ensure that professional development and support is available to assist faculties in undertaking this work, and work with the Academic Board to develop clear requirements.

Recommendation 2: Map and plan assessment across the curriculum

Understanding when and how each learning outcome (and hence graduate quality) is developed within each curriculum component is necessary to assure learning and allow assessment of the graduate qualities. Planning assessment in this way will also create a framework to manage assessment across the component more effectively. For these reasons, it is proposed that assessment plans should be developed for each curriculum component.

- As part of its role in monitoring the academic quality of the University, the Academic Board should ensure assessment plans are in place for each relevant curriculum component of a degree. This could be done by ensuring the course management and course review templates require an assessment plan for each curriculum component above the unit of study level (see section 3.1).
  - For liberal studies degrees, assessment plans should be developed at the level of the stream, program, and major, as appropriate.
  - For professional and specialist degrees, assessment plans should be developed at the level of the stream, specialisation or degree, as well as for any majors available in the degree.
- Assessment plans should: articulate the learning outcomes for the relevant course component; indicate where and how the learning outcomes are developed and assessed; and describe how
students’ achievement of the graduate qualities will be developed, the tasks typically used, and how they will be assessed on completion of the degree (section 3.1).

- The DVC Education should ensure that staff professional development and support is available, focusing on assessment alignment, assessment task design and assessment innovation, commencing no later than 2019. Further, the Education portfolio should provide funding for innovation in assessment and assessment task design through the 2019 and 2020 Education Compact and Strategic Education Grant process.

**Recommendation 3: Coordinate curriculum components and degrees**

The new curriculum’s emphasis on the coherence of each curriculum component (i.e., the stream, specialisation, program or major) means that it is necessary to ensure that mechanisms are in place to monitor the alignment and coordination of the curriculum at levels intermediate to units of study and the degree. It is recommended that uniform governance arrangements be established across all faculties and all curriculum components, down to the level of the major.

- Every faculty should ensure there is a degree, stream, specialisation, program or major coordinator appointed, as relevant, for the curriculum components of any undergraduate award course it offers.
- The coordinator will be responsible for maintaining oversight of the learning outcomes for the relevant curriculum component; developing and reviewing the assessment plan for the relevant component; and from 2020, reporting annually to the faculty on students’ achievement of the graduate qualities.

**Recommendation 4: Use a common approach to assess the graduate qualities**

In addition to its existing commitment to monitoring students’ educational experiences, the Strategy commits the University to systematically assessing students’ acquisition of the graduate qualities (initiative 4.4). To do so, it will be necessary that the University has a shared understanding of the graduate qualities and the potential levels of performance at which students may achieve these qualities.

- A suite of common rubrics will be used as the scale by which student attainment of the graduate qualities is measured. These rubrics are currently under development by the Educational Measurement and Assessment Hub and other experts across the University.
- Where considered necessary, the common University rubrics may be used as a foundation to develop more detailed rubrics suited to a specific field of study, to ensure that the emphasis of learning both across and within the graduate qualities is appropriate for the development of a student in that field. These field of study rubrics will build on the standards of the common rubrics and retain the same components.
- The suite of common University rubrics will be approved by the Academic Board and will be monitored, with the assistance of the Education portfolio, to ensure continued relevancy and effectiveness.

**Recommendation 5: Explore the use of the project units and other experiential units to assess student achievement of the graduate qualities**

The policy requirement for each major to include a final year project and for all undergraduate degrees to include project-based learning provides an opportunity to assess student achievement of the full suite of graduate qualities. These units are intended to allow students to demonstrate disciplinary expertise by applying their knowledge to an authentic problem. In doing so, the full suite of graduate qualities will often be evident. Trials of a model for multi-faculty projects at a medium scale are being conducted in 2018.

- As 2018 trials of project units proceed, work to consider the assessment model in these units and the potential to use the common suite of graduate quality rubrics to evaluate student performance should be undertaken.
- The utility of such assessment to provide the final statement of attainment of the graduate qualities for graduating students should also be tested.
Implementation

The University is committed to assessing the graduate qualities for students who graduate in 2020. An expected small cohort of students will commence in the second year of the new curriculum during 2018, which provides an opportunity to trial assessment of the graduate qualities for the portion of that cohort who choose to exit after their third year in 2019. Working backwards from that goal provides a critical timeline for the development and implementation of the above recommendations, illustrated in the milestones below. In addition to the work to implement these recommendations, further work will be required to achieve the full vision by 2020 and indicative milestones are given here for that work as well.

Support for the work to be undertaken within faculties and University schools during 2017 and 2018 will be provided by the Education portfolio via the Educational Innovation team. Workshops on writing learning outcomes and embedding graduate qualities, as well as the development of assessment plans and curriculum mapping will be made available to all curriculum component coordinators (see Recommendation 3) across the University and rolled out in faculty groupings. In the second part of the year, another series of workshops on the common rubrics developed for assessing the graduate qualities will be held, including progressing work on any necessary interpretation of these at the field of study level.

In line with the recommendations, the Education portfolio should continue to provide funding to the faculties for this work via the mechanisms of the Curriculum Development Fund: that is, the Education faculty compacts and Strategic Education Grants.

<table>
<thead>
<tr>
<th>Year</th>
<th>Key milestones</th>
<th>Month Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Coordinators designated for each degree and course component</td>
<td>April 2018</td>
</tr>
<tr>
<td></td>
<td>Common University rubrics developed</td>
<td>May 2018</td>
</tr>
<tr>
<td></td>
<td>Deliver professional development programs to support implementation</td>
<td>August 2017 – July 2018</td>
</tr>
<tr>
<td></td>
<td>Graduate qualities expressed in learning outcomes for all degrees and course components</td>
<td>July 2018</td>
</tr>
<tr>
<td></td>
<td>Complete assessment plans for all degrees and course components</td>
<td>December 2018</td>
</tr>
<tr>
<td>2019</td>
<td>Faculties to use assessment plans to develop innovative assessment approaches</td>
<td>TBC</td>
</tr>
<tr>
<td></td>
<td>Validate common rubrics for assessing graduate qualities</td>
<td>TBC</td>
</tr>
<tr>
<td>2020</td>
<td>Measure attainment of graduate qualities using the common rubrics</td>
<td>December 2020</td>
</tr>
<tr>
<td></td>
<td>Begin internal reporting on student achievement of the graduate qualities</td>
<td>December 2020</td>
</tr>
</tbody>
</table>

In parallel with the development work outlined above, the University is in the midst of configuring and making available a curriculum mapping solution. An initial small-scale trial will be underway in early 2018, with the system progressively available to faculties on an opt-in, by-degree basis thereafter. The work progressed under these recommendations to develop learning outcomes and map the development of these and the graduate qualities across the degrees will serve a dual purpose as preparation for participation in the mapping system. At the same time, work will continue to identify a software solution, likely to interface with the University’s new Learning Management System, which can be used to support the assessment of the graduate qualities.
1. Introduction

The University’s 2016-20 Strategic Plan (the Strategy) identified the need to transform the undergraduate curriculum in order to produce graduates with the capacity to influence and contribute to dynamic, changing and globalised environments. The new curriculum framework balances depth of disciplinary expertise with broader capabilities and offers more authentic, ‘real-world’ educational experiences. To achieve this, there are new common requirements for all degrees, such as a sustained and coherent program of study in the major or discipline; collaborative learning activities and assessments; interdisciplinary and inter-professional learning experiences; experience working on authentic problems; and the culmination of each major or broader field of study in a final year project or practicum (for more information on the curriculum, see attachment 1).

Framing the transformed curriculum are the graduate qualities (table 1.1). Developed via University-wide survey and discussion in 2015, these graduate qualities are common to all bachelor degrees, whether liberal studies, professional or specialist degrees. To ensure students develop the graduate qualities regardless of their chosen field of study, appropriate learning experiences must be embedded in every course, work which has been underway since 2016. The new curriculum framework introduces elements specifically designed to develop each of the graduate qualities as illustrated in table 1.1, below. These elements include many already present in professional and specialist degrees, and some which have been introduced into the liberal studies degrees (Bachelor of Arts, Bachelor of Science, Bachelor of Commerce) as part of restructures to take effect in 2018.

Table 1.1: Qualities of the Sydney graduate, their purpose and the corresponding curriculum component.

<table>
<thead>
<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
<th>Curriculum component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>To excel at applying and continuing to develop expertise in the graduate’s chosen discipline or disciplines</td>
<td>– A major or specialisation in at least one field of study</td>
</tr>
<tr>
<td>Broader skills:</td>
<td></td>
<td>– A structured approach to the development of knowledge and skills</td>
</tr>
<tr>
<td>– critical thinking and</td>
<td></td>
<td>– Authentic problems and assessments</td>
</tr>
<tr>
<td>problem solving</td>
<td></td>
<td>– Project-based learning</td>
</tr>
<tr>
<td>– communication (oral and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>written)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– information/digital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– inventiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural competence</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries</td>
<td>– A structured approach to the development of knowledge and skills</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>To work effectively in interdisciplinary (including inter-professional settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding</td>
<td>– Collaborative and group-based learning activities and assessments</td>
</tr>
<tr>
<td>effectiveness</td>
<td></td>
<td>– Interdisciplinary and inter-professional learning experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Authentic problems and assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– An open learning environment for extension of knowledge and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Project-based learning</td>
</tr>
</tbody>
</table>
An integrated professional, ethical and personal identity

To build integrity, confidence and personal resilience, and the capacities to manage challenge and uncertainty

- A structured approach to the development of knowledge and skills
- Collaborative and group-based learning activities and assessments
- Authentic problems and assessments
- An open learning environment for extension of knowledge and skills
- Project-based learning

Influence

To be effective in exercising professional and social responsibility and making a positive contribution to society

- Collaborative and group-based learning activities and assessments
- Interdisciplinary and inter-professional learning experiences
- Authentic problems and assessments
- An open learning environment for extension of knowledge and skills
- Project-based learning

In addition to the transformed curriculum, the Strategy also sets out a number of initiatives to renew the University’s approach to assessment. These include an ambition to increase the integrity and effectiveness of assessment, while seeking to reduce volume; to use technology to improve feedback on learning to both staff and students; and an intention that the University measure the extent to which students have achieved the graduate qualities at graduation.

During 2017 the Chair of the Academic Board and the Deputy Vice-Chancellor Education jointly formed the Assessment Working Group to progress these initiatives. The working group investigated the current state of assessment at the University, worked with experts from the Educational Measurement and Assessment Hub, and produced discussion papers on which it consulted widely via an Academic Board forum and a large number of University-wide and faculty-specific fora. More detail on the work undertaken during 2017 is at section 4.

This report summarises the findings of the working group and sets out work to be undertaken during 2018 in some detail, as well as the key steps towards realising the Strategy in full by 2020. As the working group did, this report begins by giving an overview of policy and practice of assessment at the University. This includes considering the nature, volume and timing of assessment, and the current use of rubric-based approaches (section 2). In section 3, the report explores the ways in which the University’s vision for assessment may be achieved, detailing the steps necessary to draw together current good practices, take advantage of the new curriculum framework, integrate assessment more fully in the learning feedback loop and assure student achievement of the graduate qualities. Doing so will allow the University to in turn assure the efficacy of the University’s degrees in developing the graduate qualities.
2. Current assessment

Assessment practice underpins all of teaching and learning at the University, and while what are considered appropriate assessment tasks can vary widely by field of study, there are general principles of assessment which are common across the diverse fields represented at the University. Students and staff can tend to have similar concerns regarding assessment – for the most part, all can agree that assessments should be fit for purpose, that is, they accurately reflect the degree of student learning that has taken place; they should not be unduly burdensome in their volume or timing; and they should be as difficult to cheat as possible, ensuring that accuracy of assessment is maintained.

This section explores the current practice of assessment at the University, though it is limited to considering only those data which could be obtained on assessment from University-wide systems, or through the voluntary participation of those invited by the working group to share their data.

2.1 Policy

As the University is classified by the regulator as a self-accrediting higher education provider, the Academic Board (the Board) is delegated authority by the Senate to approve all degrees offered at the University. Faculty boards may propose to the Board new degrees or revisions to existing degrees, and govern the delivery of those degrees. Units of study within degrees are approved by faculty boards that are also responsible for maintaining the quality and integrity of these units and reporting to the Board.

This means that while faculties are responsible for developing degree resolutions and approving requirements for curricula, units of study and course components (i.e., streams, specialisations, programs, majors and minors), any such approvals are subject to final approval by the Board, usually on the basis of expert advice provided by its own standing and other University committees or boards of studies. The Board is also responsible for ensuring that all award courses are reviewed over a seven-year cycle. To manage these responsibilities, the Board currently uses a course management template for new degree proposals, for major amendments to existing degrees, or for the deletion of degrees, and has just approved a new course review template.

Under the Learning and Teaching Policy 2015, faculties are responsible for: the articulation of learning outcomes for degrees and curriculum components, including, as appropriate, for streams, programs, majors and units of study, among other things. The policy also outlines the responsibilities of faculties for ensuring the coherence of degrees and curriculum components above the level of the unit of study.

Heads of schools are required to assign unit of study coordinators who are responsible for each unit of study. Coordinators’ responsibilities include: developing and aligning learning outcomes; reviewing assessment tasks and standards in relation to policy; reviewing the academic integrity of each assessment task and the assessment framework for the unit; and reporting incidents of potential academic dishonesty or plagiarism in line with University policy. They must also administer surveys of the educational experience and provide reports to students and the faculty on the quality of the student experience and make recommendations about changes to learning outcomes, curriculum or assessment.

The University last reviewed its assessment policies in 2010, a process which resulted in the development of a new Assessment Policy 2011 and Assessment Procedures 2011. These were subsequently incorporated into the Coursework Policy 2014. Four principles for assessment and their associated requirements are articulated in policy, as set out in table 2.1.1 below.

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1 Here and throughout, ‘faculty’ is used by convenience but refers to both faculties and university schools, which have much the same governance responsibilities in regards to coursework degrees.
### Table 2.1.1: The University of Sydney assessment principles.

<table>
<thead>
<tr>
<th>Principle 1</th>
<th>Assessment practices must advance student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Assessment practices align with goals, context, learning activities and learning outcomes.</td>
</tr>
<tr>
<td>(2)</td>
<td>A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
</tr>
<tr>
<td>(3)</td>
<td>Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
</tr>
<tr>
<td>(4)</td>
<td>Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle 2</th>
<th>Assessment practices must be clearly communicated to students and staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.</td>
</tr>
<tr>
<td>(2)</td>
<td>Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.</td>
</tr>
<tr>
<td>(3)</td>
<td>Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.</td>
</tr>
<tr>
<td>(4)</td>
<td>The process of marking and of combining individual task marks is explicitly explained in the unit outline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle 3</th>
<th>Assessment practices must be valid and fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
</tr>
<tr>
<td>(2)</td>
<td>Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.</td>
</tr>
<tr>
<td>(3)</td>
<td>Assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.</td>
</tr>
<tr>
<td>(4)</td>
<td>Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle 4</th>
<th>Assessment practices must be continuously improved and updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.</td>
</tr>
<tr>
<td>(2)</td>
<td>Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.</td>
</tr>
<tr>
<td>(3)</td>
<td>Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.</td>
</tr>
</tbody>
</table>

A number of these principles are worth noting in the context of this report. Principle 3(2) committed the University to single standards-based assessment regime in place of the previous policy which permitted either standards-based or norm-referenced assessment. The University benchmarks the disciplinary standards used to assess final year undergraduate students by participating in the Quality Verification System among the Group of Eight universities (Go8). In this system, reviewers from partner Go8 universities evaluate the standards expressed in learning outcomes and assessment tasks and comment on the standards of sample student responses. The disciplines to be benchmarked are rotated from year to year.

Principle 1(2) has been interpreted by some, notably the Sydney University Postgraduate Representative Association (SUPRA), as effectively proscribing, or at least sharply curtailing assessment tasks that constitute 100% of the final mark.

Principle 3(1) commits the University to ensuring that assessment tasks are authentic. In the context of assessment, the term ‘authentic’ is used to indicate that students have applied their knowledge to a ‘real world’ task, demonstrating their achievement of the learning outcomes. For example, medical
students might complete a clinical exam in which they measure a patient's blood pressure, or other vital signs, or a dentistry student might be asked to diagnose and repair a simulated diseased tooth. The decision as to what is 'authentic' must be made by those with knowledge of the field of study and its application, but the intention is usually to get away from over-reliance on forms of assessment such as multiple choice exams that are seen as having little relevance to tasks students might eventually perform when working in their chosen field.

2.2 Types of assessment

To understand the degree to which the above principles have influenced practices across the University, the working group attempted to determine the current assessment types used. At present, it is not easy to obtain University-wide data on assessment, or to understand how various terms may be used or interpreted in the data that is available – though this may change if there is widespread uptake of the curriculum mapping system discussed below.

This difficulty was also encountered by the Student Administrative Services (SAS) Special Consideration and Special Arrangements team in 2016 when they attempted to collect data on assessments within units of study from unit of study coordinators. On review of the data, the team found that there were so many assessment types used that cleaning this data and maintaining it would have significant resourcing implications.

A similar problem was encountered by the working group, who accessed the data from the 2016 University Handbook. The assessment field within this data is a 'free text' field, which would require a significant data cleaning and coding exercise to make sense of the different assessment descriptors used. Even with that complete, there is no way to properly understand whether what one coordinator terms a ‘test’ could be considered the same thing as what another might term an ‘exam’, or whether an ‘assignment’ and an ‘essay’ might be considered the same task for certain purposes short of a discussion with each unit of study coordinator.

In an effort to determine the most common types of assessment, a simple key word count was done across the assessment field, resulting in the data presented in figure 1 below. The most commonly used term in this field is ‘exam’, which occurs 2,754 times across approximately 9,000 entries. This is nearly double the number of mentions of the next most common type of assessment, ‘assignment’ which is in turn closely followed by ‘presentation’. This accords with the Special Consideration and Special Arrangement team’s report that the assessment types for which arrangement requests are most commonly requested are exams, assignments and participation assessments – the first, second and fifth ranked categories here (attachment 2).

Without a nuanced understanding of the sort of tasks that are described here as 'exams,' ‘assignments’ or ‘presentation’ it is not possible to disentangle whether these assessment types are achieving the University’s aims with regard to authentic assessment. For example, the term 'exam' could easily be applied both to types of assessment that might be seen as ‘authentic’ and those that may not be, such as a ‘clinical exam’ and ‘multiple choice exam.’ However, the predominance of the exam category might imply that ambitions regarding the mix of assessment types are yet to be fully realised. In general, the table does appear to suggest an over-reliance on examinations and written assignments, and a lesser reliance on projects and other forms of authentic assessment.

The apparent preponderance of just a few types of assessment can make it difficult for different types of learners to fully engage with the curriculum. By ensuring that a variety of assessment tasks are used within a unit, and perhaps even offering students a choice of format for an assessment task, the numbers of students who may need adjustments can be reduced. These both are important principles of the 'universal design for learning' which attempts to ensure equity of assessment for diverse learning styles (attachment 3).
2.3 The amount of assessment

The Strategy notes that while there are ambitions to increase the types of certain kinds of assessment across the curriculum (notably authentic assessment and assessment used in project learning), there is also desire to reduce the overall volume of assessment, summative assessment in particular. The oft-reported perception of both students and staff is that the volume of assessment has increased over the years, with concomitant workload burdens on both parties. Student Support Services and the SRC casework service both submitted commentary to the working group indicating broad support for reducing assessment volume and improving the quality and timeliness of feedback (attachments 3 and 4).

To test the perception of an increased amount of assessment the working group sought data on the use of casual academic time as a proxy for total academic time. Casual academics must submit timesheets for remuneration purposes, and hours spent marking assignments are often coded separately to teaching and preparation time. These data are imperfect: coding is not always done rigorously, and some units use the ‘administration’ code in place of the ‘marking’ code, but they provide an indication of the amount of time the University’s staff have spent on marking in any given year and of trends over several years.

The data show that the number of hours claimed under the casual academic marking code, when looked at across the time series available, has increased at a higher rate than the increase in the number of students at the University across the same period (figure 2.3.1). There are a number of potential explanations for this increase, but one worth exploring in the context of this report is that it reflects an increase in assessment volume across this time.
One explanation for the apparent increase in assessment volume could be that the policy changes discussed in section 2.1 above, specifically principle 1(2), led to an increase in the volume of assessment, starting around 2010 when the changes occurred. This implies that the overall response to the policy requiring a mix of assessment styles was to add assessments to a unit, rather than to rethink the size or number of tasks holistically.

Too much assessment has been shown to have a negative impact on student learning. Hornby (2003) outlined a range of negative consequences of over-assessment that accord with the issues raised with the working group by both Student Support Services and the SRC. These are: slow feedback, little meaningful feedback, little formative feedback for students to learn from mistakes, repeated assessment of the same outcomes without rationale, lack of correlation between credit point weighting and student and staff workload, lack of alignment of assessment between units, and assessment ‘bunching’.

2.4 The timing of assessment

The timing of assessment is also often raised as an issue, with concerns that the independent approach to managing units of study leads to a convergence of assessment on specific weeks within each semester, increasing the pressure on students to complete multiple pieces of assessment concurrently. Reports to the working group by Student Support Services, the Office of Educational Integrity and the Students' Representative Council casework service all commented on the impact of coincident timing as well as the volume of assessment. The Office also provided data from its incident reporting and case management system that provides some indication of the pattern of assessment across the 2016 academic year. This is combined in figure 2.4.1 with data for 2016 on special consideration and special arrangements applications provided by Student Administration Services and casual academic marking hours provided by Human Resources to map the timing of assessment at the University level.

The data reported here by Student Administration Services relates to the annual volume and timing of applications for special consideration and special arrangements (attachment 2). Students may seek special consideration or special arrangements where their personal circumstances prevent them from completing an assessment task or otherwise impact on their achievement within that task. Starting in 2016, the University centralised special consideration and special arrangements. During that year, approximately 16% of the University’s students sought these arrangements via the online system. The timing of these requests can be presumed to slightly precede the due dates of assessment tasks, as most arrangements must be in place ahead of deadline. The data show distinct peaks at the middle and end of semester (figure 2.4.1).

Student Support Services reports that peak periods for the University’s Counselling and Psychological Services and Disability Services units coincide with what they identify as ‘assessment log jams’ in weeks 7, 11, and 13 of semester. Qualitative feedback received by the unit has indicated that students believe they are under a high degree of pressure during these periods from multiple assignments that they perceive as non-integral to their learning. For students with disabilities, these ‘log jams’ of assignments can often exacerbate disability and impact on student performance. Significant delays in
returning feedback to students on assessment tasks, a likely impact of the same ‘log jam’ on staff, then make it difficult for students to use this feedback to improve later tasks (attachment 3).

The data from the Office of Educational Integrity reflects the number of cases reported into the workflow system, used for the first time in 2016 for case management at the faculty level (attachment 5). In contrast to the special consideration and special arrangements data, the peaks of reporting of integrity-related incidents can be expected to lag slightly behind the due date of assessment tasks as marking takes place, similarity-detection software reports are checked, and so forth.

The Office reports that full-time students are more likely to be reported for suspected plagiarism or academic dishonesty when compared with part time students, and attributes this to the volume of assessment experienced by students with full-time loads, as well as the coincident timing of assessment. Qualitative feedback from educational integrity teams in faculties has also indicated that poor time management, stress, and anxiety are the most common reasons given by students for making the choices that result in their being reported for a potential breach of academic honesty. Further, the Office suggests that the higher rates of international students found to have engaged in plagiarism or academic dishonesty, when compared with domestic students, may be at least partially attributable to the requirement for international students to be engaged in full-time study.
Figure 2.4.1. Applications for special consideration and special arrangements; reports of suspected breaches of academic honesty; and volume of casual staff marking hours across the academic year (2016). As the scale across the data sets varies widely, the data has been represented as a percentage of the total load for the year.
While the data presented in figure 2.4.1 are proxies for the timing of assessment and appear to show clear peaks across the academic year, this pattern is less obvious at the degree level.

The working group reviewed the timing and volume of assessment in three sample degrees, the Bachelor of Science, Bachelor of Arts and a stream of the Bachelor of Engineering Honours to get a view of the assessment timing an individual student might experience. These are mapped across the weeks of semester with the weighting of the task used as an indicator of its potential size (figures 2.4.2, 2.4.3 and 2.4.4).

**Figure 2.4.2.** Assessment profile of the Bachelor of Arts (2017). Weeks of each semester are shown on the x-axis while the y axis represents the weighting of each assignment within the relevant unit of study.

*Arts I (Sem 1)*

*Arts II (Sem 1)*

*Arts III (Sem 1)*

*Arts I (Sem 2)*

*Arts II (Sem 2)*

*Arts III (Sem 2)*
Figure 2.4.3. Assessment profile of the Bachelor of Science (2017). Weeks of each semester are shown on the x-axis while the y axis represents the weighting of each assignment within the relevant unit of study.

Science I (Sem 1)

Science I (Sem 2)

Science II (Sem 1)

Science II (Sem 2)

Science III (Sem 1)

Science III (Sem 2)
Figure 2.4.4. Assessment profile of the Bachelor of Engineering Honours (2017). Weeks of each semester are shown on the x-axis while the y-axis represents the weighting of each assignment within the relevant unit of study.

Engineering I (Sem 1)

Engineering II (Sem 2)

Engineering II (Sem 1)

Engineering II (Sem 2)

Engineering III (Sem 1)

Engineering III (Sem 2)

Engineering IV (Sem 1)

Engineering IV (Sem 2)
The most striking thing about these graphs is the strong similarity in assessment regimes across all units and all semesters in the Bachelor of Science, while more variation is seen in the other degrees. In the Bachelor of Engineering Honours degree, early semesters involve units of study taken from other faculties, potentially leading to some of the diversity seen here. Such diversity could be expected to increase as students in the new curriculum, particularly those in liberal studies degrees, but also some specialist and professional degrees, access units and majors from other faculties through the new shared pool of majors and minors.

2.5 Student feedback

As part of the consultation process, the working group hosted a student roundtable attended by student members of the Academic Board. Notably, when presented with the sample degree assessment patterns shown above (figures 2.4.2 – 2.4.4), students expressed mixed views regarding the desirability of any one pattern of assessment. Students tended to defend the assessment pattern they were used to and were acutely aware of the context-dependent nature of assessment and its relationship to the particular field of study. Nonetheless, they were also highly critical of assessment tasks that they viewed as non-authentic and unrelated to the learning outcomes of the unit (attachment 6).

The University has had a long standing commitment to collecting feedback from students on their overall experience and uses a range of survey instruments to do so. For coursework students, these include: the Unit of Study Survey (USS); Student Experience Survey (SES); Course Experience Questionnaire (CEQ); International Student Barometer (ISB); and Student Barometer (SB). The outcomes of these surveys indicate that there are many aspects of the student experience that the University does well when benchmarked against the Go8 and the sector in general. Feedback students have provided on assessment has, however, been mixed and tends to be more critical than other aspects of the student experience (table 2.5.1).

Table 2.5.1. Students' perceptions of teacher approaches to assessment and feedback 2016. Note that the scale for all indicators reported below is 0 – 100 except the USS, which is a scale of 0 – 5. All data is reported in the 2016 Consolidated Summary of the Student Experience and Graduate Outcomes.

<table>
<thead>
<tr>
<th>Indicator-Scale Item</th>
<th>Sydney</th>
<th>Australia</th>
<th>Go8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SES-TQ: Teachers provided clear explanations on coursework and assessment</td>
<td>69</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>SES-TQ: Teachers set assessment tasks that challenge you to learn</td>
<td>75</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>USS-5: The assessment tasks challenged me to learn</td>
<td>4.12</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ISB/SB-Marking criteria</td>
<td>78/72</td>
<td>84/76</td>
<td>84/75</td>
</tr>
<tr>
<td>ISB/SB-Assessment</td>
<td>85/84</td>
<td>88/87</td>
<td>88/86</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SES-TQ: Teachers commented on your work in ways that help you learn</td>
<td>61</td>
<td>63</td>
<td>61</td>
</tr>
<tr>
<td>USS-6: I have been guided by helpful feedback on my learning</td>
<td>3.83</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CEQ-GTS: The staff put a lot of time into commenting on my work</td>
<td>57</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>CEQ-GTS: The teaching staff gave me helpful feedback on how I was going</td>
<td>65</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>ISB/SB-Performance feedback</td>
<td>78/72</td>
<td>83/77</td>
<td>84/76</td>
</tr>
</tbody>
</table>

The survey data aligns with the student feedback reported to the working group by Student Support Services, the SRC, the Sydney University Postgraduate Representative Association (SUPRA), and by the students who participated in the roundtable. Students in general see assessment as beneficial to their learning; however, they are critical of the clarity with which assessment tasks and marking criteria are communicated, and report relatively high levels of dissatisfaction with the helpfulness of the feedback they receive on their learning. In an Academic Board focus topic presented by student representatives in response to the survey data, the President of the SRC cited three assessment-related areas of student concern: volume and timing of assessment, feedback, and group work (Academic Board 10 October 2017).
Student perceptions of the time staff put in to providing feedback are also of concern. This may reflect pressure on staff time resulting from both the timing and volume of assessment, which might prevent staff from being able to provide feedback that students feel would assist with improving their performance.

2.6 Assessment rubrics
The Strategy commits the University to developing a common rubric-based approach for assessing the graduate qualities. To investigate the extent to which rubric-based approaches are already in use across the University, the working group reviewed a small sample of rubrics from each faculty.

The use of rubrics for assessment is not currently required by any policy or principle of the University. Nevertheless, many staff across the University are working with rubrics, though the style and practice of these vary. Many of the features identified in the literature as best-practice feature in some of the rubrics currently used, including: a clear indication of the evaluative criteria to be used; an explanation of what each potential level of achievement means in relation to each criterion; and an explicit link between the task and the learning outcomes of the unit so that students may understand their progress towards achieving those outcomes (Popham, 1997). The rubrics that are currently used across the University provide a promising foundation upon which a common, rubric-based approach for assessing the graduate qualities can be developed.
3. Future assessment

Moving from the current state of assessment practices at the University to one with clearer learning and assessment goals, better feedback, more authentic tasks and less drudgery as set out at the start of this report will require several steps, which are outlined in this section.

Firstly, understanding where and how the graduate qualities are embedded within the learning outcomes of the curriculum will ensure that every student has the opportunity to develop the qualities no matter which degree, or pathway within that degree, they choose. Creating assessment plans is the next step toward developing this understanding (section 3.1). Agreement within the University to a common suite of rubrics to provide a scale by which the graduate qualities thus embedded may be assessed, is then necessary before further developing the plan to the level of the assessment tasks themselves (section 3.2).

The elements of the new curriculum framework that emphasise experiential and collaborative learning, interdisciplinary experiences and work on authentic problems are a key part of both ensuring the development of the graduate qualities and providing students with opportunities to demonstrate their achievement. Section 3.3, below, discusses the ways in which project units within the majors could be used to achieve these aims within the liberal studies degrees and, by adaption of the process, in specialist and professional degrees as well.

Finally all of these steps – establishing clarity over how graduate qualities are given expression in learning outcomes; improving coherence and coordination of assessment within curriculum components; and developing common rubrics for assessing the graduate qualities – will provide the foundation to explore further innovation in assessment task design, feedback and authentic assessment. Such work should be supported by the Education portfolio by providing faculties with additional resources through the Curriculum Development Fund, and offering staff development programs in 2018, 2019 and beyond.

3.1 Planning assessment across the degree

An important aim of shifting the focus of assessment planning from the unit of study to the curriculum level is to allow staff and students to focus on tasks that support learning outcomes of their unit with assurance that other outcomes will be appropriately covered elsewhere. If staff and students have a clear sense of where an individual unit or task fits into the broader learning outcomes, they will be able to optimise the learning effectiveness of those tasks and avoid unnecessary duplication. Knowing that the curriculum is well-planned frees unit of study coordinators from the responsibility of, for example, attempting to address every graduate quality in every unit.

An assessment plan would allow ‘top down’ consideration of the structure of assessment throughout the student journey to develop their disciplinary expertise and other graduate qualities, whether that is at the level of the entire degree (such as in a tightly structured professional degree like the Bachelor of Pharmacy) or within a major in a liberal studies degree. This planning should make it possible to ensure that the balance of assessment tasks gives appropriate priority to the learning outcomes most valued by students, staff and employers. For example, a well-structured sequence of low or zero-weighted formative assessment tasks could be used within units of study, and paired with an appropriately situated final measurement of learning outcomes for the relevant curriculum component or degree.

Such an approach has the potential to reduce the overall burden of assessment on students and staff and allow more emphasis to be placed on providing students and staff with feedback. This would also create more space in the curriculum for integrated, deep, and complex learning. Similarly, appointing a coordinator to oversee the learning outcomes and assessment of curriculum components would allow unit of study coordinators to focus on the responsibilities outlined in the Learning and Teaching Policy 2015 and in section 2.1.

Good planning at the curriculum level also meets the needs of good governance that the University requires in order to assure the overall quality of learning. The Higher Education Standards Framework
Graduate qualities are assessed for the graduating student in order to come up with their final outcomes. Essential requirements for work to produce the assessment plans, as outlined above, will dovetail with this work.

Review the learning outcomes of the degrees, curriculum components, and units of study. Beginning the course review process as it essentially ‘accredits’ degrees of the University as appropriately embedding the graduate qualities of a University of Sydney undergraduate degree. This work would assure the Academic Board that every student is given the opportunity to develop the graduate qualities through all of the University’s degrees and will be able to be assessed on that development at the end of their degree. These plans should also be communicated to students, in order to describe how their degree will result in their achievement of the graduate qualities.

Production of assessment plans should be done as part of the course approval process and included in the course review process as it essentially ‘acredits’ degrees of the University as appropriately embedding the graduate qualities of a University of Sydney undergraduate degree. Updates to the Board’s course management template to reflect the new graduate qualities are overdue, with the template still reflective of the University’s old ‘generic attributes for graduates’ and using terms to describe the curriculum which are superseded by the new curriculum framework. The template currently asks faculties to describe the assessment procedures and the assurance of learning to be undertaken within any degree. A review of the course management template should be undertaken, with a view to inserting a requirement for assessment plans in place of the sections on assessment and assurance of learning.

The new curriculum mapping system will be integral to supporting such work, acting as a dynamic repository of information needed for assessment plans, and generating products such as unit of study outlines that communicate learning outcomes and assessment tasks to students. Configuration of the new mapping system is currently underway, with a small pilot group of degrees to trial the system in early 2018. By mid-2018, the system should be available on an opt-in basis to faculties. As part of readying for use of the system, those in the trial have already reported that work needs to be done to review the learning outcomes of the degrees, curriculum components and units of study. Beginning the work to produce the assessment plans, as outlined above, will dovetail with this work.

Essential requirements for an assessment plan would be that it details: the ways in which the learning outcomes are developed throughout the degree or curriculum component; the places in which the graduate qualities are assessed for the graduating student in order to come up with their final
Assessment plans must:
1. articulate the learning outcomes in terms that give expression to the graduate qualities for the degree and relevant curriculum components;
2. indicate where and how in the curriculum the learning outcomes and graduate qualities are developed and where they are assessed; and
3. describe in narrative terms how students’ achievement of the graduate qualities will be developed, the tasks typically used and how they will be assessed on completion of the degree.

3.2 A common assessment of the graduate qualities

The development of a common, rubric-based approach for assessing the graduate qualities is foreshadowed in the Strategy and builds upon existing assessment practices and policy. Consistent with the University’s existing commitment to standards-based assessment, the approach developed here is predicated on a standards-referenced model of assessment in which evaluations of student achievements of explicit learning outcomes are mapped against a developmental continuum (attachment 7).

Assessing students’ attainment provides important feedback on the effectiveness of our efforts to ensure students’ development of the graduate qualities. It also assists staff understanding of student learning and measures the effectiveness of teaching. For students, it provides them, and potentially their subsequent employers, with evidence of their achievement.

It will be important that, having reached agreement as to the University’s graduate qualities, a common scale of achievement is also used for these qualities across the University. A number of methods of assessment could potentially be used, including that of standardised testing. Internationally, this has sometimes been used as a means of systematically measuring student attainment of higher level generic learning outcomes. These have, however, generally been judged as burdensome, expensive, and difficult to sustain.1 If applied here, such an approach would run contrary to ambitions to generally reduce the volume of assessment experienced by students, and would not allow for interpretation of the graduate qualities to reflect the specific needs of a field of study. The benefits such testing would provide to learning is also unclear – which should be the key aim of any assessment. Finally, this approach could encourage a view of the graduate qualities as additional to, rather than integrated within, the components of the curriculum that develop a students’ depth of knowledge.

A rubric-based approach, on the other hand, has been demonstrated to improve students’ understanding of assessment objectives and, in turn, their academic performance (Jonsson, 2014; Menéndez-Varela and Gregori-Giralt, 2016; Reddy and Andrade, 2010). This has been attributed to the ways in which rubrics communicate learning intentions to students; and the clarity with which they describe success and demonstrate the various levels at which students might achieve (Hattie, 2009). Rubrics have also been linked to improved consistency and reliability in marking, and can be used as a mechanism for identifying potential improvements in instruction, the design of curricula, and the comparability of assessment across courses and teaching sessions (Crotwell et al., 2011; Halonen et al., 2003; Reddy and Andrade, 2010; Tractenberg et al., 2010). Finally, rubrics can provide feedback to staff on student learning in a calibrated format.

Rubrics are already being used elsewhere to support the assessment of broad program-level outcomes for undergraduates, such as is in the Valid Assessment of Learning in Undergraduate Education (VALUE) project of the Association of American Colleges and Universities and the National Academies of

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1 Examples include: the OECD’s Assessment of Higher Education Learning Outcomes (AHELO) Project, which appears to have foundered; the OECD Program for the International Assessment of Adult Competencies (PIAAC), which, through an international survey, measures cognitive and workplace skills necessary for societal participation and economic prosperity; and the Collegiate Learning Assessment (CLA) for measurement of broad skills such as critical thinking and problem solving (eg. Arun and Roksa 2011; 2014).
Sciences (AACU, 2017). An early finding of this work has been that, when measured by the rubrics, some of the outcomes presumed to have been part of these programs were found to require much greater development within the curriculum. This demonstrates the power of the rubric approach to assessment to support the work to embed, develop and scaffold the graduate qualities throughout the curriculum (section 3.1).

A common rubric is necessary to establish a baseline understanding of the learning intentions across the University for the graduate qualities and of the developmental stages for each quality. Nevertheless, it is possible, and perhaps desirable, that each of the University’s diverse fields of study consider the meaning of these qualities within the context of their field and the levels of attainment of the qualities that are necessary for success within their field. This interpretation of the common rubric may lead to the development of a rubric specific to the field of study, with statements as to the interpretation of the quality within that field and the desirable levels, or nature of attainment, within that field. Where such interpretive work is undertaken, this could form a useful basis for communication with both students and staff as to the learning outcomes, developmental stages and performance standards within the field of study. Reporting to students on their achievement of the qualities could then build on the common rubric to give specific feedback on their achievement within the context of their expertise.

On graduation, the University would then provide to students a final statement of their attainments of the graduate qualities in a form that would be meaningful to them in planning their future educational development and also meaningful to employers. It is not envisaged that the descriptions of attainment, developed as part of the agreed common rubric, will be expressed in terms of grade bands, such as those used on the NSW Higher School Certificate or the common result grades used at the University (i.e., Pass, Credit, etc.). Instead, descriptions of student attainment will make positive statements about what each student can do, rather than what they have achieved relative to their peers and the wider student cohort. Deciding at what point the evidence for the final statement on attainment for a graduating student should be assembled and assessed is a crucial step in the development of assessment plans (section 3.1).

To support both students and staff to assemble the evidence of development and attainment of the graduate qualities, a technological solution is being sought that will integrate with the Learning Management System and can be used to assemble a final statement of attainment.

3.3 Using project-based units to assess the graduate qualities

As outlined in table 1.1, project-based learning and authentic problems and assessment are integral to developing the qualities the University has agreed are necessary for graduates to make a productive contribution to contemporary society. The curriculum framework embeds such experiences in undergraduate degrees and is structured such that each major or broader field of study includes a final year project or practicum. For liberal studies degrees, this requirement is focused on the major, where a 3000-level project unit (or higher for 192 credit point combined, professional or specialist degrees) should be embedded. The purpose of this is to provide students with the opportunity to apply the knowledge they have gained throughout their study of the major area to an authentic problem.

Each University major must also have a unit in which students have the opportunity to demonstrate their disciplinary knowledge in an interdisciplinary setting. Recognising that ‘real world’ problems rarely accede to disciplinary boundaries, in designing majors many disciplines have chosen to combine the interdisciplinary experience with the project unit. Indeed, the Education Enterprise and Engagement team within the Education portfolio has been established to assist faculties both with brokering relationships with the external industry and community organisations that can provide authentic problems as the basis for these project units, and to assist with the organisation of multi-faculty teams of students.

The University has, of course, run projects and project units in a number of settings for many years. For example, project units involving inter-professional learning have been successfully piloted by health faculties, who have aspirations to increase such learning opportunities as consolidation of the new campus health precinct proceeds. The new curriculum framework expands students’ access to project units and other similar experiences and facilitates interdisciplinary learning. In moving to this model, the
University has been motivated by the considerable body of research which has established the high impact of projects on learning and the development of broader skills such as critical thinking and problem solving (Brownell and Swaner 2010; Kuh et al., 2005; Pascarella and Terenzini, 2005; Thompson, 2014), but is also mindful of the well-documented problems with assessment in group work and project-based units, particularly as perceived by students.

Many staff who have successfully run project units across the University have expressed a preference for moving to pass/fail assessment at the unit level, albeit with significant formative feedback, often guided by rubrics, given to students within the unit. A critical driver of this preference is the perceived positive impact on student motivation, innovation and creativity, once the pressure of marked group work was removed. Arguably, this is an issue that could be addressed through better support for, and training for students in collaborative learning structures.

In most cases, where project units have been run across the University they have also been offered at a relatively local scale, within a single discipline, where competitive pressures are likely to be highest. They have also mostly been offered to high-achieving students via selective entry, and thus necessarily within an elective space within a degree. Offered at scale, and as a key part of students major, pass/fail assessment may provide an unsatisfactory degree of rigour with which to grade a student’s achievement of the major’s learning outcomes, but this is an issue that should be explored as trials of project units continue across the University. When asked, students often express a distaste for pass/fail assessment, feeling that their hard work would not be adequately reflected or rewarded in this mark.

During 2017 there have been several trials of the new model for project units which have tested: the model of partnership with industry and community organisations; the approach of having students work in multi-faculty teams and of having multiple teams work on the same problem; and tested an assessment approach built around the graduate qualities.

In 2018, the University will run several larger-scale trials. Some of these will be situated within faculties and trial a disciplinary project; some, an interdisciplinary project that draws on disciplines from within the one faculty; and some industry and community project units that will work with external partners in multi-faculty teams facilitated by the Education Enterprise and Engagement group. For this latter group of trial units a single common assessment regime will be tried that is built on that used in the smaller 2017 trials, and shaped both by the experiences from those trials and from other project units run successfully across the University (attachment 8). These larger scale trials will be occurring at the same time as the University progresses its work on the rubrics for the graduate qualities, including those that will be built at the disciplinary level.

The integrative nature of a project-based unit, particularly where the project requires group work across disciplinary boundaries on an authentic problem, provides students with opportunities to demonstrate not only their disciplinary expertise, but also the full range of graduate qualities. For this reason, once the common rubrics have been established, these could be used as the basis to create assessment tasks within project units that focus on the qualities. Specifically, assessment tasks need to be designed that allow students to demonstrate their achievement against the developmental standards given in the rubric. If this can be achieved, it may be possible to use the project units to provide the evidence of student attainment of the graduate qualities that can be used for the final assessment. Doing so would simplify the process of gathering evidence to provide the graduation statement to students on their achievement.

Challenges inherent in this approach are those associated with assessing the individual achievements of students in the context of group work. This may be particularly exacerbated where the group work is interdisciplinary in nature and the assessor may not be the disciplinary expert. These concerns were noted by the working group in their consultation with staff across the University. Student consultation also indicated concern regarding the current conduct of group-based assessment, particularly where the group project result formed the basis for assessment.

Nevertheless, as the trials of interdisciplinary industry and community project units proceed during 2018, the potential for the common suite of University rubrics to form the basis for the assessment in those units should be considered. This would include consideration of whether or not it would be
possible to use any specific field of study rubrics to assess students undertaking the project but whose disciplinary knowledge was related to that field of study. The common rubrics could also be used to review the design of assessment tasks for project units, to ensure the graduate qualities can be demonstrated through that assessment structure.
4. Methods

The Assessment Working Group was established as a partnership between the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) to review the University’s current approach to assessment and undertake the work required to give effect to the assessment initiatives of the education strategy. The working group’s Terms of Reference and membership are shown in table 4.1.

Table 4.1. Assessment Working Group Terms of Reference and membership.

| Purpose | To develop and deliver the assessment initiatives in the University Strategy 2016-2020. |
| Terms of Reference | The Assessment Working Group will: |
| | 1. develop a common approach for assessing graduate qualities. |
| | 2. develop a common approach for development of aligned assessment plans at the level of course component to ensure effective placing of authentic assessment experiences and achievement of learning outcomes at the appropriate level. |
| | 3. recommend optimal processes for effective assessment practice in collaborative and project-based learning. |
| | 4. recommend policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars. |
| | 5. recommend policy reforms in support of reducing summative assessment at unit of study level, making increased use of low or zero weighted formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole. |
| Co-chairs | Associate Professor Peter McCallum, Director, Education Strategy, DVC Education |
| | Associate Professor Judy Anderson, Faculty of Arts and Social Sciences, Academic Board |
| Members | Professor Philippa Pattison, Deputy-Vice Chancellor (Education) (ex-officio) |
| | Associate Professor Anthony Masters, Chair, Academic Board (ex-officio) |
| | Mrs Helen Agus, Faculty of Science |
| | Professor Michael Anderson, Faculty of Arts and Social Sciences |
| | Associate Professor Corrine Caillaud, Faculty of Health Sciences |
| | Associate Professor Rae Cooper, University of Sydney Business School |
| | Associate Professor Jamie Gliester, University of Sydney Law School |
| | Professor Inam Haq, University of Sydney Medical School |
| | Dr Melissa Hardie, Faculty of Arts and Social Sciences |
| | Professor David Lowe, Faculty of Engineering and Information Technologies |
| | Associate Professor Stefan Meisiek, University of Sydney Business School |
| | Dr Ann Rogerson, Faculty of Arts and Social Sciences |
| Attendees | Professor James Tognolini, Educational Measurement and Assessment Hub |
| | Tristan Enright, Manager, Educational Integrity, DVC Education (secretariat) |
| | Dr Leah Schwartz, Program Manager, Education Strategy, DVC Education |
| | John Hardie, Coordinator, Professional Development for the Graduate Qualities, DVC Education |

The Assessment Working Group met 14 times between March and November 2017. Early and periodic feedback was sought in relation to key working and discussion papers from the University Executive Education Committee; the Academic Board and its Undergraduate Studies and Academic Standards and Policy Committees; the Degree Advisory Working Group; and the University Executive Heads of School Committee.

A dedicated Academic Board session on assessment was held on 13 August 2017 to discuss the development of a common rubric for assessing the graduate qualities. A town hall forum with the same focus was held for all staff on 14 August 2017. A discussion paper was also produced to support a series of dedicated faculty fora on assessment, held between July and September 2017 and made available to staff via the intranet. Finally, a student roundtable on assessment was held on 8 September 2017.
5. Conclusion

There is ample evidence of the conscientiousness, diligence and sustained effort applied by both staff and students to the important task of assessment across the University. To build on these efforts and achieve the vision outlined in the Strategy, the working group found that it will be necessary to adjust some aspects of current policy and governance arrangements, as well as to further support faculties to develop innovative approaches to assessment. The impact of these changes will be to benefit learning through greater clarity of curricular purpose, more pertinent feedback and improved efficiency. It is important that the recommendations in this report are implemented with a focus on freeing up time and resources for learning and research and with an emphasis on excellence rather than compliance. It is recognised that these recommendations are made at a time of transformational change within the University which is itself resource-intensive. However, the working group believes that effective implementation of these recommendations should increase the ease by which staff may create a learning community that is even more productive and rewarding.
6. References


Attachment 1 – The new undergraduate curriculum: a primer

The curriculum framework comprises core components which are essential for every student plus enrichment opportunities that are intended to be available but not required for every student. There are seven core components which vary in form and complexity and can be mapped to the graduate qualities, as outlined in table A1.1.

Table A1.1 The Sydney curriculum framework - core components to produce the graduate qualities.

<table>
<thead>
<tr>
<th>Core component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major or specialisation in at least one field of study</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A structured approach to the development of knowledge and skills</td>
<td>Depth of disciplinary expertise, Broader skills, Cultural competence, Integrated identity</td>
</tr>
<tr>
<td>Collaborative and group-based learning activities and assessments</td>
<td>Broader skills, Cultural competence, Integrated identity, Influence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning experiences</td>
<td>Broader skills, Interdisciplinary effectiveness, Influence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>Depth of disciplinary expertise, Broader skills, Interdisciplinary effectiveness, Integrated identity, Influence</td>
</tr>
<tr>
<td>An open learning environment for extension of knowledge and skills</td>
<td>Broader skills, Interdisciplinary effectiveness, Integrated identity, Influence</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>Depth of disciplinary expertise, Broader skills, Integrated identity, Influence</td>
</tr>
</tbody>
</table>

The core components are:

- **A major or specialisation in at least one field of study.** Disciplinary expertise requires a sustained and coherent program of study in the discipline or broader field. Such a structure is already well established in Sydney degrees, taking the form of a major, specialisation or professional field (for example, history, chemical engineering, or physiotherapy).

- **A structured approach to the development of knowledge and skills.** The curriculum will offer a coherent set of learning experiences. These structured experiences would typically begin in the first semester of the first year and culminate in a final year project that requires students to integrate knowledge and skills acquired over multiple units of study throughout their degree. In the intervening semesters, learning experiences would include opportunities for students to generate questions and analyse and address novel problems, building skills for the final year project. Ideally, the final project would allow the assessment of a number of course-level learning outcomes including broader skills. This would yield evidence often sought by prospective employers, increasingly required for professional accreditation, and now necessary to demonstrate attainment of Higher Education Standards.

- **Collaborative and group-based learning activities and assessments.** Collaborative learning activities and assessments provide vital opportunities for the development of skills to work with others. These activities take advantage of the diversity of the University student community and contribute to the development of cross-cultural understanding and effective inter-cultural communication. Carefully designed group-based learning activities and assessments build on smaller-scale, collaborative learning activities to ensure that students can fulfil the expectations of
others in team contexts, lead a designated part of a group project and, on occasion, lead the project itself and resolve difficulties that can arise in group contexts.

- **Interdisciplinary and inter-professional learning experiences.** Opportunities to engage in interdisciplinary and inter-professional learning build the capacity for interdisciplinary effectiveness and have the added benefit of further developing critical thinking skills.

- **Authentic problems and assessments.** Authentic problems are those that arise in external or research contexts, for example in organisational or broader commercial and community settings, and whose solutions are of genuine and potentially pressing interest. Authentic problems are important because they challenge students to integrate knowledge and skills in unfamiliar but realistic contexts and reflect circumstances that students are likely to encounter in the future. They are frequently multidisciplinary and novel in form and require that context be taken into account. They therefore require students to work through the uncertainties that these various forms of novelty present, encouraging more inventive, entrepreneurial and contextualised approaches to problem solving. If offered as a group-based activity – and where problems are multidisciplinary in form, this will often be most effective – authentic problems also draw on collaborative skills in order to develop novel approaches, further developing students' abilities to work across cultural, disciplinary or professional boundaries.

- **An open learning environment for extension of knowledge and skills.** The curriculum will provide students opportunities to build novel skill combinations and extend their knowledge by exploring other fields of study. This can be done by providing access to short, modular courses or resources that allow students to acquire, in flexible ways tailored to their specific learning needs, foundational concepts and methods of other disciplines, including basic skills in programming, data science, data analysis, research techniques, systems thinking, design thinking, team leadership, specialised communication skills, and project management, as well as understandings of cultural or broader contextual backgrounds.

- **Project-based learning.** Experiential learning activities have a demonstrably significant impact on course learning outcomes, particularly where they take the form of substantial projects. Projects provide challenge, novelty, and the opportunity to build and integrate knowledge and skills to solve authentic problems. Where group-based, they also build skills in collaboration and in working across cultural, disciplinary or professional boundaries.

### Common course components for liberal studies degrees

Many of the University's specialist and professional degrees already use a structured approach to the development of knowledge and skills as students progress through their degree and build their specialisation. However, for liberal studies degrees such as the Bachelor of Arts, Bachelor of Science and Bachelor of Commerce, the breadth of choice available to students has historically made it more difficult both to build a structured program of study and to allow students to easily integrate fields of study offered by different faculties to their home degree.

To address this, common terminology and definitions for course components and common course rules in undergraduate liberal studies degrees were adopted by the University in 2015. The benefit of common course components and rules is predictable inter-changeability of components among degrees in the liberal studies as well in the liberal studies components of some undergraduate double degrees, and hence a more coherent and navigable set of pathways through our degrees. These common structures are summarised in table A1.2. Common course rules, including for degree requirements, requisite structures, and honours, and common approaches for constructing degree combinations, such as double undergraduate and vertical degrees and the combination of degrees and diplomas have also been introduced.

#### Table A1.2 Definitions of course components.

<table>
<thead>
<tr>
<th>Stream</th>
<th>A bracketed version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature (e.g. Bachelor of Engineering (Hons)), shared course components and/or shared rules.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>A combination of units of study that develops expertise in a multi-disciplinary domain or a professional or specialist field and includes a recognised major in a field of study. A program comprises up to $4 \times 1000\text{-level} + 4 \times 2000\text{-level} + 6 \times 3000\text{-level} + 8 \times 4000\text{-level}$ units</td>
</tr>
</tbody>
</table>
24+24+36+48 credit points) and includes: an embedded major; and at least 2 units in any core degree block.

**Major**  
A sequence of units of study that develops depth of expertise in a field of study. A major comprises $2 \times 1000$-level + $2 \times 2000$-level + $4 \times 3000$-level units ($12 + 12 + 24 = 48$ credit points), and includes: 1 unit at 3000-level involves completion of a project requiring the integration and application of disciplinary knowledge and skills; and 1 unit at 3000-level requires the application of disciplinary skills and knowledge in an interdisciplinary context.

**Minor**  
A sequence of units of study that develops coherent knowledge and skills in a field of study. A minor comprises $2 \times 1000$-level + $2 \times 2000$-level + $2 \times 3000$-level units ($12 + 12 + 12 = 36$ credit points).

**Degree core**  
A set of units of study that develops required knowledge and skills for the degree. In degrees in the liberal arts and sciences, it comprises no more than 4 units of study at 1000-, 2000- or 3000-level ($\leq 24$ credit points).

There are several noteworthy features of these new proposed definitions. First, a minor sequence of study (two units of study at each of 1000-, 2000- and 3000-level) has been introduced. A minor may be embedded in one or more majors in the same disciplinary domain or in a broader domain, but is not required to be embedded in, and therefore extendible to, a major.

A major has been conceptualised as two units of study at each of 1000- and 2000-level and four units of study at 3000-level or two units of study at 1000-level and three units of study at each of 2000- and 3000-level. This is a shift in balance of the major to later year units for some of our degrees (including for the Bachelor of Arts and Bachelor of Commerce) and means that up to half of the required units for the major are taken at a more intensive and senior (3000-) level and largely with a cohort of students who have chosen the same major. This pattern of study should support the development of coherent and challenging curricula in each major.

The concepts of program and stream have been introduced to recognise multidisciplinary, professional or specialist course components that are larger than a major. In several cases, the concept of program is necessary because accreditation requirements cannot be met within a major as just defined (e.g., this is the case for accounting and psychology); in other cases, it is helpful as a means of identifying a multidisciplinary constellation of units that includes a major as just defined but has been constructed to cover a broader program of study for a specified purpose (e.g., a broad program in politics and related social science disciplines).

The concept of a stream within a degree allows us to recognise separate admission pathways for the degree as well as domains of study with distinctive core degree requirements (e.g., Media and Communications within the Bachelor of Arts). At the same time, it recognises that a number of streams belong to a family of degrees with shared nomenclature, shared course components and/or shared course rules.

Finally, the definitions allow that some majors may share units, particularly in the first and second years where careful design of foundational units can prepare students for several different majors. In the sciences, for example, foundational units in biology and chemistry may lead to a number of distinct majors.

The new curriculum thus now provides opportunities within both the liberal studies degrees and the professional and specialist degrees to consider students’ educational experiences in a more holistic way across the duration of the degree. One corollary of this is that it should be possible for the timing and volume of assessment tasks to be reviewed, and to consider the learning outcomes of each unit of study and course component in the context of the unifying graduate qualities.
Attachment 2 – Special consideration and special arrangements: 2016 statistics

Requests at a glance
Throughout 2016:
- 9,715 students (approximately 16%) used the Special Consideration and Special Arrangements (SCandSA) online system.
- These students submitted 24,468 applications relating to 36,604 individual assessment requests (or attendance) relating to 2994 units of study.
- As there were 5,450 units of study (with enrolled students), these requests related to 55% of the total units of study available.
- Of the 9,715 students who submitted a SCandSA application, 65.5% (6,363 students) submitted multiple requests (which could have related to the same or different unit of study).
- In addition, there were 6,363 students (65.5%) who submitted 2 or more applications.

Volume by assessment type
The greatest volume of requests by assessment type in descending order were:
1. Assignment (30.7%)
2. Final exam (22.1%)
3. Attendance (18.8%)

The following table provides an overview of volumes across all assessment types.

<table>
<thead>
<tr>
<th>Assessment types</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>11241</td>
<td>31%</td>
</tr>
<tr>
<td>Final exam</td>
<td>8070</td>
<td>22%</td>
</tr>
<tr>
<td>Attendance</td>
<td>6618</td>
<td>18%</td>
</tr>
<tr>
<td>Tutorial quiz or small test or small continuous assessment</td>
<td>3752</td>
<td>10%</td>
</tr>
<tr>
<td>In-semester exam</td>
<td>2932</td>
<td>80%</td>
</tr>
<tr>
<td>Presentation</td>
<td>1095</td>
<td>30%</td>
</tr>
<tr>
<td>Placement</td>
<td>1000</td>
<td>30%</td>
</tr>
<tr>
<td>Skills based evaluation</td>
<td>776</td>
<td>20%</td>
</tr>
<tr>
<td>Written assignment</td>
<td>368</td>
<td>10%</td>
</tr>
<tr>
<td>Optional assignment or test</td>
<td>310</td>
<td>10%</td>
</tr>
<tr>
<td>Creative assessments/demonstrations</td>
<td>192</td>
<td>10%</td>
</tr>
<tr>
<td>Honours thesis</td>
<td>159</td>
<td>0%</td>
</tr>
<tr>
<td>Dissertation</td>
<td>91</td>
<td>0%</td>
</tr>
<tr>
<td>Grand total</td>
<td>36604</td>
<td>100%</td>
</tr>
</tbody>
</table>

Most common forms of consideration
During 2016, the most common forms of consideration in descending order were:
1. Replacement exam (assessment type: exam)
2. Extension of time (assessment type: assignment)
3. Absence noted (assessment type: attendance)

The following table and figure provide the total number of each form of consideration granted and expressed as a percentage.

<table>
<thead>
<tr>
<th>Consideration description</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement exam</td>
<td>7098</td>
<td>32%</td>
</tr>
<tr>
<td>Extension of time</td>
<td>6378</td>
<td>29%</td>
</tr>
<tr>
<td>Reason</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Absence noted</td>
<td>2766</td>
<td>13%</td>
</tr>
<tr>
<td>Mark adjustment</td>
<td>1563</td>
<td>7%</td>
</tr>
<tr>
<td>New or varied assessment</td>
<td>1217</td>
<td>5%</td>
</tr>
<tr>
<td>No action required</td>
<td>850</td>
<td>4%</td>
</tr>
<tr>
<td>Alternative assessment</td>
<td>760</td>
<td>3%</td>
</tr>
<tr>
<td>New or varied placement</td>
<td>505</td>
<td>2%</td>
</tr>
<tr>
<td>New or varied presentation</td>
<td>347</td>
<td>2%</td>
</tr>
<tr>
<td>New or varied evaluation</td>
<td>304</td>
<td>1%</td>
</tr>
<tr>
<td>Replacement session</td>
<td>184</td>
<td>1%</td>
</tr>
<tr>
<td>Discontinue not to Count as failure (DC)</td>
<td>156</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>22128</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Figure A2.1.** Number and proportion of each form of consideration granted.
Volume by faculty or University school

The following table and figure provide an overview of special consideration and special arrangement assessment requests by faculty or University school in descending order as compared to student load.

Table A2.3. Number and proportion of each form of consideration granted in descending order. Agriculture and Veterinary Science are included in SCIE.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Requests</th>
<th>Coursework enrolments</th>
<th>Requests per student (EFTSL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS</td>
<td>2025</td>
<td>1849</td>
<td>1.095</td>
</tr>
<tr>
<td>SCIE</td>
<td>7836</td>
<td>8402</td>
<td>0.933</td>
</tr>
<tr>
<td>MEDI</td>
<td>3173</td>
<td>3832</td>
<td>0.828</td>
</tr>
<tr>
<td>ARTS</td>
<td>8698</td>
<td>11219</td>
<td>0.775</td>
</tr>
<tr>
<td>PHAR</td>
<td>1009</td>
<td>1352</td>
<td>0.746</td>
</tr>
<tr>
<td>CONS</td>
<td>609</td>
<td>864</td>
<td>0.705</td>
</tr>
<tr>
<td>EDSW</td>
<td>1843</td>
<td>3156</td>
<td>0.584</td>
</tr>
<tr>
<td>SCVA</td>
<td>246</td>
<td>473</td>
<td>0.520</td>
</tr>
<tr>
<td>LAWS</td>
<td>1134</td>
<td>2489</td>
<td>0.456</td>
</tr>
<tr>
<td>ARCH</td>
<td>672</td>
<td>1614</td>
<td>0.416</td>
</tr>
<tr>
<td>BUSI</td>
<td>4776</td>
<td>11827</td>
<td>0.404</td>
</tr>
<tr>
<td>HSCI</td>
<td>1626</td>
<td>4094</td>
<td>0.397</td>
</tr>
<tr>
<td>ENGI</td>
<td>2811</td>
<td>7330</td>
<td>0.383</td>
</tr>
<tr>
<td>DENT</td>
<td>138</td>
<td>521</td>
<td>0.265</td>
</tr>
</tbody>
</table>

Figure A2.2. Special consideration and special arrangement requests per student (EFTSL).
Volume by academic week
The following figure provides an overview of the volume of special consideration and special arrangement applications throughout 2016 by academic week.

Figure A2.3. Volume of applications received during 2016 by academic week.
The following table provides an overview of the number of special consideration and special arrangement applications throughout 2016 by academic week.

**Table A2.4. Volume of applications received during 2016 by academic week.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Count</th>
<th>Week</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 Week 1</td>
<td>236</td>
<td>S2 Week 1</td>
<td>360</td>
</tr>
<tr>
<td>S1 Week 2</td>
<td>336</td>
<td>S2 Week 2</td>
<td>516</td>
</tr>
<tr>
<td>S1 Week 3</td>
<td>491</td>
<td>S2 Week 3</td>
<td>390</td>
</tr>
<tr>
<td>S1 Week 4</td>
<td>557</td>
<td>S2 Week 4</td>
<td>730</td>
</tr>
<tr>
<td>S1 MidSem</td>
<td>406</td>
<td>S2 Week 5</td>
<td>924</td>
</tr>
<tr>
<td>S1 Week 5</td>
<td>1056</td>
<td>S2 Week 6</td>
<td>1118</td>
</tr>
<tr>
<td>S1 Week 6</td>
<td>1286</td>
<td>S2 Week 7</td>
<td>1482</td>
</tr>
<tr>
<td>S1 Week 7</td>
<td>1356</td>
<td>S2 Week 8</td>
<td>1266</td>
</tr>
<tr>
<td>S1 Week 8</td>
<td>1151</td>
<td>S2 Week 9</td>
<td>1105</td>
</tr>
<tr>
<td>S1 Week 9</td>
<td>1180</td>
<td>S2 MidSem</td>
<td>477</td>
</tr>
<tr>
<td>S1 Week 10</td>
<td>1250</td>
<td>S2 Week 10</td>
<td>968</td>
</tr>
<tr>
<td>S1 Week 11</td>
<td>1317</td>
<td>S2 Week 11</td>
<td>1074</td>
</tr>
<tr>
<td>S1 Week 12</td>
<td>1382</td>
<td>S2 Week 12</td>
<td>1184</td>
</tr>
<tr>
<td>S1 Week 13</td>
<td>1315</td>
<td>S2 Week 13</td>
<td>1046</td>
</tr>
<tr>
<td>S1 Week 14</td>
<td>1093</td>
<td>S2 Week 14</td>
<td>837</td>
</tr>
<tr>
<td>S1 Week 15</td>
<td>1382</td>
<td>S2 Week 15</td>
<td>1494</td>
</tr>
<tr>
<td>S1 Week 16</td>
<td>1599</td>
<td>S2 Week 16</td>
<td>1484</td>
</tr>
<tr>
<td>Winter 1</td>
<td>597</td>
<td>Break 1</td>
<td>461</td>
</tr>
<tr>
<td>Winter 2</td>
<td>393</td>
<td>Break 2</td>
<td>384</td>
</tr>
<tr>
<td>Winter 3</td>
<td>277</td>
<td>Break 3</td>
<td>169</td>
</tr>
<tr>
<td>Winter 4</td>
<td>325</td>
<td>Break 4</td>
<td>119</td>
</tr>
<tr>
<td>Break 5</td>
<td></td>
<td>Break 5</td>
<td>23</td>
</tr>
<tr>
<td>Break 6</td>
<td></td>
<td>Break 6</td>
<td>8</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>36604</strong></td>
<td><strong>Grand total</strong></td>
<td><strong>36604</strong></td>
</tr>
</tbody>
</table>

**Standard versus non-standard decisions**

Prior to the commencement of each semester, faculties are able to specify variations to the default forms of consideration provided in the special consideration and special arrangements Decisions Matrix.

Faculties are able to specify:

- Skills based assessments that are non-repeatable due to specialised resource requirements;
- In-class assessments where mark adjustments are not allowed; and
- Units of study that have a return date (for submitted work) that varies from the standard 14 calendar days.
In 2016:
• 234 units of study with a skills based assessment were recorded as “non-repeatable”. For these units of study, approved students were offered an alternative evaluation rather than the standard decision of a new or varied evaluation.
• 1,344 units of study with an in-class assessment (tutorial quiz, small test, online task or small continuous assessment) have one or more assessments noted as “Mark Adjustment Not Allowed”. For these units of study, approved students were offered a new or varied assessment.
• 1,043 units of study had an allowable extension duration that was different to the standard 14 calendar days.

At the conclusion of 2016:
• 26,906 (73.5%) of special consideration and special arrangement requests were standard decisions and able to be made without referral to a unit of study coordinator.
• 9,698 requests (26.5%) were non-standard decisions and required referral to a unit of study coordinator. As there are no standard rules for attendance, these requests are referred to unit of study coordinators automatically (unless declined by SAS due to insufficient documentation). Out of the 9,698 requests that were referred to a unit of study coordinator for a non-standard decision 41% (3,986 requests) related to attendance.

Table A2.5. Standard and non-standard decisions taken in 2016.

<table>
<thead>
<tr>
<th>Assessment types</th>
<th>Standard (SAS)</th>
<th>Non-standard (UoS)</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>8230</td>
<td>3011</td>
<td>11241</td>
<td>73%</td>
</tr>
<tr>
<td>Attendance</td>
<td>2646</td>
<td>3972</td>
<td>6618</td>
<td>40%</td>
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Attachment 3 – Report of Student Support Services

Jordi Austin, Director, Student Support Services
Dagmar Kminiak, Manager, Disability Support Services
DVC Registrar Portfolio

Recommendations
1. That the Assessment Working Group Committee notes that Student Support Services strongly supports the aims and initiatives proposed to review the Universities approach to assessment.
2. Student Support Services recommends broader discussion of universal design principles in assessment development.
3. Student Support Services supports development of a cross unit assessment plan that enables deep disciplinary learning, without overloading staff or student workload.
4. Student Support Services is available to provide additional feedback or discussion surrounding universal design or student development trajectory.

Background
Student Support Services strongly support the aims and initiatives proposed by the Assessment Working Group to review the University’s approach to assessment. There are many benefits to be gained from reforming the current assessment practices to reduce the aggregated impact of inadequately planned learning and assessment methodology. We support reforms that will decrease the burdensome load that assessments can place on students, as well as efforts to improve timeliness of feedback to students on their mastery of learning outcomes. We also support the development of assessment planning through disciplinary majors and minors to enhance the student development trajectory.

Patterns of utilisation rates at Counselling and Psychological Services and Disability Services indicates peaks in service demand coinciding with assessment log-jams (notably week 7, 11 and 13 of semester). This is further exacerbated by the complex and bureaucratic process involved in application for special consideration, and the often guillotine application of Fail grades, frequently in professional and clinical programs, that will cause a student to fall out of step with a suitable course progression. This is particularly acute for international students where loss of one or two semesters in sequencing of their studies is highly stressful and detrimental to their overall ability to complete their course. The impact of not meeting a single assessment milestone is disproportionately punitive in these circumstances.

Qualitative feedback from the Academic Honesty report (2016) indicates that students are under time pressure to complete multiple assessments which are often perceived as trivial “jumping through hoops” or at best ancillary to their learning. This increases time and workload pressure without enabling deeper or intrinsically rewarding learning to occur. Students reported that this also increases the temptation to take “short cuts” in producing work to satisfy the assessment task hurdle. From the student feedback, modifications to assessment methodology will simultaneously increase the students desire to comply with academic learning and integrity.

Consideration of students’ desire for to be treated like a member of the learning community should also be taken into account when planning reforms. Data from the Academic Integrity Survey conducted in 2016 supports this with one student commenting:

I think it’s important to help students feel that their work is valuable and contributes to the greater picture of academia, and that they are academics, from the moment they begin at university. This way they will come to see their work as not just a way to pass the course and leave, but as a valuable contribution to their field, and that their academic “peers” (even if they are far senior to them) are worthy of having their work respected, just as they themselves are. Combating academic dishonesty has to start with changing the culture and mindset of students about academic work.

Student Support Services are currently working with Carers NSW to understand the pressures experienced by students who have dual responsibilities of being a both student and a carer and their need for workload flexibility so as to manage both roles. The Chair, Academic Board, is actively supporting this project to enable equitable access to learning opportunities.

Significant external personal and social responsibilities, flexibility in managing workload, carers responsibility, distance from site of learning, requirements to work to support study (no significant increase in Centrelink entitlements etc).
Application of Universal Design principles
Some of the reforms the working group seeks to implement could be addressed through implementation of universal design (UD) principles (see section below). The Disability Services team currently advocate for the use of universal design principles wherein the delivery of education and teaching practices are adjusted to be more inclusive. UD creates an environment where learning is enabled for specific cohorts which may also benefit other members of the university community. In relation to universal design for assessment, learning outcomes can be evaluated by variety of assessment mechanisms that allow students to demonstrate their capability and content mastery. This method provides equivalence in learning via multiple means of demonstrating that learning.

Transitioning towards delivering education and assessment with universal design principles will require some upskilling of staff and additional resources in the establishment phase, but the benefits will be vast for student development, equitable opportunity to demonstrate mastery, and in providing students with increased control over how they manage their time.

Disability Services have provided the following commentary on how the current assessment approach impacts on students with disability.

Impact of the current assessment approach on students with disability
The current assessment regime frequently consists of summative assessments which are often high stakes. Specifically, these assessments cumulate to the end of the semester and prior to the formal exam period and as a result of this, some students may experience an exacerbation of their disability, further impacting on their performance in the formal exam period. This can also make the application of reasonable adjustments difficult, as extensions of time for written assessments often cannot be applied to all assessments towards the end of the semester, due to the impact on marking and feedback. This also places pressure on the faculty in terms of implementation of adjustments and accommodation of extraordinary requests for assessment. Units where there is an assessment structure consisting of two assessments which are both heavily weighted places significant pressure on students and can result in an exacerbation of their condition.

Assessment regimes where there is too much assessment with little real-time feedback on performance creates additional workload stress for students. We often find that if a student is struggling to understand core concepts from the beginning, and no feedback has been provided along the way, this increases the likelihood of the student failing the summative assessments.

Inclusive assessment
Inclusive assessment refers to the design and use of fair and effective assessment methods which enable all students to meet the required learning outcomes to their full potential.
An inclusive assessment regime offers students different assessment opportunities to demonstrate content mastery. That is, students would be able to select an assessment format which is accessible to them and which does not require modification or the application of a reasonable adjustment from the faculty, for example pre-filming a presentation, poster submissions, viva voce instead of written work/exam.

Inclusive assessment uses the same assessment outcome targets for all students, however provides benefits in workload flexibility and learning management tools for students, reduces staff workload through removing the need for in semester bespoke adjustments for disability conditions.

Track and Connect – student feedback on volume and timing of assessment
Track and Connect is an early intervention retention and student success initiative developed by Student Support Services. It has been running in participating subjects across multiple faculties since a successful pilot in Semester Two 2012. The program has proven effective in helping first year students to access key services and support available to them, resulting in increased student retention and success, and contributing to a valuable feedback loop between students and faculties. It provides students with key information about support services and resources, while also providing detailed de-identified feedback for unit coordinators.

The Track and Connect callers frequently speak to students who indicate that they have difficulty managing their assessment workload. The key piece of feedback received about assessment across all subjects is that students really struggle when their assessment due dates fall at the same time in semester and their difficulty in keeping up with the volume. Timeliness of feedback is also highlighted.
by students as supporting their learning - in units of study which have assessments (even if they are small ones) early in the semester have a better sense of their progress; when students have not had any assessments by mid-semester we often hear that they are uncertain as to how they are progressing or what actions they need to take to remain engaged and on top of their studies.

**Universal Design for Learning**

Universal Design for Learning (UDL) provides a blueprint for creating and implementing flexible learning environments, goals, pedagogies, materials, and assessments that accommodate learner differences. (cast.org)

There are three primary principles that guide universal design for learning and provide the framework (see Wakefield, 2011).

**Principle 1: Provide Multiple Means of Representation (the “what” of learning)**

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., visual impairment); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

**Principle 2: Provide Multiple Means of Action and Expression (the “how” of learning)**

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential. This is the principle that has greater relevance for the area of assessment, however all principles need to be in place to ensure universal design for learning.

**Principle 3: Provide Multiple Means of Engagement (the “why” of learning)**

Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

In the UDL framework, assessment is described as the process of gathering information about a learner’s performance using a variety of methods and materials in order to determine learners’ knowledge, skills, and motivation for the purpose of making informed educational decisions. Within the UDL framework, the goal is to improve the accuracy and timeliness.

**Measurable Outcomes and Assessment Plan**

Prior to planning the instructional experience, establish how learning is going to be measured. Considerations should include:

- previously established lesson goals and learner needs
- embedding checkpoints to ensure all learners are successfully meeting their desired outcomes
- providing learners multiple ways and options to authentically engage in the process, take action, and demonstrate understanding, and
- supporting higher-order skills and encouraging a deeper connection with the content (Lawrence, 2011).
Considerations when planning assessments using a Universal Design for Learning approach (Burgstahler, 2015; Moore, 2013)

- Regular feedback is provided during the course. This could be in the form of formative assessments, peer feedback, students submitting sections of large projects for feedback before the final project is due, and the chance for resubmission.
- Clear expectations around assessments and learning outcomes are set at the beginning of the course. This includes providing a rubric for assessment tasks with clear marking criteria.
- Ask students to identify their preferred learning style early on in the course to assist them to identify which assessment type would best demonstrate their knowledge.
- Provide choice in assessment type to all students, this may reduce the need for adjustments for some students. (see examples below of assessment types).
- Provision of sample or previous tests and study guides.

Examples of alternate assessment types

- Poster board (that you can assemble, take a picture of and post)
- Video recording: video presentation, video portfolio, taped seminar report
- Audio recording
- Journals
- Peer critiques
- Design reports
- Viva with supporting portfolio
- Portfolios with supporting commentary
- Oral presentation of a research report
- Connect cards: student has compulsory readings and summarises content on a card and submits to academic

Matrix of assessment modes

<table>
<thead>
<tr>
<th>Analytical exercise</th>
<th>Examinations (unseen)</th>
<th>Placement or exchange reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefings</td>
<td>Exhibition and poster displays</td>
<td>Portfolios and sketchbooks</td>
</tr>
<tr>
<td>Computer-based assessments and exercises</td>
<td>Extended investigations (e.g. statistical)</td>
<td>Practical reports</td>
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<tr>
<td>Continuous assessment</td>
<td>Field-work reports</td>
<td>Problem based learning</td>
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<tr>
<td>Coursework with discussion elements</td>
<td>Finding primary source material</td>
<td>Projects, independent or group</td>
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<td>Critical diaries, learning logs and journals</td>
<td>Geological mapping</td>
<td>Sandwich year reports</td>
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<tr>
<td>Cotts</td>
<td>“In class” and module tests</td>
<td>Simulation exercises</td>
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<td>Data interpretation exercises</td>
<td>Internship diaries</td>
<td>Slide and picture tests</td>
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<td>Design tasks</td>
<td>Laboratory examinations and practical tests</td>
<td>Student-led seminars, presentations and discussions</td>
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<td>Documentation</td>
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<td>Optical Mark Reader assessments</td>
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<td>Work books</td>
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<td>Peer and self-evaluation</td>
<td>Work experience report</td>
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<tr>
<td>Examinations (take away)</td>
<td>Personal research projects</td>
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Using a Universal Design for Learning Approach to Assessment

Currently students with disability are provided with reasonable adjustments to enable them to be on a level playing field with their peers. The process of obtaining reasonable adjustments can be time consuming and complex for students and staff alike (Fossey et al., 2017).
If a universal design for learning approach is utilised and there is flexibility built into the assessment methods and schedules, then there would be reduced need for reasonable adjustments for some students with disability. If fewer students had reasonable adjustments for assessment tasks this would reduce the workload for academic and administrative staff within faculties.

Waterfield and West (2006) theorised that universal design could accommodate individual differences between learners without the need for routine categorisation and negative labelling. Flexibility in assessment could therefore also remove the need for disclosure of their disability for some students and protect their privacy.

Best-practice suggests that flexible assessment options should be offered for students as part of the unit of study assessment structure.

References


Introduction
The Students’ Representative Council (SRC) makes this submission for consideration as part of the review into the current assessment regime at the University of Sydney. The SRC appreciates consideration of the issues raised with this submission, and in recent consultation with the Assessment Working Group. We seek to highlight some of the issues students face under the current regime, and recommend the review team take into account the concerns raised by this submission.

When a student utilises the SRC’s Casework Service, it is quite common to see multiple issues stemming from the presenting issue. The impact that the current assessment regime has on students can manifest in various ways and also heavily influence the student’s options and decisions. We see a very real impact of the current timing of assessments on students’ ability to manage deadlines and make informed decisions appropriately. This can impact multiple areas of the student experience including but not limited to discontinue deadlines, future academic integrity issues, and eligibility for financial assistance (e.g., Centrelink, scholarships, etc.).

Timing and volume
With the bulk of assessment due after the deadline for a Discontinue Not Fail (DC) grade, students cite time management and stress as the reason(s) they unintentionally or deliberately plagiarised. The majority of our academic honesty cases begin around week 10 with investigations extending beyond the examination period. During this time we experience an increased demand on our services, impacting on our other areas of work.

The timing of assessments tends to be unevenly skewed towards the second half of the teaching period, and reduces the use or effectiveness of formative learning and assessment. If 25-30% of a unit of study’s weighting had to be submitted before week 7, this would allow students to have access to quality feedback earlier in a course and have a realistic sense of how they are performing in a unit, with scope to build on skills, seek academic support and improve across semester.

We believe the University can afford to be more flexible in determining the nature and timing of adjustments for students. We understand that academics reasonably require enough time after an assessment has been submitted to provide sufficient feedback and accurately apply the marking rubric, but we concerned that students submitting an assessment with an extended deadline may have an excessive delay in feedback. Academics must be afforded sufficient portions of time to allow for high quality marking, even with extensions of submission deadlines, to provide students with the educative value reasonable for an assessment.

Many unit coordinators are not aware of the existence of, or their discretion to allow, simple extensions of up to two working days under the current policy. The SRC strongly supports flexibility for unit of study coordinators to give extensions on assessments, while still maintaining academic integrity. The SRC has received feedback from students that the simple extension and special consideration system seems opaque and in many circumstances adds to their distress.

Formative assessment, timing and feedback, OLEs
Formative assessment is necessary and while it can take time for academics to have the ability to return work to students, this timing can have a significant impact on students. We have seen subjects where a 60% assessment was due the day after the return of the previous 40% assessment. This practice does not allow students to receive feedback on their work in order to improve their learning. The SRC supports increased feedback to students through assessment tasks that align with the learning and teaching outcomes. We also acknowledge that many lecturers and tutors may have competing time demands and have limited support to deliver constructive feedback, which can result in a decline in quality education and teaching.

One hundred percent exams continue to be problematic as there is no room for cumulative feedback and learning across the semester. The benefit of only having one assessment task is then outweighed by the lack of prior feedback on progress in the unit of study. The SRC recommends a decrease in summative assessment, and acknowledges the need for a defined measure for determining credit points and a proportional study load. Many students have reported that first year mathematics subjects are
weighted with 3 credit points, but require the same workload as a 6 credit point subject. The SRC recommends that a benchmark is developed to determine the appropriate workload for 1 credit point, and that this model is applied to existing units as well as units being introduced through the new curriculum’s OLE’s.

**Group work**

Group work urgently needs to be reviewed as an assessment method, and only used for assessment purposes when it is educationally defensible. Too often we see group work used where it is a part of historical suite of assessment styles, or a time efficient measure, rather than holding genuine educative value. Group work is often treated as an assignment divided into small individual assignments, where there is no difference to providing students individual assessments. Clear and realistic objectives need to be developed, together with an understanding that group work needs to be used in a constructive way. We recommend that where group work is to be used for assessment, a template rubric developed to guide effective group work is utilised, unit of study coordinators present a demonstrated need, and the faculty grants approval.

The increased reliance and overuse of group work has also led to widespread stigmatising of certain demographics within the student population. Cultural differences, age gaps, language barriers, and real or perceived (dis)ability can lead to stress and tension amongst student groups, rather than fostering a sense of shared learning. While the intent of group work is often to learn collaborative skills and to work with others, the reality is this outcome is seldom achieved. The SRC has seen many group work assessments lead to bullying, harassment, and students leaving or failing the subject. The effectiveness of group work is further compromised by issues including distribution of work, limited or no class time dedicated to allowing groups to work together, group members with unavoidable commitments, e.g., employment, or caring for dependents, that make prioritising workload challenging. This can lead to academic honesty issues and lacks a truly collaborative approach.

**Administration processes and considerations**

As most disciplines schedule the bulk of assessment deadlines after the DC deadline, students may not have enough indicators to make an informed decision prior to the census date, to avoid academic and financial penalty, or the deadlines to discontinue without academic penalty. As with other special consideration processes, time spent seeking advice and gathering further documentation can have a compounding effect on subsequent deadlines throughout the semester. Many students may struggle to cope with their workload, but may feel the need to remain enrolled full time for the purposes of Centrelink payments; transport concessions; eligibility for student specific accommodation; and scholarships.

Key dates should be included in all unit of study outlines so students are aware of their options and can make informed decisions around managing their workload. A significant portion of the student population are not aware that Discontinue Fail (DF) and Discontinue not to Count as failure (DC) grades even exist. The fact that this information is difficult to access on the university website, and students are often not aware before issues reach crisis point, inhibits students from being proactive in managing study loads. Instead, problems often accumulate then exacerbate and these difficulties manifest in the form of academic integrity issues, fails and absent fails, damage to mental health, and in some cases attrition.

**International students managing study load**

We see a reluctance within some faculties to reduce international students’ study load to part time (below 18 credit points), even where ‘at risk’, or documented medical or compassionate circumstances exist, in compliance with the ESOS Act. This makes it more difficult for international students to manage their studies effectively.

**University’s approach to assessment**

An effective assessment regime will add to the quality of the degree, reinforce the integrity of the students’ candidature, and increase the value of the institution in the marketplace.
Attachment 5 – Report of the Office of Educational Integrity
Tristan Enright, Manager, Educational Integrity
DVC Education Portfolio

Background
A number of new or enhanced initiatives were introduced by the University of Sydney in 2016 to assure the integrity of its educational courses. These initiatives have served to enhance the University’s efforts to promote a strong culture of educational integrity, educate students to high ethical standards, and prevent, detect and report potential breaches of academic honesty.

In 2016, a total of 3,330 incidents involving 2,929 individual students were reported across the University for investigation to faculty Educational Integrity Coordinators and nominated academics. This represented a 220% increase on the average 1,500 incidents reported annually in each of the 6 preceding years. While this is a consequence of the increased use of similarity detection software, it is also a direct result of the more reliable, transparent and consistent reporting procedures made possible by the introduction of an online, University-wide reporting system. This system has enabled the University to capture detailed incident and demographic data to identify patterns in breaches of academic integrity more rapidly, accurately and extensively than was possible in the past.

Timing and volume of assessment
Figure A5.1 on the following page demonstrates overall patterns in incident reporting in 2016. As is evident, there was an initial spike in reporting in the middle third of semester 1, which was then eclipsed by the larger spike in reporting at or after the end of the teaching session. This overall pattern holds for semester 2, although a significantly higher number of incidents were reported in semester 1 following the final day of the session on 25 June 2016 than were reported at or after the end of semester 2.

The time series data presented in figure A5.1 also provides some indication of the timing and volume of assessment across the University in each semester insofar as it relates to peaks and troughs in reporting. As is indicated for each semester, the rate of incident reporting appears to rise around Week 9 of each semester (see 7 May for semester 1 and 1 October for semester 2). The rate of reporting continues to rise for a number of weeks, before dropping off slightly ahead of, and then increase again during, the formal examination period. As there were often problems with the timeliness of incident reporting in 2016 — with reporting typically following assessment deadlines by some 2 to 3 weeks — this indicates that the volume of assessment across the University appears to increase at about Week 6 or 7 in each semester and remains at a relatively high level until the end of the formal examination period.

Impact of the timing and volume of assessment on students
The 2,929 students reported for suspected plagiarism or academic dishonesty in 2016 represented approximately 5% of the University’s total coursework cohort. However, a much smaller proportion (~1.39%) were found to have engaged in either academic dishonesty or misconduct. Even so, there were a number of trends identified through the reporting data in 2016 that are relevant to the strategic review of assessment currently being undertaken by the Assessment Working Group.
Figure A5.1. Educational integrity incidents reported by week in 2016.
Students studying full time are more at risk
The reported incidents of suspected plagiarism or academic dishonesty overwhelmingly involved students undertaking full-time study. This trend continued through semester 2, such that 90% of all incidents reported involved students studying full-time.

One reason for this could be related to the volume of work students studying full-time complete relative to students enrolled part-time, which means the chances of being reported for suspected plagiarism or academic dishonesty are substantially higher. However, as demonstrated in the time series data presented in figure A6.1, the noticeable concentration of the incidents reported in each semester is more likely than not to be a result of a concentration of assessment deadlines across a high number of units.

This apparent concentration of assessment is corroborated by feedback the Office has received from faculty educational integrity teams. Many of the students they met with reported having difficulty managing their regular and assessment-related workloads, and expressed feelings of stress and anxiety as a result. The issues and experiences described by students shed some light on what may lead some to making regrettable choices or submitting work of a poorer standard than they may otherwise be able to produce. There is therefore a compelling case to be made for investigating ways to better manage the timing and volume of assessment at the unit of study, major and degree level.

International students are most at risk
Overall, international students were more likely than their domestic counterparts to be reported for suspected plagiarism or academic dishonesty, although this varied slightly among faculties. This trend also appears to have continued across the University throughout the second half of 2016, with the incidents involving international students constituting 54.1% of all reported incidents as compared to an overall enrolment ratio of 31.8%.

While international students were more likely to be reported overall, the relevant incidents overwhelmingly involved students in their first or second year of candidature (71% and 21%), which is somewhat higher than the relevant University-wide averages (61% and 23%). International students were also more likely to be enrolled full time than part time (94% and 6%), which is to be expected given that they are required to be engaged in a full course load under the Education Services for Overseas Students Act 2000. This means that the timing and volume of assessment may have contributed to the higher rate at which international students were reported.

In total, 327 domestic and 221 international students were found to have engaged in plagiarism, representing 0.08% of all domestic and 1.21% of all international coursework students, respectively. A further 288 domestic and 466 international students were also found to have engaged in academic dishonesty, representing 0.07% of all domestic and 2.56% of all international coursework students, respectively. Here, though, it is also worth noting that inappropriate cooperation and the reuse of work previously submitted for assessment are included in the University’s definition of academic dishonesty. While this is in itself concerning, it may also indicate that a culture of peer (albeit illegitimate) cooperation has developed within international cohorts as a strategic response to the challenges posed by studying in a foreign country as second language students.

In sum, the higher rate at which international students were reported indicates that more can be done to support them in their transition to the University and a foreign educational culture. Given that international students now constitute approximately a quarter to a third of the student population, there is also an argument to be made for modifying the current approach to assessment adopted across the University to ensure that international students are given adequate time and opportunities to become accustomed to (or more adequately included within) a new educational environment.
Attachment 6 – Outcomes of student roundtable on assessment

Executive summary
A total of 14 assessment-focussed fora were held across the University between June and September 2017, concluding with a roundtable discussion of assessment with student representatives to the Academic Board on Friday 8 September 2017. While the students present expressed broad support for the assessment-related initiatives of the University Strategy, they raised concerns about the intention to provide a statement of achievement on academic transcripts and whether assessment of the graduate qualities will add to the current volume of assessment. They also provided feedback on current approaches to assessment and the related issues. An overview of key issues and concerns expressed by the students is presented below for the working group’s reference.

Assessing the graduate qualities
The students present were supportive of the University’s intention to begin systematically assessing the graduate qualities as a means of enhancing teaching, learning and assessment across the institution. They were also supportive of the notion of being provided with a statement at graduation indicating their level of attainment of each of the graduate qualities. Despite broad support for these initiatives, a number of questions were raised about the proposed approach. These are summarised as follows.

1. Clarification was sought regarding whether the statement provided at graduation would reflect students’ achievement of the graduate qualities in each assessment and unit of study, or whether the statement would reflect an overall level of achievement. It was emphasised that the intention was to provide students with a description of their overall achievement, but that this description would be based on the highest level of achievement attained by each student.

2. Clarification was sought about who would be developing the descriptions to appear on the statement of achievement. Those present were provided with an overview of the work currently being undertaken to develop a suite of University-level rubrics that will define each of the graduate qualities in broad terms and describe different standards or levels of achievement along a continuum (or scale) of development. As achievement of the graduate qualities will necessarily be dependent on the context of the different fields of study in which students are engaged, these rubrics will be translated or interpreted within each field of study. While the University-level descriptions provide the necessary framework for this, the descriptions of the different levels of achievement for each of the graduate qualities will thus be written or developed by those with expertise in the relevant field or fields of study. It was also noted that these descriptions would not be presented in a manner similar to the bands used to report on achievement in the Higher School Certificate or in terms of the grades commonly used across the University (e.g., Pass, Credit, etc.). Instead, the descriptions will be positive statements about what each student can do individually.

3. Some concern was expressed about the manner in which the statement on the graduate qualities will be provided to students. In particular, concern was expressed about the statement being included on the transcript, with more support being expressed for the provision of a separate statement. Concern was also expressed about whether a generic statement on the standard attained by for each graduate quality could adequately capture a student’s achievements, and whether it would be better for any such statement to be written by a trusted member of the academic staff. While the latter approach is not precluded by a provision of a statement on the graduate qualities, it was noted that such an approach is not scalable and would place potentially onerous demands on individual members of staff. It was emphasised that a statement on attainment will likely convey more about what students can do than the current practice of limiting statements of achievement solely through numerical marks and grades, although the statement is envisaged as complimentary to the latter. Despite this, there was still some apprehension about the nature of the statement of achievement, with an opt-in approach or student review of the statement prior to its finalisation being suggested.

4. Beyond reporting students’ achievement of the graduate qualities, a number of questions were asked about how the assessment of the graduate qualities would be undertaken in relation to current assessment in units of study. Questions were asked about whether assessment of the graduate qualities would replace existing unit of study assessment or whether it would be appropriate for assessment of the graduate qualities (and the related learning experiences) to be conducted as separate from units of study. It was emphasised that the graduate qualities should not be seen as separate from the learning outcomes expressed for units and fields of study, but
rather as integral to these. It was also emphasised that much unit of study assessment already includes assessment of the graduate qualities, even if only implicitly, so assessment of the graduate qualities does not necessarily represent a radical departure from existing assessment practices. However, some of the graduate qualities are relatively new (e.g., interdisciplinary effectiveness or influence), so academic staff across the University will need to give careful consideration to how the full suite of qualities can be meaningfully developed and assessed within each field of study. It was noted that this will likely be done within units of study, although there is some latitude to share development and assessment of the graduate qualities across units of study at the level of the relevant major, program or stream.

5. There was also some concern expressed about the potential for individual bias to affect assessment of any student’s achievement of the graduate qualities, particularly in the context of one-to-one teaching. This is an issue that will be given further consideration, although it was emphasised that the final statement on the graduate qualities will be developed on the basis of a composite picture of each student’s level of attainment, although the highest level of attainment will be that which is reported. As students will complete multiple units of study taught by multiple academic staff to complete their degrees, there is already an in-built mechanism for moderating any potential bias on the part of one member of staff incorporated within the proposed model.

General views on assessment

Broadly speaking, the students present did not express general dissatisfaction with current approaches to assessment, although there was a diversity of views expressed about what works in different contexts. The students present also recognised that there is unlikely to be an ideal future state or assessment profile that would apply to all students given the diversity of fields of study in which they are engaged. They demonstrated a particularly acute understanding of the context-dependent nature of assessment, which is necessarily related to the specific field of study. However, they also emphasised the importance of all assessment tasks being meaningful, or authentic, to the context and the learning outcomes being sought. Where any assessment appears as unrelated to the learning outcomes and context, and instead appears to be designed to meet other, potentially arbitrary criteria (e.g., word count equivalence), assessment was generally seen as contrary to the aims of a University education.

Specific issues with the way in which assessment is currently conducted are summarised below.

1. Mixed views were expressed about what works in different contexts. Some students indicated that small continuous assessment can be beneficial, they emphasised that the weight of such tasks was less important than the feedback they are intended to provide and their meaningfulness in relation to assisting students meet the specified learning outcomes. Where the relationship between small continuous assessment and the learning outcomes of units of study was not apparent or clear, there was little enthusiasm for this style of assessment. Some concern was also expressed regarding assumptions about the volume of work associated with low weighted assessment. Some students indicated that the low weighting does not always reflect the work required or the specific learning context in which the task has been set, particularly where students are required to engage with relevant bodies of literature and attend multiple lectures, tutorials and practical classes.

2. Mixed views were expressed about what was seen as an appropriate weight associated with individual items of assessment. There was some support expressed for summative assessment accorded high to very high weighting, usually final examinations, provided that this was appropriately and directly supported by continuous formative assessment. However, there was less support expressed for assessment tasks of high to very high weighting by students studying in non-scientific disciplines. Here, the suggestion was made that the maximum weight for any item of assessment should be capped at around 50% as anything higher potentially represents a significant barrier to progress should anything go wrong or any student not perform at their best level at the time. Higher weighted assessments were also linked to increasing use of special consideration, and were identified as problematic for students living with disability, many of whom do not report their circumstances, or seek assistance from, the University’s Disability Services.

3. There was some support for the idea of enabling students to engage with assessment requirements in a more flexible manner, such as moving away from an emphasis on strict deadlines to a
general period through which students would be encouraged to complete a specific task. However, it was noted that a more structured approach to assessment is beneficial in the first year of candidature in terms of facilitating students’ transition toward more independent modes of study and learning. It was also noted that a more flexible structure could be useful or beneficial in later years of candidature. Students were also asked about whether being able to negotiate the nature of the specific kinds of assessment they could undertake, or the weighting applied to assessment tasks, in units of study would be of interest or value, although there were no strong views expressed for or against this notion.

4. The current conduct of group-based assessment was also raised as an issue. An example of the effective facilitation and assessment of group work was described in relation to this. In this example, students were given time in class to work together on the project, with the product of the group work being afforded a lower weighting than items of assessment that individual students were required to complete, even where these were related to the group work. Support was expressed by other students for this approach. In particular, it was noted that the assumption that students are able, or should be required, to effectively coordinate their schedules outside of teaching contact hours was misplaced and often led to students delegating components of the overall piece of work and combining these immediately ahead of submission without time for adequate discussion and integration.
Attachment 7 – Theoretical foundations of a common approach to assessment
Prof Jim Tognolini, Director, Educational Measurement and Assessment Hub
Sydney School of Education and Social Work, Faculty of Arts and Social Sciences

Introduction
The purpose of this paper is to outline some steps that should be taken to maximise the chances of producing comparable assessments across the University as it moves towards:

1. developing a University-wide approach (e.g. via shared rubrics) for assessment of graduate qualities to be used by staff and students with a focus on capstone and project units
2. developing aligned assessment plans at the level of course component to ensure effective placing of authentic assessment experiences, educational integrity and achievement of learning outcomes at the appropriate level
3. considering policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars
4. recommending optimal processes for effective assessment practice in collaborative and project learning settings, and
5. reviewing policy for streamlining and reducing summative assessment at the unit of study level, making increased use of low credit value and optional no-value formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole.

In introducing the reforms outlined above into an organisation as diverse as the University it is imperative that there be an overarching assessment theory that enables the various stakeholders (faculties and schools) to build their own assessments and measures while retaining the capacity to report against university wide standards.

Consequently, the first stage in the process involves articulating a theory of assessment predicated upon giving marks more common meaning by referencing them to standards and on a measurement model that will underpin the development of rubrics, interdisciplinary project assessment, the construction of “developmental curricula”, etc.

The basic elements of standards-referenced systems
A standards-referenced system is a model for giving meaning to achievement by referencing it to student learning or standards. This effectively shifts the focus in assessment from notions of rank ordering students (comparing their performance to each other) to those of monitoring growth or progress and measurement along a developmental continuum (Bennett, Tognolini and Pickering, 2012; Davidson and Tognolini, 2013; Tognolini and Stanley, 2007). It requires the articulation of what is meant by growth in a subject or construct. Rather than just a mark in an examination the system provides students with a description of the types of knowledge and skills that they have acquired in a subject at the end of a course.

When talking about assessment it is important to have a common understanding of some of the key terms: assessment, testing, evaluation and measurement. Inside and outside of education circles these terms are often used in overlapping and inconsistent ways (Tognolini and Stanley, 2007).

Assessment involves professional judgment about student performance with respect to a continuum of development and is based upon the image formed of the student by the collection of evidence.

Assessment is an inclusive term, which refers to all those processes used to collect information and make judgments about student achievement (Davidson and Tognolini, 2013; Tognolini and Stanley, 2007). Within each knowledge domain, teaching experience and subject expertise helps develop the image of achievement embodied in the standard. Testing is just one way of collecting information about students. As a formal process, it is a structured form of assessment collected according to specified procedures (question types, answer formats, etc.).

Evaluation is when performance data is summarised by assigning a grade, comment or a mark and a judgement is made regarding the value of the image (it is good or bad; it is worth an A; it is a high
measurement is the process of assigning a number to the performance to represent position with respect to the developmental continuum underlying the performance and indicates how much of the property (construct) being assessed is present (Davidson and Tognolini, 2013).

Standards-referenced systems generally comprise a curriculum (syllabus or framework) that describes through its statement of aims, objectives, learning outcomes and content, what is developed and to be understood in an area of learning (Bennett, Tognolini and Pickering, 2012). Teaching and learning is based on the curriculum. The most important sources of information for the design of assessments and judging attainment of curriculum standards are the learning outcomes and content.

Performance (achievement) standards are explicit statements of student performance that describe the levels of achievement along the developmental path within the learning area (Bennett, Tognolini and Pickering, 2012). The outcomes are developed to enable the students to achieve the performance standards and as such, show growth in relation to the construct being assessed. The performance of students as reflected through the assessment tasks (both formative and summative) is then referenced to these standards.

In the case of the University of Sydney, the graduate qualities (outcomes):
1. describe what characterises learning within the University and the generic curriculum offerings, and must be developed with these outcomes in mind, and
2. should be organised in a way that enables student achievement relative to the graduate qualities to be taught and measured.

When constructing assessment tasks, the marking rubrics (and options in the case of multiple choice items) should reflect the theory. In a standards-referenced system, tasks (items or questions) should be set in a way that provides evidence of where the students are located along the developmental continuum. If this is done then every response can be interpreted in terms of location (and hence ability, knowledge and skills) and should give an indication of what needs to be done to improve learning.

Some basic task development requirements would include making sure that:
- the items and tasks (e.g. tests, assignments, practical work, and projects) are aligned to the content standards (outcomes) articulated in the syllabus
- the items, and tasks that are developed enable students at different stages in their learning to demonstrate what they know and can do, and
- a range of different tasks is used to generate a reliable and valid estimate of the student’s location along the developmental continuum.

The contemporary interest in reporting against educational ‘benchmarks’ is based on standards referencing. Standards are defined in terms of more global descriptions of achievement and provide valuable information about the relative progress of student performance with respect to knowledge and skill development.

The developmental continuum
A developmental continuum attempts to capture in words what it means to make progress or to improve in an area of learning or domain of knowledge. The further to the right along a developmental continuum, the more knowledge and higher order levels of cognition and affectivity related to the construct are present (Bloom and Krathwohl, 1956).

Figure A7.1 below gives a schematic representation of a developmental continuum, where GQ1 to GQ6 represent the University of Sydney graduate qualities:

<table>
<thead>
<tr>
<th>GQ1</th>
<th>Depth of disciplinary expertise</th>
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<tbody>
<tr>
<td></td>
<td>Broader skills</td>
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<tr>
<td></td>
<td>(a) Critical thinking and problem solving</td>
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<td></td>
<td>(b) Communication (oral and written)</td>
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<td></td>
<td>(c) Information/digital literacy</td>
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<tr>
<td></td>
<td>(d) Inventiveness</td>
</tr>
</tbody>
</table>

52
Figure A7.1: Schematic representation of growth of the graduate qualities where increasing levels show increasing higher order of cognition and “affectivity.”

<table>
<thead>
<tr>
<th>Quality</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>…</th>
</tr>
</thead>
<tbody>
<tr>
<td>GQ1</td>
<td></td>
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<td></td>
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<tr>
<td>GQ2</td>
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<td>…</td>
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<tr>
<td>GQ6</td>
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</table>

The levels (1, 2, 3, etc.) represent increasing quantities of the various graduate qualities, and are descriptions of what it is students must know, be able to do and “value” to achieve the level. The descriptions are cumulative in the sense that to achieve Level 3, students have Level 2 PLUS some MORE of the property, construct or graduate quality, etc. These descriptions are referred to as the performance standards (Bennett, Tognolini and Pickering, 2012). It is a requirement of the measurement theory that underpins this approach that the Levels are cumulative.

The number of levels can vary across Graduate Qualities and is determined by how many different categories (levels) can be explicitly described in a way that enables the assessors to be able to distinguish between levels of performance within the graduate quality. The aggregate of the performances across the Graduate Qualities comprises “university learning”.

One of the key challenges is to be able to write the performance standards clearly and meaningfully for the students, lecturers and community; each of whom will use them in different ways (Sadler, 2005).

The requirements of the performance standards
The performance standards for the Graduate Qualities should:
- describe performance expectations and proficiency levels in the context of a clear conceptual framework, and be built on sound models of student learning (developmental continuum) and affective domain development;
- be clear, detailed, and complete; reasonable in scope; and both rigorous and well-grounded in the knowledge and affective domains;
- be elaborated so that curriculum, teaching and assessment are all aligned; and
- facilitate the development of curriculum (and associated assessments) that include the Graduate Qualities within all programs across the university.
Figure A7.1 above is indicative of a university-level analytic marking rubric (Sadler, 2005)\(^1\) and the requirements of the performance standards are the same as those of marking rubrics used in assessment at the task level within a unit of study (Lasater, 2007).\(^2\)

**Analytic marking rubrics**

Analytic marking rubrics provide a guide to marking all types of performance based on how the students perform on the separate criteria (graduate qualities in this case) related to the task. In the case of the graduate qualities, the qualities themselves are the criteria for the analytic rubric.\(^3\)

The main advantage of analytic marking rubrics is that they convert performance into a score and in the case of a measurement model, a location on a scale. A second advantage is that they enable everyone (students, lecturers and community) to see what is required of them to achieve the various levels of performance on each of the criteria that comprise the task.

The main disadvantage is that they are more difficult to write because there are more criteria. A second disadvantage is that consistency among the different markers is generally quite low.

It must be stressed that in most, if not all programs, student tasks are already assessed using analytic or holistic rubrics. There is however some variation in the extent to which these rubrics are articulated and the extent to which they meet the developmental requirements of a measurement model that enables them to be effectively evaluated.

One of the first challenges, at the university level, is to develop in a consensus manner rubrics (standards) for each of the graduate qualities that meet the requirements outlined above (appendices A8.2 and A8.3 show the basic process to be used for building rubrics). These rubrics together will define the broader learning that characterises the University of Sydney curriculum. They will also be the basis for field of study level graduate quality rubrics that can be written to reflect the various disciplines within the program, but still enable the reliable reporting of performance against the University standards on each of the graduate qualities.

Within each program, capstone units and project units will also need to show how the content of the unit enables reporting of performance against the program and university wide rubrics.

**Building the university level rubrics for the graduate qualities**

In 2017, the intention is to start the process of building rubrics for the graduate qualities. While the process is relatively generic, establishing rubrics for each graduate quality may be tackled in a slightly different way.

For example, in the case of ‘critical thinking’ (where there has been a significant number of generic and discipline specific rubrics produced) the intention is to carry out a literature review to produce a range of possible rubrics at the university level; and, a similar review to generate examples of rubrics that meet the measurement quality criteria at several discipline-specific levels.

One of the key foci with this approach is to address the research issue associated with the extent to which it is possible to measure critical thinking within a discipline and still make an on-balanced judgement against the more generic critical thinking rubric for the purposes of reporting at a university level.

The intention is to develop, by the end of 2017, the critical thinking rubrics, conduct some initial work on equating the discipline-specific and generic rubrics, and design a strategy for validating the rubrics.\(^4\) In 2018, validation work on the rubrics will be carried out and then the critical thinking rubric will be trialled in 2019. The validation work may involve producing and trialling standardised

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\(^1\) See also [http://edglossary.org/rubric/](http://edglossary.org/rubric/).

\(^2\) Some useful examples of university level rubrics from Carnegie Mellon University can be found at [https://www.cmu.edu/tea/ching/design/ech/igh/rubrics.html](https://www.cmu.edu/tea/ching/design/ech/igh/rubrics.html).

\(^3\) See Appendix A8.1 as an example of a critical thinking rubric sourced from the University of Rhode Island.

\(^4\) See appendices A8.2 and A8.3 for indicative rubric models.
measures of critical thinking for validating the rubrics, building a scale and auditing the results across years.

A second example that uses a slightly different process is developing a rubric for ‘cultural competence.’ There are several groups currently building rubrics for cultural competence. The intention is to work with these groups to produce a combined rubric or set of rubrics that meet the needs of the various groups and at the same time meets the measurement requirements outlined above.

The plan is to develop the rubrics and design a strategy for validating them by the end of 2017. One of the focal points for this process is considering how, from a measurement perspective, various aspects (e.g. cultural competence associated with indigenous, SES, disability) of cultural competence can be brought together on a single scale. In 2018, further validation work will be conducted and the rubric trialed in 2019.

The third graduate quality for consideration in 2017 is ‘influence.’ The rubric to assess and measure influence is different to the other two. It requires a lot of conceptual work to define the construct and, once it is defined, it requires a significant amount of work to develop a measurement framework which takes the components of influence and defines growth or progression along the developmental scale. Once this is done, it requires a validation study to be carried out. This study would be carried out in 2018 and 2019.

Similar strategies are currently being developed for building all the graduate qualities at the university level.

**Measurement of student performance against rubrics**

Building the rubrics with the intention of measuring student performance is the first stage of the measurement process. However, once the rubrics are built and validated they must be used to measure student performance (Sadler, 2005; Webb, 2007).

Once again, this process can be carried out in different ways at different levels within the University. At the University level, it would be possible to add some statements related to those qualities that address “values” to the Course Experience Questionnaire and ask graduates to indicate the extent to which they agree or disagree with the statement. This would give some baseline data and would enable cross-temporal comparisons at a macro level. The self-report measure used here has the same limitations as most self-report measures and as such it would be just one piece of information that would be used to generate some evidence that the University is having an impact on the graduate quality being assessed. Cultural competence is one graduate quality that lends itself to such an assessment.

Scenarios have been used in higher education internationally to assess critical thinking. A similar assessment could be carried out at the university level on a sample of graduate students to provide some baseline data on performance on the graduate quality of critical thinking. Repetition of such an assessment with different samples across years would give some evidence as to the impact that the University is having on this graduate quality. The reliability and validity of such assessments would need to be determined. It is one approach in which the University can get an indication as to the impact of the efforts to incorporate the graduate qualities into the University programs.

In both these cases there would need to be standard setting exercises carried out to establish cut scores on the assessments that align to the performance standards of the University Graduate Quality rubrics and reporting would be done against the rubrics.

Perhaps the best way to ultimately measure performance of students against the University rubrics is to aggregate up the assessments against the discipline specific rubrics from the unit level to the program level and finally to the University level (see figure A7.2). This is the most direct method of assessing performance against the Graduate Qualities and is based on the informed professional judgement of the lecturers themselves.
It may take some time as apart from building the rubrics at the different levels, there is a need to provide professional development for the lecturers who will have to assess against the rubrics in a comparable and fair way. This will also involve supporting the lecturers in developing assessment tasks that enable the students to demonstrate performance on the rubrics across the length of the program.

It may be possible in the meantime to take a sample of Capstone Units and Project Units and support these in an intensive way to generate some measures that will give some baseline data for comparative purposes from 2019 onwards.

**Conclusion**

Many universities have identified graduate qualities in their strategic plans. Unlike the University of Sydney, few have committed to measuring performance against these qualities. The reality is that if there is no attempt to measure impact, then the chances of the graduate qualities being implanted into the learning environment of the students is doubtful.
In undertaking to measure student performance on these graduate qualities the University has committed itself to the bold task of not only making sure that the measures that are used to report performance against the graduate qualities are as valid and reliable as possible, but also that the graduate qualities themselves are incorporated into the curriculum and assessments of the units that are used to transition knowledge skills and behaviours to its students.

To be successful it requires the support of the academic staff. In addition, the process needs to be founded on a sound measurement model that will maximise the chances of students being assessed on qualities that are critical to success in the 21st century in a fair and consistent way. The same measurement principles can also be used to provide optimal processes for effective assessment practice in collaborative and project learning settings; and, streamline and reduce summative assessment at the unit of study level.

References
Appendix A7.1 – Example of a critical thinking rubric from the University of Rhode Island

<table>
<thead>
<tr>
<th>1. Analysis and Evaluation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unclear on the goals of the analysis. Does not understand the purpose of the information provided. Limited consideration of sources to draw conclusions.</strong></td>
<td>Analyses and assesses the situation with limited awareness of the goals of the analysis. Assumes information is valid. Considers only few perspectives drawn from the book, class discussion, and own experiences to draw conclusions.</td>
<td>Analyses and assesses the situation with awareness of the goals of the analysis. Seeks out information. Considers some diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.</td>
<td>Analyses and assesses the situation with a clear awareness of what needs to be accomplished. Views information critically. Considers multiple diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.</td>
<td></td>
</tr>
<tr>
<td>2. Information</td>
<td>Relies on insufficient, irrelevant, or unreliable information. Fails to identify or hastily dismisses strong, relevant counter-arguments. Confuses information and inferences drawn from that information.</td>
<td>Gathers some credible information, but not enough; some information may be irrelevant. Omits significant information, including some strong counter-arguments. Sometimes confuses information and the inferences drawn from it.</td>
<td>Gathers sufficient credible, and relevant information. Includes some information from opposing views. Distinguishes between information and inferences drawn from it.</td>
<td>Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. Includes information that opposes as well as supports the argued position. Distinguishes between information and inferences drawn from that information.</td>
</tr>
<tr>
<td>3. Problem/Opportunity Definition</td>
<td>Seems to be confused on the problem and fails to identify and summarize the problem/opportunity. Unsuccessful in justifying why the suggested technology is the ideal medium for solving the problem.</td>
<td>Problem/opportunity is identified but is not clear and summarization lacks focus. Partially successful in justifying why the suggested technology is the ideal medium for solving the problem.</td>
<td>Problem/opportunity is identified but is somewhat clear and summarization is basic. Mostly successful in justifying why the suggested technology is the ideal medium for solving the problem.</td>
<td>Clearly identifies and summarises the problem/opportunity. Explains why the suggested technology is the ideal medium for solving this problem.</td>
</tr>
<tr>
<td>4. Objective Definition</td>
<td>Most business objectives do not address the problem/opportunity.</td>
<td>Develops business objectives that partially address the problem/opportunity.</td>
<td>Considers and evaluates ideas and incorporates them in developing business objectives that mostly address the problem/opportunity.</td>
<td>Considers and evaluates ideas and incorporates them in developing clear and measurable business objectives aligned with the problem/opportunity.</td>
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<thead>
<tr>
<th>5. Analyse problems using methodology and terminology</th>
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</thead>
<tbody>
<tr>
<td>Does not identify most or any issues in a particular fact situation and fails to use appropriate methodology and terminology.</td>
<td>Correctly identify and analyse some issues in a particular fact situation using appropriate methodology and terminology.</td>
<td>Correctly identify and analyse many issues in a particular fact situation using appropriate methodology and terminology.</td>
<td>Correctly analyse all or most issues in a particular fact situation using appropriate methodology and terminology.</td>
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<thead>
<tr>
<th>6. Implications, Consequences</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ignores significant implications and consequences of reasoning.</td>
<td>Has trouble identifying significant implications and consequences; identifies improbable implications.</td>
<td>Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a “4”.</td>
<td>Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative). Distinguishes probable from improbable implications.</td>
<td></td>
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<table>
<thead>
<tr>
<th>7. Solution Design Choice</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>Presented design lacks any original and innovative approaches. Few of the business objectives are addressed in the solution design.</td>
<td>Selects solution designs which demonstrate mostly traditional solutions. Solution design addresses some of the business objectives</td>
<td>Selects solution designs which demonstrates many original and innovative concepts mixed with traditional solutions. Solution design addresses most of the business objectives.</td>
<td>Develops original and innovative approaches to solve the problem or capitalize on an opportunity aligning the design with the business objectives.</td>
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<table>
<thead>
<tr>
<th>Optional</th>
<th>1</th>
<th>2</th>
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<table>
<thead>
<tr>
<th>Purpose</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not clearly understand the purpose of the assignment</td>
<td>Is not completely clear about the purpose of the assignment</td>
<td>Demonstrates an understanding of the assignment's purpose</td>
<td>Demonstrates a clear understanding of the assignment's purpose</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to identify assumptions. Makes invalid assumptions.</td>
<td>Fails to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid.</td>
<td>Identifies assumptions. Makes valid Assumptions</td>
<td>Accurately identifies assumptions (things taken for granted). Makes assumptions that are consistent, reasonable, valid.</td>
<td></td>
</tr>
</tbody>
</table>
## Components of Critical Thinking and Problem Solving Rubric for the University of Sydney

<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problematisation</td>
<td>Articulation of challenges involved in relation to ideas or topics investigated.</td>
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<tr>
<td>2. Inference</td>
<td>The processes to reach a conclusion on the basis of reasoning from evidence</td>
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<tr>
<td>3. Analysis</td>
<td>The separating of any material or abstract ideas into its constituent elements. This process as a method of studying the nature of something or of determining its essential features and their relations.</td>
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<tr>
<td>4. Synthesis</td>
<td>The combining of the constituent elements of separate material or ideas into a single, unified, complex whole.</td>
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<tr>
<td>5. Evidence</td>
<td>Selecting and using information to support one's views</td>
<td></td>
<td></td>
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<tr>
<td>6. Evaluation</td>
<td>A systematic determination of the merit, worth and significance of the object or ideas being studied using criteria governed by a set of standards</td>
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<tr>
<td>7. Conclusion and Decision making</td>
<td>A judgment or decision reached by reasoning.</td>
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</tbody>
</table>
Appendix A7.3 – Basic shell for building a critical thinking and problem solving rubric for the University of Sydney with performance indicators for components

<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
<th>Dimensions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problematisation</td>
<td>Articulation of challenges involved in relation to ideas or topics investigated.</td>
<td>- Identifying issues.</td>
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<td></td>
<td></td>
<td>- Reflect on the nature of the issue.</td>
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<td></td>
<td></td>
<td>- Motivation to identify issues.</td>
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<tr>
<td></td>
<td></td>
<td>- Questioning skills (reading and searching) for problematisation.</td>
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</tr>
<tr>
<td>Inference</td>
<td>The processes to reach a conclusion on the basis of reasoning from evidence</td>
<td>- Use logic and association to link knowledge and understanding.</td>
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<tr>
<td></td>
<td></td>
<td>- Reflect and self-monitoring on how knowledge and understanding can be linked.</td>
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<td></td>
<td></td>
<td>- Use personal and others' experience to link knowledge and understanding.</td>
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<td></td>
<td></td>
<td>- Use visualization tools to analyse inference.</td>
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<tr>
<td>Analysis</td>
<td>The separating of any material or abstract ideas into its constituent elements. A method of studying the nature of something or of determining its essential features and their relations.</td>
<td>- Systematically examine own and others' assumptions, methodologies, and statements.</td>
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<td></td>
<td></td>
<td>- Reflect and self-monitoring on how own and others' assumptions, methodologies, and statements are logically stated.</td>
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<td></td>
<td></td>
<td>- Attitudes towards examination of each component of argumentation or statements to make a sense.</td>
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<td></td>
<td></td>
<td>- Quantitative or/and qualitative skills.</td>
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<tr>
<td>Synthesis</td>
<td>The combining of the constituent elements of separate material or ideas into a single, unified, complex whole.</td>
<td>- Create and connect complex ideas using imagery, analogies and symbolism.</td>
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<tr>
<td></td>
<td></td>
<td>- Reflect and self-monitoring on how well connect complex ideas.</td>
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<td></td>
<td></td>
<td>- Open-mindedness to seek alternative ideas and adapt better ones from other perspectives.</td>
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<tr>
<td></td>
<td></td>
<td>- Use visualization tools to show how complex ideas are connected.</td>
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<tr>
<td>Evidence</td>
<td>Selecting and using information to support one's views</td>
<td>- Give reasons to support own thinking or refute others' statements.</td>
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<td></td>
<td></td>
<td>- Reflect and self-monitoring on balance rational and irrational components of a complex or ambiguous problems to evaluate evidence.</td>
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<td></td>
<td></td>
<td>- Enthusiasm toward scientific argumentation or inquiry, which are different from assertion.</td>
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<td></td>
<td></td>
<td>- Search, selection and source evaluation skills.</td>
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<tr>
<td>Components</td>
<td>Definitions</td>
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<tr>
<td>Judging or Evaluation</td>
<td>A systematic determination of the merit, worth and significance of the object or ideas being studied using criteria governed by a set of standards</td>
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<td></td>
<td>- Make judgments about the value of ideas or materials in terms of the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified.</td>
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<td></td>
<td>- Reflect and self-monitoring on assessment of risks and the processes of evaluation.</td>
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<tr>
<td></td>
<td>- Consideration of social perspectives on feasibility, risk, cost and time</td>
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<tr>
<td></td>
<td>- Skills to weigh one argument with another.</td>
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<tr>
<td>Conclusion or Decision</td>
<td>A judgment or decision reached by reasoning.</td>
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<tr>
<td></td>
<td>- Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action</td>
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<tr>
<td></td>
<td>- Reflect and self-monitoring on the processes of selection of the best or feasible idea for a course of action.</td>
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<tr>
<td></td>
<td>- Motivation to select the best ideas to give feasible solution to the issues or problems.</td>
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<tr>
<td></td>
<td>- Leadership skills in critical thinking</td>
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</tbody>
</table>
Attachment 8 - Industry and community project unit outline

Overview
The aim of this unit is to allow undergraduate students to participate in an interdisciplinary group project, working with one of the University’s industry and community partners. Students will work in teams on a real-world problem provided by the partner, applying their disciplinary expertise and gaining valuable experience in working across disciplinary boundaries.

In working on authentic problems, students will encounter richly contextualized issues that will require input from people with a variety of disciplinary backgrounds and experiences. Developing solutions to complex problems requires students to work effectively in interdisciplinary groups.

The unit will provide the opportunity for students to integrate their developing knowledge and experience, and apply them in circumstances of the kind they can expect to encounter in professional life. Interdisciplinary group work will provide the opportunity to build the skills to work across disciplinary, cultural and/or professional boundaries.

Learning outcomes

<table>
<thead>
<tr>
<th>Graduate Qualities</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depth of disciplinary expertise</td>
<td>Students should be able to apply disciplinary knowledge and/or skills to real-world problems. These may occur in settings outside those for which their discipline has prepared them.</td>
</tr>
</tbody>
</table>
| 2. Broader skills (critical thinking and problem solving; communication (oral and written); information/digital literacy; inventiveness) | Students should be able to:
   a. Identify and respond to complexity and uncertainty in real-world problems;
   b. use and develop interpersonal communication skills, through participation in interdisciplinary group projects;
   c. develop written, oral and multi-media communication skills through the creation and presentation of reports for mixed audiences.
   d. Develop inventive and novel solutions to complex problems. |
| 3. Cultural competence | Students should be able to:
   a. identify social, political and cultural factors in authentic problem settings; and
   b. in developing solutions, take account of cultural and social difference that may impact the problem to hand; and
   c. see broad societal implications of a problem and its solution. |
| 4. Interdisciplinary effectiveness | Students should be able to:
   a. recognise the role of different forms of disciplinary or professional expertise in clients and in student groups
   b. communicate across disciplinary or professional boundaries and
   c. work productively in interdisciplinary or inter-professional teams. |

1 The first paragraph of the overview reflects the common language used in the unit of study outlines prepared in the Faculties of Arts and Social Sciences (INDP3000), Business (BUSS31100), and Science (SCPU3001). It also includes wording that describes the concept and goals of interdisciplinary learning, taking up the language from the DAWG discussion paper Project Units in Undergraduate Degrees.

5. Integrated professional, ethical and personal identity
   a. articulate and analyse dilemmas and difficult choices arising in real world settings
   b. share responsibility for quality, timeliness and thoroughness
   c. see broad societal and ethical implications of a problem and its solution.

6. Influence
   (To be effective in exercising professional and social responsibility and making a positive contribution to society.)
   Students should be able to:
   a. provide leadership in discipline-relevant areas of a project.
   b. articulate professional and social values and their effect upon practical problem solving
   c. demonstrate a commitment to the role of a professional contributor to community and industry activities.

Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Weighting</th>
<th>GQ/LO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group plan</td>
<td>Group</td>
<td>10%</td>
<td>1*, 2, 4</td>
</tr>
<tr>
<td>Group presentation</td>
<td>Group</td>
<td>20%</td>
<td>2, 4</td>
</tr>
<tr>
<td>Evaluative/reflective task</td>
<td>Individual</td>
<td>20%</td>
<td>1, 3, 4*, 5, 6</td>
</tr>
<tr>
<td>Group project report</td>
<td>Group</td>
<td>50%</td>
<td>1*, 2, 4, 6*</td>
</tr>
</tbody>
</table>

*Graduate qualities that may or may not be specifically assessed in this item of work. Decision pending on completion of rubrics.

---

3 The assessment regime for the 2018 pilot envisages graded assessment for ICP Units. Looking forward to 2020, further discussion would be welcomed on the possibilities for non-graded assessment. This approach is widely thought to be well suited to experiential learning projects, where careful formative assessment frameworks are in place, although some concerns about this approach also persist.
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<table>
<thead>
<tr>
<th>Author</th>
<th>Georgie Wheadon, Senior Policy and Projects Officer, Education Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Pip Pattison, Deputy Vice Chancellor (Education)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Review of proposal for the Bachelor of Science (Exercise and Sport) and Bachelor of Science/Bachelor of Advanced Studies (Exercise and Sport)</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the USC on the content of a new stream proposal for 2019, the Bachelor of Science (Exercise and Sport) and Bachelor of Science/Bachelor of Advanced Studies (Exercise and Sport)</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Undergraduate Studies Committee (USC):
- incorporate this advice into their consideration of the new stream proposal for the Bachelor of Science (Exercise and Sport) and the Bachelor of Science/Bachelor of Advanced Studies (Exercise and Sport) presented to it at this meeting; and
- where it agrees, request that the faculty resolve the issues outlines below to the Committee’s satisfaction.

**EXECUTIVE SUMMARY**

The 84 credit point stream in Exercise and Sport is proposed for offer in the Bachelor of Science and Bachelor of Science/Bachelor of Advanced Studies from 2019. As it will form part of the new curriculum implemented under the University’s education strategy, the Faculty of Health Sciences consulted with the Deputy Vice Chancellor (Education) while developing the course proposal. Feedback was given about the stream design including some issues that need scrutiny by the USC.

The first issue is that students in the three-year degree, and Dalyell students in the four-year degree, will have a restricted choice of second major. In both instances, student will not have enough electives to undertake a second major instead of the minor in Physical Activity and Health required by the degree. This constraint is contrary to the Coursework Policy 2014 which states that students in liberal studies degree should have the opportunity to take a second major. However, it does have precedent (in that other streams have been approved where the choice of second major is restricted), and, as the faculty explains in its course proposal documentation, is due to the large number of units that must be included in the stream for it to meet accreditation requirements.

The Faculty have suggested that some students will be able to choose a second major in a mathematics-based area, and seek credit for overlapping units from the Bachelor of Science degree core. Also, that they might introduce a Physical Activity and Health major to Table S for 2020, which could also give students the option of “upgrading” their required minor to this major. It is suggested that the USC examine the reasons for this restriction and consider if the faculty needs to commit to this proposal for the Physical Activity and Health major for 2020, and to its design. Note that the Physical Activity and Health minor is yet to be approved for inclusion in Table S by the Board of Interdisciplinary Studies.

The second issue concerns enabling students wishing to exit the stream to be able to complete the Bachelor of Science. Currently, the Exercise and Sport major is restricted to Exercise and Sport stream within the Bachelor of Science Table A. This means students wishing to leave the stream before completing the major cannot count it towards the unstreamed degree. Options to provide students with an exit degree pathway could include: making the Exercise and Sport major available on an “exit only” basis to Bachelor of Science students (there is precedence for this in the Bachelor of Arts); adding the proposed Physical Activity and Health to the Bachelor of Science Table A as well as Table S, and exploring the possibility of cross-crediting the Exercise and Sport major with an existing Bachelor of Science Table A major.
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BACKGROUND

The stream in Exercise and Sport in the Bachelor of Science and Bachelor of Science/Bachelor of Advanced Studies will replace the Bachelor of Applied Science (Exercise and Sport Science) currently offered by the Faculty of Health Sciences.

The requirements of the stream for the Exercise and Sport Science Stream within the Bachelor of Science or the Bachelor of Science/Bachelor of Advanced Studies are:

- 48 credit point major in Exercise and Sport, available via the Bachelor of Science Table A; and
- 36 credit point minor in Physical Activity and Health, available via the Bachelor of Science Table A and Table S.

Disciplinary and interdisciplinary project experiences will be delivered through the Exercise and Sport major, with the interdisciplinary project in EXSS3XXX Practicum in Exercise Science and the disciplinary project in EXSS3XXX Motor Control and Learning.

 ISSUES

1. Restricted second major for students in the three-year degree and Dalyell students in the four-year degree

Clause 83B(3)(a) of the Coursework Policy 2014 states that all students undertaking a liberal studies degree must have the opportunity to take a second major from the shared pool (Table S) in place of the minor required by their degree. This is not possible for students taking the Exercise and Sport stream in the three-year degree (Bachelor of Science). The 84 credit point stream, when added to the requirement for 12 credit points in the degree core and 12 credit points in the Open Learning Environment, leaves students with only 36 credit points of elective space. This is sufficient for the student to take a second 36 credit point minor, but a student cannot take a second 48 credit point major, unless they seek to utilise overlapping mathematics units taken in the Science degree core to take a mathematics based major. There are precedents where this is the case in other streams, for example, the Food and Agribusiness stream in the Bachelor of Science.

The restricted second major is not an issue in the four-year degree, except for Dalyell students. Non-Dalyell students will have 48 credit points of elective space which is sufficient space to take a second major, in addition to the minor in Physical Activity and Health, should they wish to do so. However, Dalyell students will only have 36 credit points of elective space, as they will be required to take 12 credit points of Dalyell units in addition to the stream requirements. Analysis of past ATAR entry scores of students from the degree which the Exercise and Sport stream will replace (Bachelor of Applied Science (Exercise and Sport)) has indicated only three students with 98+ ATARs enrolled in the degree in the past. Therefore, it is likely that only a very small group of students will be affected by this restricted choice.

As the Faculty of Health Sciences explains in the course proposal documentation, these restrictions are due to the number of units that are required for the stream, to meet accreditation requirements. These requirements mean the stream cannot be reduced in size any further, which necessarily restricts the number of units of study available for electives. However, the faculty also indicated they have plans to develop the Physical Activity and Health minor into a major, and include it in Table S for 2020. While this would not grant students unrestricted choice of second major, the availability of the Physical Activity and Health major would expand the choice of second major for students in the three-year degree beyond mathematics-based majors, and enable Dalyell students in the four-year degree to “upgrade” their mandatory Physical Activity and Health minor to a major. If the faculty commits to offering this major for 2020, and to its design now, it would be able to provide 2019 commencing students with advice about the upcoming availability of the major.

2. Options for an exit degree

As the Exercise and Sport major will be restricted to Exercise and Sport stream, students wishing to exit the stream before completing the major will not be able to count it towards the Bachelor of Science. It is recommended that consideration be given to options for enabling the unstreamed Bachelor of Science to become an exit degree for these students. These options include making the Exercise and Sport major available on an exit only basis to Bachelor of Science students. There is a precedent for this in the Media
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Studies major within the Media and Communication stream in the Bachelor of Arts/Bachelor of Advanced Studies. Also, that, the Physical Activity and Health major could be added to the Bachelor of Science Table A for 2020, as well as Table S. This would enable students wishing to exit without the Exercise and Sport stream to exit with a BSc with either an Exercise and Sport major or a Physical Activity and Health minor. A third option could be to explore cross-crediting between the major in Exercise and Sport and an existing major in the Bachelor of Science, for example the Health major. This would provide students with an alternative exit pathway that would not greatly add to the length of their degree.